

AGENDA

REGULAR MEETING OF THE UTAH STATE UNIVERSITY BOARD OF TRUSTEES

VIA ZOOM TELECONFERENCE

<https://usu-edu.zoom.us/j/88912746041?pwd=ZW05czVQSWpDaEJLRzRkTEpOWGNydz09>

January 6, 2023 – 9:00 a.m.

REGULAR MEETING

- 9:00 a.m. 1. Welcome and Introductory Items – Chair Kent Alder
1.1 Board of Trustees 2023-2024 Meeting Schedule DRAFT
- 9:10 a.m. 2. Closed Executive Session
- Regular Meeting (*continued*)
- 9:40 a.m. 3. Committee Reports, Committee Chairs
3.1 Audit, Risk and Compliance Committee – Chair Dave Petersen
3.2 Academic Approval Committee – Chair Wayne Niederhauser
- 9:55 a.m. 4. President's Report – President Noelle Cockett
- 10:10 a.m. 5. Consent Agenda
5.1 Approve:
Minutes from Board of Trustees Meeting held December 2, 2022
5.2 Approve:
Individuals to be recommended for 2023 Honorary Degrees
5.3 Approve:
Master of Anticipatory Intelligence - Utah State University's College of Humanities and Social Sciences
5.4 Approve:
Bachelor of Art and Bachelor of Science in Criminal Justice - Utah State University's Departments of Sociology and Anthropology and Wildland Resources
5.5 Approve:
Program Reviews for the following:
 - College of Agriculture and Applied Sciences' Department of Animal, Dairy and Veterinary Science Program Review
 - Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education Listening and Spoken Language Graduate Training Program Accreditation
 - Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education Communication Sciences MS Degree New Program Review
 - Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership Graduate Degrees Program Review
 - College of Engineering's Department of Electrical and Computer Engineering Graduate Program Review
 - College of Engineering's Department of Biological Engineering Program Review
 - College of Engineering's Department of Civil and Environmental Engineering Program Review
 - College of Engineering's Department of Engineering Education Graduate Program Review
 - College of Engineering's Department of Mechanical and Aerospace Engineering Program Review
 - College of Humanities and Social Sciences' Department of Communication Studies and Philosophy Communications studies MS New Program Review

- College of Humanities and Social Sciences' Department of World Languages and Cultures Portuguese Language BA New Program Review
- College of Science's Department of Computer Science Program Review
- S.J. & Jessie E. Quinney College of Natural Resources' Department of Wildland Resources Program Review

- 10:15 a.m. 6. Action Agenda
- 6.1 Review and accept:
External Audit Reports – Vice President Dave Cowley and Trustee Dave Petersen
7. Information Agenda
- 7.1 Report of Investments for July 2022
 - 7.2 Report of Investments for August 2022
 - 7.3 President's Recent and Upcoming Events

10:25 a.m. ADJOURN

Utah State University Board of Trustees
DRAFT - Meeting Schedule - DRAFT
2023-2024

Date of Trustees Meeting	Meeting Type	Date of Board of Higher Education Meeting	Date of Board of Higher Education Committee Meeting	NOTES
Friday, January 6, 2023	Regular Virtual Meeting (morning)	January 12-13, 2023 12th Tooele Technical College 13th University of Utah		Honorary Degree recipient approval, present draft Trustee meeting schedule - Business only (no presentations)
Friday, February 10, 2023	Regular Virtual Meeting (morning)		Friday, February 17, 2023 virtual	Legislative updates, lunch with USU Foundation Board, tuition, GRAMA and Open Public Meeting training (2023 only)
Friday, March 3, 2023	Regular Meeting (afternoon)	March 23-24, 2023 23rd Davis Technical College 24th Salt Lake Community College		Held in conjunction with USU Founder's Day - Last day of legislative session - USU Spring Break following week - MW basketball tournament following week
Friday, April 7, 2023	Virtual Meeting		Friday, April 14, 2023 virtual	Promotion and Tenure
Wednesday, May 3, 2023	Regular Meeting (afternoon)	May 18-19, 2023 location TBA		Commencement events (May 4-5) - Oath of Office incoming USUSA President
<u>NO</u> June meeting			Friday, June 16, 2023 virtual	
<u>NO</u> July meeting		July 13-14, 2023 13th Southwest Technical College 14th Southern Utah University	Friday, July 7, 2023 virtual	
Friday, August 11, 2023	Dinner (Thursday, August 10) Regular Meeting (morning) and Workshop (afternoon) (all day)		Friday, August 18, 2023 virtual	Trustee Dinner & Workshop - Online Trustee training due - Title IX Compliance in-person training - Oath of Office new trustees
<u>NO</u> September meeting		September 14-15, 2023 14th Dixie Technical College 15th Utah Tech University	Wednesday, September 6, 2023 virtual	
Friday, October 13, 2023	Regular Meeting (morning)		Friday, October 20, 2023 virtual	USU and K-12 Fall Break
<u>NO</u> November meeting		November 16-17, 2023 16th Tooele Technical College 17th University of Utah	Wednesday, November 8, 2023 virtual	
Friday, December 1, 2023	Regular Meeting (morning)		Friday, December 15, 2023 virtual	
Friday, January 5, 2024	Regular Meeting (morning)	January 11-12, 2024 11th Ogden- Weber Technical College 12th Weber State University	Wednesday, January 3, 2024 virtual	Honorary Degree recipient approval, present draft Trustee meeting schedule - Business only (no presentations)
Friday, February 9, 2024	Regular Meeting (morning)		Friday, February 16, 2024 via Zoom	Legislative updates, lunch with USU Foundation Board, tuition
Friday, March 1, 2024	Regular Meeting (afternoon)	March 21-22, 2024 21st Mountainland Technical College 22nd Utah Valley University	Wednesday, March 13, 2024 virtual	Held in conjunction with USU Founder's Day - Last day of legislative session - USU Spring Break following week - MW basketball tournament following week
Friday, April 12, 2024	Videoconference Meeting		Friday, April 12, 2024 virtual	Promotion and Tenure
Wednesday, May 1, 2024	Regular Meeting (afternoon)	May 16-17, 2024 location TBD	Wednesday, May 8, 2024 virtual	Commencement events (May 2-3) - Oath of Office incoming USUSA President
<u>NO</u> June meeting			Wednesday, June 19, 2024 virtual	

approved: DRAFT

UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University, Logan, Utah
December 2, 2022

Minutes of the Regular Session of the Utah State University Board of Trustees held at Space Dynamics Laboratory and via Zoom videoconferencing, commencing at 9:11 a.m.

MEMBERS PRESENT

Kent K. Alder (Chair)	Wayne Niederhauser
John Y. Ferry (Vice Chair)	Steven L. Palmer
Clara Alder	David A. Petersen (virtual)
Gina Gagon	Jacey Skinner
David H. Huntsman	Tessa White

UNIVERSITY REPRESENTATIVES PRESENT

Doug Anderson	Dean, Jon M. Huntsman School of Business
Jodi Bailey	Chief Audit Executive
Blair Barfuss	Chief of Police
Lisa Berreau	Vice President, Research
Janalyn Brown	Secretary of the Board of Trustees
Noelle E. Cockett	President
David T. Cowley	Vice President, Finance and Administrative Services
Amanda DeRito	Associate Vice President for Strategic Communications
Rich Etchberger	Interim Vice President, Statewide Campuses
John Ferguson	President, Faculty Senate
Jed Hancock	President, Space Dynamics Laboratory
Brandon Hansen	President, Staff Employee Association
Nancy Hanks	Executive Assistant to the President
Jeff Hunter	Photographer
Jane Irungu	Vice President, Diversity, Equity and Inclusion
Mica A. McKinney	General Counsel and Vice President, Legal Affairs
Eric Olsen	Interim Vice President, Student Affairs
William M. Plate	Vice President, University Marketing and Communications
Larry Smith	Provost
Brian Steed	Executive Director, Institute of Land, Water and Air
Robert Wagner	Executive Vice President
Lane Weaver	Assistant Professor, Caine College of the Arts
Ken White	Vice President/Dean, College of Agriculture and Applied Sciences
Matt White	Vice President, Advancement
Devin Wiser	Vice President, Government and External Relations

OTHER ATTENDEES PRESENT

Jesslie Anderson	Vice Chair, Utah Board of Higher Education
Julie Hartley	Associate Commissioner, Utah System of Higher Education
Ava Jennings	Student Commendation Recipient
Courtney Tanner	Reporter, Salt Lake Tribune
Scott L. Theurer	Member, Utah Board of Higher Education

Beth Weaver

Lane Weaver spouse

1. BOARD OF TRUSTEES REGULAR MEETING

Chair Alder called the meeting to order. He welcomed and thanked those present for their attendance. Chair Alder spoke of the meeting he and Vice Chair Ferry attended in Cedar City, Utah, in September. The Utah Board of Higher Education would like to have more interaction with each Utah higher education institution's Board of Trustees. Chair Alder also spoke of the upcoming transition to a new USU President in July. He thanked President Cockett for her many years of hard work and dedication to the University.

3. CHAIR'S REPORT

Chair Alder asked Vice President Cowley to speak to the group about what it will look like for the institution if Utah Governor Spencer Cox were to freeze tuition increases. Cowley shared a financial analysis report which included information from FY17 through FY22.

4. COMMITTEE REPORTS

4.1. Executive Committee – Chair Alder indicated this committee met to set the December 2022 Board of Trustees meeting agenda.

4.2. Academic Approval Committee – Trustee Neiderhauser shared all items from their committee listed on either the consent or action agenda have been vetted by the group. Neiderhauser is impressed with the forms provided and the attention to detail given by the group. They approved four new certificates, two new emphases, new Alzheimer's Research Center, one name change, three new minors, new department in veterinary medicine, four new bachelor's degrees, etc. Much detail was reviewed within the committee, and more will be done in the upcoming January meeting as well.

4.3. Recruitment, Retention and Completion Committee – Chair Gagon discussed right now is the prime student recruiting season for fall 2023. The team has implemented an auto admit process which has reduced the amount of manual review needed and will serve well moving forward. Applications are up significantly. The application fee was waived during higher education week. This was in preparation for an upcoming mandate from the Utah System of Higher Education which states all institutions will be required to waive application fees. Gagon mentioned this will cause some budgetary challenges as they will be short an estimated \$1.5 million. Traditionally, USU has not offered many 4-year scholarship awards, but they are working toward offering more by 2024 which will help with recruitment.

4.4. Marketing and Communications Committee – Chair Skinner stated the marketing team has been working on several projects, including talking points with Trustee White, scheduling opportunities to help President Cockett meet with trustee contacts, Aggie Impact advertisements, fall marketing campaigns, digital campaigns, targeted campaigns, strategic marketing, key messages, and highlighting the Institute of Land, Water and Air. Vice President Plate's team is

focusing on first year enrollment, mental health, football scholarships, and billboards.

4.5 Student Health, Safety and Well-being Committee – Chair Huntsman reported some costs of the institution are going up in part due to student health, safety and well-being needs which are also on the rise. Huntsman commended the university as well as Interim Vice President Eric Olsen for their commitment to being proactive rather than responsive to both student and institutional needs. The team is working to identify students of distress or concern – any student with mental health which may put them at risk or unable to function in a way which is expected of a student. These struggles may be due to relationships, academic stress, or financial needs. Olsen mentioned nationally 35-40% of incoming freshman begin college with a previous diagnosis of depression or anxiety, many of which have been in weekly therapy and/or taking medication. Utah State has an online reporting system where roommates, family, faculty, etc. can file a report about a situation that may need intervention. The number of students needing support is growing. One of the main areas of concern is staffing issues. These jobs are difficult to fill due to the high stress level and late or overnight hours needed. Olsen stated they are looking for crisis workers who are embedded in the residence halls on campus. President Cockett reiterated the Title IX office is having difficulty filling positions as well. Trustee Neiderhauser agreed there is a great demand for social workers and mental health providers, especially due to the high stress most are under.

4.6 Audit, Risk and Compliance Committee – Trustee Petersen mentioned this committee met the previous day. He is impressed with the preparation of Jodi Bailey and Mica McKinney. The team focused on risk and audit, cyber security, bad actors, conflict of interest policy, senior risk management, and acknowledged emerging risks. The audit process is an ongoing effort, and all are aware and trained in compliance.

5. Trustee White is in process of finalizing talking points for each of the trustees to use to highlight Utah State when meeting with others. She believes these points are more powerful when using individual or personal examples. She is very close to sending them out to the board.

6. Overview of University Units – Space Dynamics Laboratory (SDL), President Jed Hancock

President Hancock shared a PowerPoint presentation overview of the history of SDL and several highpoints of what their work has allowed them to take part in.

7. Introduction of Vice President of Government and External Relations Devin Wisner and overview of legislative requests for the 2023 session.

President Cockett introduced Vice President Wisner who recently replaced Neil Abercrombie. Wisner worked at Weber State University in a similar role and graduated from Utah State University with his bachelor's degree years ago. Wisner feels the 2023 legislative requests are quite modest given the big asks during the 2022 legislative session.

Advancing Sustainability through Powered Infrastructure for Roadway Electrification (ASPIRE) and Regan Zane are asking for \$2 million in ongoing funds for continuing research, a statewide ecosystem and to create an entity which will provide an annual status report on roadway electrification.

Bingham Research Center, housed on the Uintah Basin campus, is asking that their 2016 legislative funds be extended and increased to \$400,000 ongoing. Wisner indicated USU is looking at projects that will benefit the state of Utah at large.

Medical and Community Service Interpretation is asking for \$156,000 ongoing (or 3-year trial ask) which would develop an array of academic programs to prepare more certified medical interpreters in Utah in which there is a huge need.

Earthquake Engineering Center is being spearheaded by USU College of Engineering Dean Kaluarachchi. This is a one-time \$3 million ask for equipment and technology only. This is not a building. University of Utah currently has a seismograph station which focuses on where and when an earthquake will occur. Utah is lagging behind in earthquake engineering efforts though. This center would work on bettering Utah's infrastructure and provide training for people to get society up and running in the event of a major earthquake. Utah State will work with the University of Utah in sharing data to help prepare Utah if the need arises.

Agriculture and Rural Small Business Innovation and Sustainability Initiative will provide training and resources directly to producers to help get their goods to consumers so Utahns can buy Utah products. This is a one-time ask of \$450,000 for a 3-year trial period.

Rural Behavioral Health Training Workforce Incentivization and Clinical Services has been a priority for Governor Cox. The ask is \$687,000 ongoing and Wisner mentioned they are currently working to obtain a sponsor. The Utah Substance Use and Mental Health Advisory Council (USAHV+) will probably lead the efforts on this and USU will provide backup help as needed.

Brian Steed, Executive Director Institute of Land, Water and Air

Executive Director Steed shared the report given to Governor Cox the day prior. The event went well and all in attendance agreed.

8. PRESIDENT'S REPORT

8.1 Student Resolution and Commendation was presented and read by Trustee Clara Alder who recognized USU Logan student Ava Jennings.

9. TRUSTEE RECOGNITION

President Cockett presented the December Trustee Recognition to USU Caine College of the Arts Professor Lane Weaver and read his letter of commendation written by Caine College of the Arts Interim Dean Nick Morrison. Cockett presented Weaver with a gift from the Board of Trustees and congratulated him on his hard work and dedication.

8. PRESIDENT'S REPORT (continued)

8.2 Update on University Vision and Strategic Plan Outcomes

President Cockett shared a strategic plan draft booklet titled “Aggie Action 2028” with each attendee. The printing project was directed by Vice President Plate and his team. President Cockett did not request full approval of the entire plan but parts of it which are needed to move into the strategies needed to complete the plan. Approval will be requested later in the meeting in the action agenda item 11.6. Input from stakeholders on objectives is currently being solicited to complete the plan and are due January 15, 2023. President Cockett believes the people are how the plan will be successful and is confident the plan will strengthen the Aggie staff and culture.

President Cockett congratulated Vice President of Advancement Matt White and the USU Foundation Board for winning the prestigious John W. Nason Award presented by the Association of Governing Boards of Universities and Colleges (AGB). This honor is given to those who serve “at the pinnacle of excellence, go above and beyond what boards *should* do, and instead take board-driven measures to advance their institutions in ways that truly matter.”

10. CONSENT AGENDA

10.1 Approve:

Minutes from Board of Trustees Meeting held October 14, 2022

10.2 Approve:

Minutes from Board of Trustees Meeting held on October 31, 2022

10.3 Approve:

Capital Improvement Priority List for FY2023-24

10.4 Approve:

Report of Institutional Discretionary Funds for 2021-2022 (Actual), 2022-2023 (Estimate), and 2023-2024 (Estimate) and Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 3- June 2022

10.5 Approve:

Reports of Auxiliary and Service Enterprises for FY2021-22

10.6 Approve certificate:

The Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Global Agriculture, Leadership and Education

10.7 Approve certificate:

The Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Fashion Studies

10.8 Approve emphasis:

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Agricultural Production and Automated Processing Technology Emphasis in the General Technology AAS

10.9 Discontinue certificate:

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes discontinuing the Certified Nursing Assistant Certificate of Completion

10.10 Discontinue certificate:

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes discontinuing the Office Computer Systems Certificate of Completion

10.11 Discontinue certificate:

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes discontinuing the Phlebotomy Certificate of Completion

10.12 Approve certificate:

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Quality and Reliability

10.13 Approve emphasis:

The Department of Music in the Caine College of the Arts proposes creating an optional emphasis in Composition within the current Bachelor of Art in Music

10.14 Approve center:

The Emma Eccles Jones College of Education and Human Services proposes establishing an Alzheimer's Disease and Dementia Research Center

10.15 Approve minor name change:

The Department of Human Development and Family Studies proposes changing the name of the Family and Human Development Minor to Human Development and Family Studies Minor

10.16 Approve certificate:

The Departments of Computer Science and Mathematics and Statistics proposes offering a Data Science Graduate Certificate

10.17 Approve minor:

The Departments of Computer Science and Mathematics and Statistics proposes offering a Data Science Minor

10.18 Approve new department:

The College of Veterinary Medicine proposes a new department to be named Department of Veterinary Clinical and Life Sciences

10.19 Approve minor:

The Department of Marketing and Strategy proposes creating a Marketing Design Minor

10.20 Approve minor:

The Department of Management proposes creating a People and Organizations Minor

10.21 Approve suspension of degree:

The Department of Market and Strategy proposes suspending the International Business Bachelor of Art and Bachelor of Science degrees

10.22 Approve:

Faculty Code 401 Composition and Authority of the Faculty

Action: Trustee Neiderhauser moved to approve the items on the Consent Agenda. Trustee Huntsman seconded the motion. Voting was unanimous in the affirmative and the motion passed.

11. ACTION AGENDA

11.1 Approve property exchange:

Real Property Acquisition by Exchange – property located adjacent to the Bastian Agricultural Center (BAC) – Vice President Dave Cowley

Vice President Cowley explained when the previous exchange with Salt Lake County occurred which gave USU the land now known as the Bastian Agricultural Center, the transaction came with a small sliver of land which the county had allowed the owners of the adjacent property to lease and use. The current exchange is this piece of land for another (slightly larger) adjacent parcel which benefits Utah State and the Center.

Action: Chair Alder called for a motion to approve a real property acquisition by exchange. The motion was made. Trustee Palmer seconded the motion. Voting was unanimous in the affirmative and the motion passed.

11.2 Approve Bachelor of Science degree:

The Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science in Animal and Dairy Sciences – Provost Larry Smith

11.3 Approve Bachelor of Science degree:

The Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science in Biotechnology – Provost Larry Smith

11.4 Approve Bachelor of Science Degree:

The Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science in Bioveterinary Science – Provost Larry Smith

11.5 Approve Bachelor of Science degree:

The Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science in Equine Science and Management – Provost Larry Smith

Provost Smith petitioned the board to combine items 11.2 through 11.5 and approve them all as one item. Chair Alder agreed.

Action: Chair Alder called for a motion to approve Bachelor of Science degree agenda items 11.2 through 11.5. Trustee Neiderhauser moved to approve. Trustee Gagon seconded the motion. Voting was unanimous in the affirmative and the motion passed.

11.6 Approve:

USU Strategic Plan Mission, Vision and Strategic Direction – President Noelle Cockett

Action: Chair Alder called for a motion to approve the USU Strategic Plan Mission, Vision and Direction as presented today and as a living document. Trustee Ferry moved to approve. Trustee Clara Alder seconded the motion. Voting was unanimous in the affirmative and the motion passed.

11.7 Approve:

Public Interest Uses for the Proceeds from Disposition of Property – Vice President Mica McKinney and USU Chief of Police Blair Barfuss

Action: Chair Alder called for a motion to approve the public interest uses for the proceeds from disposition of property. Trustee Palmer moved to approve. Trustee Neiderhauser seconded the motion. Voting was unanimous in the affirmative and the motion passed.

12. INFORMATION AGENDA

12.1 President's Recent and Upcoming Events

12.2 Revised Policy 523 Scholarship Awarding

12.3 USU Annual Security Report

12.4 Office of Equity Annual Report

12.5 USU Center for Community Engagement Annual Report

Chair Alder thanked all for their participation and attendance.

Action: Chair Alder called for a motion to adjourn the regular meeting with a tour of Space Dynamics Laboratory given by President Jed Hancock after the meeting ends. Trustee Clara Alder moved to adjourn. Trustee Huntsman seconded the motion, and the meeting was adjourned at 2:30 p.m.

Kent K. Alder, Chair

Janalyn Brown, Secretary
(Minutes taken by Janalyn Brown)

Date Approved

6 January 2023

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

ITEM FOR ACTION

RE: Honorary Degrees for 2023

EXECUTIVE SUMMARY

The Honorary Degrees and Awards Screening Committee has completed its work and recommends to the Board of Trustees names of individuals who should be considered for Honorary Degrees in 2023. The administration will contact these individuals concerning their availability for the 2023 University Commencement.

RECOMMENDATION

The Honorary Degrees and Awards Screening Committee recommends approval by the Board of Trustees the names of individuals who should be considered for the 2023 Honorary Degrees.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

ITEM FOR ACTION

RE: Review and Acceptance of the External Audit Reports

The external audit reports are submitted to the Board of Trustees for consideration. The audit reports listed below have received the appropriate administrative review.

EXECUTIVE SUMMARY

Audits of University financial statements are conducted by various external agencies. The State of Utah Auditor's Office performed the comprehensive audit on the University financial statements for the year ended 30 June 2022. The State of Utah Auditor's Office also performed the required audit on the Edith Bowen Laboratory School financial statements for the year ended 30 June 2022. The firm Jones Simkins LLP performed the comprehensive audit on the Utah State University Space Dynamics Laboratory's financial statements for the year ended 30 June 2022. The firm Jones Simkins LLP also performed the required audit on Utah Public Radio's financial statements for the year ended 30 June 2022.

The reports listed below are scheduled for review by the Board of Trustees Audit, Risk, and Compliance Committee prior to the Board of Trustees meeting on January 6, 2023.

1. Utah State University Financial Report, Required Communications Memo, and Government Auditing Standards Report for the Year Ended 30 June 2022, and the Interim Audit Management Letter on Student Financial Assistance for the Year Ended June 30, 2022
2. Utah State University Space Dynamics Laboratory Financial Statements and Management Letter, and Government Auditing Standards Report for the Year Ended 30 June 2022
3. Utah Public Radio Financial Statements and Management Letter, and Government Auditing Standards Report for the Year Ended 30 June 2022
4. Edith Bowen Laboratory School Annual Financial Statements, Required Communications Memo, Government Auditing Standards Report, State Compliance Audit Report for the Year Ended 30 June 2022
5. Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2022

RECOMMENDATION

The President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend that the Board of Trustees accept the external audit reports.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Audits of University financial statements are conducted by various external agencies; and

WHEREAS, A meeting of the Utah State University Board of Trustees Audit, Risk, and Compliance Committee was held on January 6, 2023 for the purpose of reviewing the external audit reports; and

WHEREAS, The following individuals are members of the Utah State University Board of Trustees Audit, Risk, and Compliance Committee: David A. Petersen, Chair; Kacie Malouf; Wayne L. Niederhauser; and Tessa White; and

WHEREAS, The following reports were reviewed:

1. Utah State University Financial Report, Required Communications Memo, and Government Auditing Standards Report for the Year Ended 30 June 2022, and the Interim Audit Management Letter on Student Financial Assistance for the Year Ended June 30, 2022
2. Utah State University Space Dynamics Laboratory Financial Statements and Management Letter, and Government Auditing Standards Report for the Year Ended 30 June 2022
3. Utah Public Radio Financial Statements and Management Letter, and Government Auditing Standards Report for the Year Ended 30 June 2022
4. Edith Bowen Laboratory School Annual Financial Statements, Required Communications Memo, Government Auditing Standards Report, State Compliance Audit Report for the Year Ended 30 June 2022
5. Athletic Department Agreed-Upon Procedures Report for the Year Ended 30 June 2022

WHEREAS, The President, Vice President for Finance and Administrative Services, and the Audit, Risk, and Compliance Committee recommend the Board of Trustees accept the external audit reports:

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees hereby accepts the above listed audit reports.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

Date

Members of the Audit Committee:

David A. Petersen, Chair

Kacie Malouf

Wayne L. Niederhauser

Tessa White

6 January 2022

ITEM FOR ACTION

Utah State University's College of Humanities and Social Sciences proposes offering a Master of Anticipatory Intelligence.

EXECUTIVE SUMMARY

The College of Humanities and Social Sciences proposes offering a Master of Anticipatory Intelligence.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Master of Anticipatory Intelligence.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's College of Humanities and Social Sciences proposes offering a Master in Anticipatory Intelligence, and

WHEREAS, The proposal will provide students with the first Anticipatory Intelligence graduate degree in the United States, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby offer a Master of Anticipatory Intelligence, in the College of Humanities and Social Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Anticipatory Intelligence

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas): International Security, Cyber & Security Analytics, Biosecurity, Geographic Information Systems

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Center for Anticipatory Intelligence (CAI)

Classification of Instructional Program Code: 6 - Digit CIP: 45.0999

Min/Max Credit Hours Required of Full Program: Min Cr Hr 33 / Max Cr Hr 36

Proposed Beginning Term: Spring 2023

Institutional Board of Trustees' Approval Date: TBD

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 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 checked="" type="checkbox"/>	Specialized Master Degree (specify award type ³ : Professional Master's degree: MAI)
<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

Utah State University's CENTER FOR ANTICIPATORY INTELLIGENCE requests approval to offer the following degree(s): MASTER OF ANTICIPATORY INTELLIGENCE

To be effective on: 1 January 2023

This program was approved by the institutional Board of Trustees on: TBD

Section II: Program Proposal

Program Description

The Master of Anticipatory Intelligence (MAI) program is a nationally pathbreaking professional degree program that will uniquely prepare students from science, technology, engineering, and mathematics (STEM) and social science disciplines to anticipate and successfully navigate complex emergent security challenges in professional applications across a wide range of fields and industries. This interdisciplinary, cross-college program integrates core coursework in Anticipatory Intelligence with applied emphasis tracks in International Security, Cyber & Security Analytics, Biosecurity, and Geographic Information Sciences to equip graduates with a potent combination of analytic and applied skills, cross-trained competencies, and an actionable professional education fit for the security challenges of the 21st century.

Utah State University's (USU) Center for Anticipatory Intelligence (CAI) has led the pioneering effort in the nation to establish the academic field of Anticipatory Intelligence: a multi-domain approach to anticipating threats and opportunities emerging from the world's increasingly complex security environment, oriented around the goal of reducing uncertainty and designing resilience across future scenarios. The Master of Anticipatory Intelligence program will constitute the nation's first graduate degree in the field, responding to a significant upswell in labor market demand across the United States' public and private sectors for security-focused graduates and professionals from a wide range of STEM and social science backgrounds who possess advanced training in both hard and soft skills and sophisticated interdisciplinary toolkits for security and resilience design. Acting on the urgency for education and workforce development in this domain, in late 2021 the Utah State Legislature awarded CAI and its collaborating partner, the UVU Center for National Security Studies (CNSS), a [\\$5 million appropriation](#) to collaboratively establish the [Intermountain Intelligence, Industry, and Security Consortium](#) (I3SC), an interuniversity-industry collaboration focused on security and emergent technology issues. The state's primary charge to CAI under this consortium is to build the Master of Anticipatory Intelligence degree and facilitate an academic pipeline channeling undergraduates from multiple USHE institutions to USU to complete this master's program. Based in the nexus of security studies, complexity science, and cross-domain security issues, the Master of Anticipatory Intelligence program will equip students from varied disciplinary backgrounds and career tracks to become long-term, wide-horizon strategic thinkers in their present and future organizations who are able to anticipate and act upon emergent security needs beyond the focus and training offered in any one discipline.

The Master of Anticipatory Intelligence program is a 33-credit professional degree requiring a 21-credit curriculum core comprising four required CAI courses, two CAI electives, and a capstone project designed and conducted by the student in partnership with an external public sector or industry partner; and 12 emphasis credits selected from multiple hard-skill track options facilitated in conjunction with partner departments. The design of this degree offers students significant curricular choice in order to deliver a more tailored, maximum-value professional graduate education and leverages interlocking, stackable components with other USU colleges and programs to create a genuinely innovative and actionable interdisciplinary graduate education.

Consistency with Institutional Mission

Utah State University's institutional culture of student-centered teaching excellence, research dedication, community engagement, and cross-campus collaboration laid the foundations for this master's program and will be directly advanced by its creation. The MAI program will bolster USU's academic mission by driving leading-edge substantive innovation in the

academic field of Anticipatory Intelligence and continuing to grow USU's national leadership role in this domain. USU's student-centered mission will be elevated by the practice-oriented professional education provided by this master's program, which will set MAI graduates apart in the labor market and further USU's reputation as a leader in innovative higher education to meet pressing real-world issues. USU's research mission as an R1 institution will be supported by the advancement of critical faculty and student research in the domain of Anticipatory Intelligence, already evidenced by [seven-figure research grant funding](#) flowing to CAI. Finally, the university's dedication to direct community engagement will be supported by the integral connection of this master's program to the Intermountain Intelligence, Industry, and Security Consortium, which will connect MAI students to major private-sector industries and public-sector enterprises to provide experience tackling real-world problem sets in the classroom and a strong professional network upon graduation.

The pathbreaking character of this interdisciplinary program, driven by need and undertaken with a wide community of collaborators, actively advances USU's mission to "cultivate diversity of thought and culture" by significantly broadening the horizons of students who may have completed undergraduate or previous graduate studies in disciplinary silos. This master's program will also play a central role within CAI's focus on creating sustainable educational pathways for underrepresented students interested in security-focused academic programs and growing diversity and inclusivity in security-oriented professions – an undertaking for which CAI received a [half-million dollar federal appropriation](#) in 2022. Finally, USU's vision to "contribute to the quality of life and economic development at the local, state, and national levels" is directly advanced by this program as MAI graduates will enter the workforce better equipped to help public sector enterprises and private sector industries drive and safeguard innovation in Utah and the broader US economy, will actively foster community-centric bridge-building and problem-solving against "wicked problems," and will safeguard against future "failures of imagination" that could have life-changing consequences for communities and enterprises.

Section III: Needs Assessment

Program Rationale

The Master of Anticipatory Intelligence program has grown out of three years of intensive work within the Center for Anticipatory Intelligence, cross-campus partnerships with participating colleges and departments, and interuniversity collaboration. This degree program has been developed with the dual goal of creating a genuinely novel program that brings in new faculty, courses, and curriculum elements complemented by actively leveraging stacking and interlocking curriculum elements from existing standout USU programs. The result is a distinctive master's program that has been structured to best leverage the complementary expertise, skill domains, and faculty resources among the cooperating entities for this interdisciplinary program.

From a curricular standpoint, USU is the right institution to launch this first-in-the-nation master's program due to CAI's pioneering role in establishing the academic field of Anticipatory Intelligence and a solid four-year track record of standing up, quickly growing, and fully funding CAI's Anticipatory Intelligence programs at the undergraduate minor and graduate certificate levels. By design, CAI does not facilitate an undergraduate major in Anticipatory Intelligence because its programs are centrally structured around a core principle of drawing in a richly interdisciplinary base of students from science, technology, engineering, mathematics, national security, and social science disciplines – mirroring an interdisciplinary faculty and interdisciplinary curriculum. The competitive, application-only minor and graduate certificate programs formalized in 2019 have rapidly become popular and prestigious, and CAI students have achieved innovative outcomes by combining their primary disciplinary expertise with Anticipatory Intelligence training. In CAI's first four years, the more than 150 undergraduate, master's, doctoral, and professional students participating in CAI's minor and graduate certificate in Anticipatory Intelligence have represented over 45 disciplinary fields ranging from Mechanical Engineering, Biochemistry, Data Analytics, and Plant & Soil Science to Business, Political Science, and Global Communications, and CAI alumni have found excellent employment opportunities across a wide range of top-level public enterprises, private sector industries, and terminal degree programs. The drive to establish a Master of Anticipatory Intelligence builds on this curricular success and strong student interest in a full master's program: a supermajority of CAI graduate certificate students have indicated that they would have interest in pursuing a full master's degree in the field rather than solely a certificate.

The proposal for a Master of Anticipatory Intelligence further stems from the recognition that expanding the Anticipatory Intelligence program at USU is best done in the vehicle of a professional master's program that dedicates full focus to professional applicability and real-world relevance. The structuring of this master's program creates the means to deliver a curriculum that fuses a common core in Anticipatory Intelligence with a significant variety of interlocking emphasis tracks in

International Security, Cyber & Security Analytics, Biosecurity, and Geographic Information Systems to give students a potent combination of analytic and applied skills tailored to their own professional focuses. These emphasis tracks leverage broad collaboration across USU faculty expertise and facilitate stackable and interlocking degree and certificate options across new and existing programs. Furthermore, the curriculum creates multiple accessible “on-ramps” for students entering from many different disciplinary backgrounds and varied “off-ramps” equipping students with the particular hard skills necessary to thrive in a range of professional tracks.

Labor Market Demand

There is significant demand for future workforce participants across broad sections of the public and private sector who are trained in security-based skill sets. Most current students and professionals have very little or no education in broad-based security thinking and resilience design, exposure to strategic analysis and anticipatory modeling, or training in threat and resilience assessment. Students who complete the MAI degree will be uniquely positioned to fill important and quickly growing professional occupations in the Utah economy and beyond.

Graduates of this degree program will fall into two broad categories. First, MAI graduates who hail from STEM undergraduate disciplines and/or complete one of the STEM-based emphases of the MAI program will be qualified to enter tech-sector jobs across a wide range of industries. Equipped to apply interdisciplinary training in security and resilience design, complex systems, and anticipatory intelligence, these graduates will engage in their primary field of expertise with the significant value-add of graduate-level security training. CAI’s existing programs demonstrate the feasibility of recruiting, retaining, educating, and successfully launching STEM-field students with critical security and resilience design training into the current labor market, and demand for and demonstrated applicability of this integrated multidisciplinary competency is already evidenced in the dozens of STEM-field undergraduate, graduate, and professional students who have completed CAI programs. For students from STEM backgrounds, pursuing the MAI as a professional master’s degree can be considered analogous to pursuing an MBA program that provides a critical, complementary skill set for a STEM-based student to thrive in the rapidly evolving modern economy. These graduates will be competitively positioned to enter and bring unique value-add to occupations across a range of STEM fields with five-star growth prospects in the Utah economy, especially the state’s fast-growing tech sector and defense corridor, including [mechanical engineers](#), [computer network architects](#), [computer programmers](#), [biomedical engineers](#), [electrical engineers](#), [computer and information systems managers](#), and [civil engineers](#). Additional fields with four-star growth prospects in the Utah economy include [materials engineers](#), [biochemists](#), [aerospace engineers](#), and [statisticians](#).

Second, MAI graduates who come from social science undergraduate disciplines will be qualified to fill the rising demand for security-oriented public and private sector roles. Equipped with skills in strategic analysis, industry intelligence, and enterprise security, these workforce participants will be qualified to help create a secure ecosystem for economic and technological development by anticipating threats and disruptions and designing novel strategies to safeguard private-sector companies and public-sector processes and systems. This occupational sector is one growing quickly in response to an increasingly complex and dangerous “threatscape” that is penetrating individual lives, local communities, and private companies in unprecedented ways. Corporations, municipalities, and public institutions are being forced to focus on security realities for which their workforce has very little preparation and training. MAI graduates are poised to fill this gap. Labels for these professions vary and some are not yet represented in state occupational data, but the rising workforce need for [industry intelligence and strategic analysis](#) is evident in national trends toward the creation of occupations intended to head off, respond to, and build resilience against a wide range of malicious attacks and disruptive challenges, ranging from ransomware attacks and intellectual property theft to climate change-driven natural disasters, natural and malicious biosecurity crises, and global supply chain disruptions. In the well-recognized fields of [cybersecurity](#) and [information security analysis](#), industry worldwide faces a major shortage of workforce participants who can both secure companies and systems with technical skills and wield a broader perspective of the geopolitical actors and factors behind incoming threats. The market has experienced 350 percent growth in the need for cybersecurity professionals from 2013 to 2021, and there are currently estimated to be at least [3.5 million unfilled cybersecurity jobs](#) globally (314,000 unfilled in the US alone). Beyond this skill deficit, the absence of training in broad-based security thinking and resilience modeling among most current workforce participants makes companies and government entities doubly deficient in their ability to anticipate and prepare for emergent threats and disruptions.

Student Demand

This degree has been designed in response to strong student interest in a Master of Anticipatory Intelligence program. A majority of CAI undergraduate students have indicated interest in the future availability of a master’s program, and a supermajority of CAI graduate certificate students have indicated that they would have interest in pursuing a full master’s degree rather than solely a certificate. USU student satisfaction with the undergraduate minor and graduate certificate programs has been very high: across

the last six iterations of required foundations courses within these programs, IDEA course/instructor evaluations average 4.9+/5.0. Across institutions, the I3SC academic pipeline has created high interest among UVU undergraduates for pursuing the MAI program at USU, and CAI's federal appropriation for supporting the recruitment and advancement of underrepresented students into security-oriented academic programs and professional fields will also drive outreach to community colleges in Utah, Colorado, and Nevada to foster underrepresented student pathways to the MAI program.

From professional communities, very strong interest in the MAI as a degree for mid-career professionals has been signaled by leadership figures in public sector entities including the Federal Bureau of Investigation and Utah National Guard and private sector partners including the major industries represented on the CAI/I3SC Industry Board. Given the already demonstrated attractiveness of the graduate certificate in Anticipatory Intelligence to mid-career professionals (including senior executives of multinational corporations and nonprofits) across a range of fields and industries – and the certificate's established value-add to these professionals – there is strong confidence that this master's program will be an attractive and competitive graduate destination for a wide range of students and professionals from the Intermountain region and even beyond.

Similar Programs

This program will be the first Anticipatory Intelligence graduate degree in the United States and advances USU as the nation's leading academic institution driving the development of this field. Furthermore, no other USHE institution offers an interdisciplinary graduate security studies program of a similar type, nor is CAI aware of other closely related programs in the state that would replicate the curriculum of this proposed graduate program. Utah's most closely related undergraduate program is the National Security Studies program facilitated by the Center for National Security Studies (CNSS) at Utah Valley University, which is joined with CAI in partnership under I3SC. CNSS's undergraduate programs and CAI's proposed graduate program are intentionally designed – and have been specifically funded by the Utah State legislature – to create a complementary academic pipeline encouraging students who are completing a security-focused bachelor's degree at UVU to then come to USU to complete the MAI program. The I3SC leadership team, co-headed by CAI and CNSS faculty, collaborates regularly on curriculum design to create complementary, interlocking programs between UVU undergraduate and USU graduate curricula. There are no concerns about duplicated effort or unnecessary programming in the region with this proposed degree.

Collaboration with and Impact on Other USHE Institutions

The proposed delivery area for the MAI program is within USU's service areas. Courses will be primarily taught face-to-face at USU's Logan campus along with web broadcast courses to accommodate remote professionals as demand justifies. As noted above, this graduate program has been developed in direct consortium with UVU's Center for National Security Studies and creates an academic pipeline between two USHE institutions with complementary, interlocking curricula. The MAI program fills an important gap in USHE graduate degree offerings in the broad domain of security, and this graduate degree is also anticipated to serve as an attractive, high-ROI graduate destination for undergraduates from other USHE institutions given that there is no comparable graduate program in the state or nation and the program is designed to serve students and professionals from a wide range of STEM and social science backgrounds and career trajectories.

External Review and Accreditation

There are no special accreditation requirements for this master's program. The CAI/I3SC Industry Board, comprising representatives from Adobe, Northrup Grumman, Strider, Space Dynamics Lab, AgilePQ, Trellix, Fortem Technologies, and Mitre have and continue to contribute to biannual curriculum-shaping symposia for this graduate degree and other Anticipatory Intelligence academic programs, which serves to regularly attune CAI faculty and collaborators to current industry needs and heightens academic-industry collaboration in and beyond the classroom.

Section IV: Program Details

Graduation Standards and Number of Credits

A minimum number of 33 credits is required for the Master in Anticipatory Intelligence and a maximum of 36 credits is allowed, consistent with R401 requirements for professional degree programs. Students enrolled in the program must complete all coursework with a grade of C- or higher.

Admission Requirements

Admissions requirements for the MAI program will follow those established by the USU School of Graduate Studies, as well as general guidelines set forward by the Center for Anticipatory Intelligence. Applicants must hold a bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or higher. Applicants will submit an application form, transcript(s), writing sample, current CV/resume, and two letters of recommendation from former instructors or employers. Standardized test scores will not be required for admission to this program.

Curriculum and Degree Map

See Appendix A.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The proposed MAI program will not require any new administrative structures. The program will be facilitated out of an established unit, existing collaborations with other departments and colleges, and a robust interuniversity consortium. The Center for Anticipatory Intelligence will facilitate the delivery of the degree program, building on the unit's strong track record of program delivery at the undergraduate and graduate certificate levels. Collaborating departments in partner colleges – primarily the College of Humanities and Social Sciences, Jon M. Huntsman School of Business, the College of Agriculture and Applied Sciences, and the S.J. and Jessie E. Quinney College of Natural Resources – will facilitate collaborative curriculum elements by building on existing programs and structures. The Intermountain Intelligence, Industry, and Security Consortium (I3SC) already has a robust infrastructure for interuniversity and academic-industry partnership and will support the launch and subsequent expansion of the MAI program, including by facilitating an academic pipeline encouraging graduates of UVU bachelor's programs to apply for the MAI degree. The delivery of current undergraduate courses and programs at USU will not be affected by this program, save for creating the opportunity for current USU undergraduates who minor in the Anticipatory Intelligence program to apply for an accelerated track into the MAI degree.

Faculty

CAI and its partner programs are well prepared to stand up and sustain this master's program and have already secured the funding and initiated the hiring processes to hire the additional faculty needed to deliver the MAI. The faculty required to offer this master's program will be drawn from the existing CAI faculty, existing faculty in partner departments, and new faculty members to be hired into CAI and partner departments using I3SC funding awarded to build this master's program. The MAI will build on the established Anticipatory Intelligence faculty expertise that has pioneered and facilitated the undergraduate minor and graduate certificate programs and will expand key areas of expertise with new hires: one full-time CAI faculty member with focus on complexity science and STEM-focused security issues, and two full-time faculty members shared between CAI and partner departments collaborating on the interdisciplinary MAI emphasis tracks. The hiring processes for each of these faculty positions are already underway as of August 2022. Additionally, CAI will utilize awarded funding to grow its existing adjunct faculty ranks with new adjunct hires as needed to offer specialized emphasis courses. Leveraging this combination of existing and new faculty hires, CAI and its partner departments will be in excellent form to launch and sustainably facilitate the MAI curriculum as soon as the program is approved. In addition, support for faculty development will be provided internally by CAI and its partner departments and

colleges for faculty to participate in workshops, conferences, and professional engagement as appropriate in order to continue driving leading-edge teaching and research in this domain.

Staff

The I3SC appropriation awarded to CAI for the purpose of creating this master's program has allowed the hire of three new staff members under CAI in the past year: an I3SC/CAI Program Coordinator, a CAI Staff Assistant III, and a CAI Student Coordinator. These roles have been filled by excellent hires and have established the administrative infrastructure needed to launch and sustainably facilitate this MAI program. Broader staff and administrative support for CAI is also provided by the CHASS Dean's office. No additional staff support is necessary to run this degree program.

Student Advisement

Students in the MAI program will receive academic advising from existing CAI academic advisors, who are housed directly under CAI and collaborate with the CHASS academic advising office. The existing CAI academic advising system already serves a sizeable student body in the Anticipatory Intelligence minor and graduate certificate programs and is sufficiently robust to absorb the advising duties created by this degree program.

Library and Information Resources

No additional library resources will be required to support the proposed MAI program. Utah State University already has significant holdings across the interdisciplinary range of fields drawn on to create this curriculum, including security studies, government, politics, international relations, cybersecurity, computer science, data analytics, biology, agricultural sciences, biosecurity, and geographic information systems. Due to the fast-evolving nature of anticipatory intelligence subject matter, faculty and students in the program will especially draw on periodical and current event publications serviced through USU Libraries and available through inter-library loan.

Projected Enrollment and Finance

See Appendix D.

Section VI: Program Evaluation

Program Assessment

The goal of this MAI program is to create the nation's first and form-setting professional graduate degree in this academic field, offering innovative excellence in interdisciplinary higher education and a central focus on the applied utility of anticipatory intelligence skills. Because this academic field is so new, and this graduate program is taking on the task of foundational curriculum building, program assessment will rely primarily on regular curriculum evaluation, program relevance, and student metrics of success in the place of external professional accreditations that have yet to be created. One function of this master's program will, in fact, be to help forge standards of excellence for graduate education in anticipatory intelligence that can be used for future program building and assessment in other institutions. This program will leverage rigorous internal assessment based on the following metrics:

Recruitment, retention, and graduation. The MAI program will track the recruitment of traditional and professional graduate students with competitive academic records and varied disciplinary backgrounds to meet or exceed the five-year program figures projected in Appendix D. Attainment will be measured through the annual number of applicants for the MAI program and yearly evaluation of enrollment. The program will seek to maintain a 90% or higher graduation rate of enrolled students, with degree earners meeting all graduation standards and demonstrating mastery of the performance standards below.

Teaching and curriculum evaluation: The MAI program will operate with a central focus on providing students an engaging, cohort-based graduate experience that delivers actionable knowledge and skills and effectively qualifies graduates to be

strategic thinkers and leaders in their professions. The MAI program will assess student progress, satisfaction, and curriculum effectiveness by a) conducting end-of-semester core course debriefs each semester, b) leveraging IDEA course and instructor evaluations on each course in the curriculum, c) eliciting individual student feedback through regular CAI mentor engagement, and d) consolidating all feedback streams to make continual curriculum refinements in both substantive and structural elements. Student success will be assessed by the metrics provided in the section below.

Professional relevance evaluation: The MAI program provides a unique value-add to students as the curriculum heavily focuses on real-time developments in complex emerging security challenges, disruptive technologies, and natural world threats. In order to maintain this critical function and focus of the MAI curriculum, CAI will engage in regular consultation with I3SC industry partners and government leaders who provide continual input shaping the skill sets that are taught in the curriculum and maintaining the leading-edge focus of curriculum case studies and research areas. The biannual I3SC Symposia co-hosted by CAI will especially facilitate this engagement, equipping graduates to enter the workforce prepared to engage with immediate and over-the-horizon security challenges.

Student Standards of Performance

The curriculum of the proposed MAI program is designed to equip graduates with directly actionable professional skills, highly competitive employment prospects, and critical strategic leadership capacities. This intrinsically interdisciplinary curriculum gives students multiple tracks for specialization and significant latitude to tailor their graduate studies to their unique background, skill interests, and professional trajectories. All MAI students will be expected to gain competency in the core areas of policy analysis, threat assessment, resilience modeling, complexity science, applied ethics, and professional written and oral communication. In addition, students will be expected to demonstrate competence in the specialized substantive content of their chosen emphasis track(s), including International Security, Cyber & Security Analytics, Biosecurity, and Geographic Information Systems. Reflecting the highly complex and fast-evolving subject matter intrinsic to this curriculum, formative and summative assessment measures across the MAI curriculum will include written briefs, application of structured analytic techniques, interdisciplinary team projects, live course engagement, oral presentations, and in-depth research papers. A key area of student performance is the individually designed 3-credit capstone project (CAI 6990) which requires students to apply an element of the anticipatory intelligence toolkit to a real-world problem set in consortium with an external partner. A graduate capstone project proposal and design must be submitted to the student's faculty capstone supervisor and external point of contact before work commences, and a deliverable determined by the student/faculty/partner team will be assessed at the conclusion of the project.

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			N/A
Required Courses (15 credits)			
CAI 5000		American National Security Framework	3
CAI 5200		Threats and Resilience in the Knowledge Century	3
CAI 6300		Art and Science of Anticipation	3
CAI 6400	X	Ethics and Emerging Technology	3
CAI 6990		Graduate Capstone Project	3
Required Course Credit Hour Sub-Total			15
Elective Courses (6 credits)			
CAI 5010		Dynamics of Disruptive Technology	3
CAI 5020	X*	Cybersecurity and the Citizen	3
CAI 6310		Strategic Culture and Analytics	3
CAI 6890	X*	Special Topics in Anticipatory Intelligence	3
CAI 6900	X	Directed Readings and Research	1-6
CAI 6910	X	Public Sector Internship	1-6
CAI 6920	X	Industry Internship	1-6
CAI 6930	X	I3SC Labs Internship	1-6
CAI 6940	X	CAI Field Experience	1-3
Elective Credit Hour Sub-Total			6
Core Curriculum Credit Hour Sub-Total			21
*Existing course, new prefix			

Add An Emphasis:

Can students complete this degree without emphases? Yes No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		International Security (select any four)	
CAI 6510	X*	Russian Security Affairs	3
CAI 6520	X	Chinese Security Affairs	3
CAI 6530	X*	Weapons of Mass Destruction	3
CAI 6540	X	Future Space Security	3
POLS 5140		Law, Politics, and War	3
POLS 5200		Global Environment	3
POLS 6210		International Security	3
POLS 6230		Terrorism and Counter-Terrorism	3
POLS 6400		United States Foreign Policy	3
Emphasis Credit Hour Sub-Total			12
Total Number of Credits to Complete Program			33
*Existing course, new prefix			

Add An Emphasis:

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Cyber & Security Analytics (select one track of four)	
<i>Data Technologies Certificate (no prerequisites)</i>			
IS 3600		Introduction to Cloud Computing	3
DATA 3300		Database Management	3
DATA 3400		Data Visualization with Tableau	3
DATA 3500		Introduction to Python Programming	3
<i>Cybersecurity Certificate (prerequisites required)</i>			
IS 3800		Cybersecurity I: Magical Theory	3
IS 5800		Cybersecurity II: Defense Against the Dark Arts	3
IS 5850		Enterprise Security: Advanced Arithmancy Studies	3
IS 6830		Networks: Binary Potions and Protocols	3
<i>Data Analytics Certificate (prerequisites required)</i>			
DATA 5600		Introduction to Regression and Machine Learning for Analytics	3
DATA 6500		Advanced Python Programming for Analytics	3
DATA 6610		Advanced Machine Learning for Analytics	3
<i>And one of:</i>			
DATA 6330		Data Pipeline Engineering	3
DATA 6360		Data Warehousing	
DATA 6400		Visual Data Analytics	
DATA 6480		Data Mining	
Emphasis Credit Hour Sub-Total			12
Total Number of Credits to Complete Program			33

Add An Emphasis:

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Biosecurity (two required + two electives)	
<i>Required two:</i>			
CAI 6600	X	Biosecurity I	3
CAI 6610	X	Biosecurity II	3
<i>And two of:</i>			
CAI 6620	X	Food Security and Solutions	3
CAI 6630	X	Water Security and Solutions	3
NDFS 5010		Hunger Issues and Solutions	3
NDFS 6140		Introduction to Public Health	3
NDFS 6000		Epidemiological Methods in Public Health	3
ENVS 6550		Sustainability: Concepts and Measurement	3
PSC 6810		Climate and Climate Change	3
Emphasis Credit Hour Sub-Total			12
Total Number of Credits to Complete Program			33

Add An Emphasis:

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		Geographic Information Systems (select any four)	
<i>GIS Certificate (no prerequisites)</i>			
NR 6910		Geographic Information Systems for Natural Resource Applications	3
NR 6920		Python Programming for GIS	3
NR 6930		Advanced GIS for Natural Resource Applications	3
NR 6940		Principles of Remote Sensing of Natural Resources	3
NR 6950		Geospatial Analysis for Natural Resource Management	3
GEOG 6870		Geospatial Analysis	3
WATS 6920		Advanced GIS and Spatial Analysis	3
WILD 6750		Applied Remote Sensing	3
WILD 6920		Python Programming for GIS	3
Emphasis Credit Hour Sub-Total			12
Total Number of Credits to Complete Program			33

Program Curriculum Narrative

Curriculum core: All MAI students must complete 15 credits of required coursework, including four 3-credit courses: CAI 5000, CAI 5200, CAI 6300, and CAI 6400, and a 3-credit capstone project: CAI 6990. This curriculum core lays a strong foundation in the central principles and toolkits of Anticipatory Intelligence and gives students the opportunity to complete a tailored capstone project building on their core coursework. Students must additionally complete 6 credits of elective coursework, which may include specialized CAI courses, directed readings and research, or internship opportunities across a range of settings. Variable or repeatable credit (1-6) is permitted for directed readings/research and internship opportunities as they appropriately reflect time and effort committed across one or two semesters. MAI students will have active support and regular opportunities to complete internships with I3SC industry partners, public sector entities, or the I3SC student laboratories. *Exceptions policy:* Students who can demonstrate equivalency in undergraduate study may petition to apply other MAI elective or emphasis courses to satisfy some Curriculum Core credits. Other course substitutions for the elective and emphasis requirements may be approved by a CAI academic advisor on an individual basis.

Emphasis tracks: All MAI students must complete a total of 12 emphasis credits, which may be concentrated in one of four tracks:

- For the International Security emphasis track, students may select any four courses from those listed to complete the emphasis (co-facilitated with the Department of Political Science).
- For the Cyber & Security Analytics track, students may select any four-course block from the three post-baccalaureate certificate options listed (facilitated by the Department of Data Analytics and Information Systems) to complete the emphasis: the Data Technologies certificate, the Cybersecurity certificate, or the Data Analytics certificate. In accordance with USU Registrar’s Office policy, a post-baccalaureate certificate may be earned concurrently with the MAI emphasis.
- For the Biosecurity track, students must take two required courses and may select any two elective courses from those listed to complete the emphasis (co-facilitated with partner departments in the College of Agriculture and Applied Sciences and the S.J. and Jessie E. Quinney College of Natural Resources).
- For the Geographic Information Science track, students may select any four courses from those listed to complete the emphasis (facilitated by departments in the S.J. and Jessie E. Quinney College of Natural Resources). In accordance with USU Registrar’s Office policy, a post-baccalaureate certificate may be earned concurrently with the MAI emphasis.

Program policies: A minimum of 15 credits of the total 33 credits must be completed at the 6000 level (i.e., at least two 6000-level elective or emphasis courses in addition to the three 6000-level required curriculum core courses). All courses must be completed with a passing grade of C- or higher. CAI academic advisors will work with individual students at the start of and during their program to map out a plan of study that meets the student's interests, preferred timetable, course availability, and parameters required by CAI and the USU School of Graduate Studies.

Timetable: The Master of Anticipatory Intelligence may be completed as a full-time degree in 1 to 2 years, or as a part-time degree in 3 to 4 years. Reflecting a typical master's degree timetable, the full-time plan of study will generally encourage students to distribute their coursework across four to five semesters, placing most core curriculum coursework in Year 1 and most emphasis coursework and capstone work in Year 2:

Fall Y1	Spring Y1	Summer Y1	Fall Y2	Spring Y2
3 credits	3 credits	(3 credits opt.)	3 credits	3 credits
3 credits	3 credits		3 credits	3 credits
3 credits	3 credits		(3 credits opt.)	(3 credits opt.)
(9 credits total)	(9 credits total)		(6-9 credits total)	(6-9 credits total)

Accelerated track: Undergraduate students at USU may opt to take up to 9 credits of 5000-level CAI courses as unmatriculated graduate credit and submit a split form with the USU School of Graduate Studies to apply these credits toward the MAI program. Students choosing to pursue this route may complete the MAI on an accelerated track (one semester faster).

Degree Map

N/A.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	5	1	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			1
Teaching / Graduate Assistants			
Staff: Full Time			1
Staff: Part Time			2
<i>NB: As the "department" is an interdisciplinary center, figures reflect core faculty/staff affiliated with CAI.</i>			

Part II. Proposed Program Faculty Profiles

	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							
	Jeannie	Johnson	T	PhD	University of Reading	50	
	Briana	Bowen	Other	MPhil	University of Oxford	50	
	Charlie	Huenemann	T	PhD	University of Illinois at Chicago	15	
	Sharad	Jones	TT	PhD	Utah State University	15	
	Ken	White	T	PhD	University of California, Davis	10	
	Christopher	Corcoran	T	PhD	Harvard University	10	
	Shannon	Belmont	Other	MS	University of Minnesota	10	
	Brian	Steed	T	PhD	Indiana University Bloomington	10 ¹	
	Rose	Judd-Murray	TT	PhD	Utah State University	10 ¹	
	Anthony	Peacock	T	PhD	Claremont Graduate School	10 ¹	
	Carly	Fox	Other	PhD	Utah State University	10 ¹	
	Polly	Conrad	Other	MS	Truman State University	10 ¹	
	Lianne	Wappett	Other	MFA	University of Idaho	10 ¹	
	Reagan	Siggard	Other	MMIS	Utah State University	10 ¹	
	Andrew	Brim	TT	PhD	Utah State University	10 ¹	
	Eric	Hawley	T	PhD	Utah State University	10 ¹	

	Yong	Kim	T	PhD	University of Iowa	10 ¹	
	Mateja	Savoie Roskos	T	PhD	Utah State University	10 ¹	
	Patrick	Belmont	T	PhD	Lehigh University	10 ¹	
	Casey	Coombs	Other	MS	Utah State University	10 ¹	
	Yoshimitsu	Chikamoto	TT	PhD	Hokkaido University	10 ¹	
	Dominique	Shore	Other	MS	Utah State University	10 ¹	
	Gustavo	Ovando-Montejo	TT	PhD	Oklahoma State University	10 ¹	
	Mariya	Shcheglovitova	TT	PhD	University of Maryland	10 ¹	
	Doug	Ramsey	T	PhD	University of Utah	10 ¹	
<i>¹ Faculty members who will teach MAI courses within the partner departments facilitating the interdisciplinary emphases (e.g., POLS, DAIS, NR, etc.).</i>							
							Add Another Full Time
Part Time Faculty							
	Matt	Berrett		BS	University of Utah	20	
	Peter	Crosby		MS	Utah State University	15	
	Dave	Winberg		MS	Johns Hopkins University	15	
	Joe	McManus		MS	Carnegie Mellon University	10 ¹	
							Add Another Part Time

Part III: New Faculty / Staff Projections for Proposed Program

	# 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		Three (3)		PhD in field appropriate for area of emphasis hire	(1) 50, (2) 25
Faculty: Part Time with Doctorate		--			
Faculty: Full Time with Masters		--			
Faculty: Part Time with Masters			Two (2)	Master's or equivalent professional experience in field appropriate for adjunct course area	(2) 15
Faculty: Full Time with Baccalaureate		--			
Faculty: Part Time with Baccalaureate		--			
Teaching / Graduate Assistants		--			
Staff: Full Time		--			
Staff: Part Time		--			

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	N/A					
# of Majors in Proposed Program(s)	N/A	12	15	20	25	30
# of Graduates from Department	40	57	60	65	70	75
# Graduates in New Program(s)	N/A	--	12	15	20	25
Department Financial Data						
<p style="color: red;">Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</p>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<p style="color: red;">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.</p>						
Personnel (Faculty & Staff Salary & Benefits)		255,500	255,500	255,500		
Operating Expenses (equipment, travel, resources)		15,000	15,000	15,000		
Other:						
TOTAL PROGRAM EXPENSES		270,500	270,500	270,500		
TOTAL EXPENSES		270,500	270,500	270,500		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<p style="color: red;">Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</p>						
Internal Reallocation						
Appropriation		270,500	270,500	270,500		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		270,500	270,500	270,500		
TOTAL DEPARTMENT FUNDING	\$0	270,500	270,500	270,500		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

This program leverages cost-efficient interdisciplinary collaboration across campus, drawing on existing programs and faculty both within CAI and within partner departments under the College of Humanities and Social Sciences, Jon M. Huntsman School of Business, the College of Agriculture and Applied Sciences, and the S.J. and Jessie E. Quinney College of Natural Resources. The new costs associated with this program are for additional faculty hires and program operating costs:

- One full-time faculty member with 50% effort allocation (\$123,250 FTE salary + benefits)
- Two full-time faculty members with 25% effort allocation, with shared cost and responsibilities split between CAI and partner departments (CAI cost responsibility: \$123,250 FTE salary + benefits total)
- Two part-time adjunct faculty members with 15% effort allocation, i.e., one course (\$9,000 total)
- Annual operating costs to facilitate MAI programming and curriculum delivery (\$15,000)

All other faculty, staff, travel, and operations funding needed for this program is covered under existing programs and departments.

Part III: Describe funding sources

Revenue Narrative 1

State legislature appropriation funding for all faculty lines and operating costs above has already been awarded to CAI as part of the I3SC consortium funding, and the participant colleges and departments housing these faculty lines and operating costs have committed to internal funding reallocations across the next three years to lock in ongoing funding for these lines and ensure the sustainability of this program. Searches for all three new faculty lines are already underway and hiring is expected to be complete by Fall 2022 or Spring 2023. We anticipate that revenue from CAI supporting activities including professional training courses will sustain and grow the funding available for MAI adjunct faculty and assist with operating costs. A strong candidate pool for adjunct faculty has been amassed and will be hired as course needs require from Year 1.

Revenue Narrative 2

Beyond the I3SC state appropriation already awarded to build this program and the internal university commitments to ensure the sustainability of all faculty lines, no new funding sources are required to build and facilitate this program. As a Plan C professional master's degree, this program will not require tuition waivers or funding for teaching assistantships.

6 January 2022

ITEM FOR ACTION

Utah State University's Departments of Sociology and Anthropology and Wildland Resources in the Colleges of Humanities and Social Sciences and the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice.

EXECUTIVE SUMMARY

The Departments of Sociology and Anthropology and Wildland Resources proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Bachelor of Art and Bachelor of Science in Criminal Justice.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Sociology and Anthropology and Wildland Resources in the College of Humanities and Social Sciences and the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Bachelor of Art and Bachelor of Science in Criminal Justice, and

WHEREAS, The proposal will make it easier for students to see what degree options exist in criminal justice, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Bachelor of Art and Bachelor of Science, in the College of Humanities and Social Sciences and the S.J. & Jessie E. Quinney College of Natural Resources' Departments of Sociology and Anthropology and Wildland Resources and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

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

Institution Submitting Request: Utah State University

Proposed Program Title: Criminal Justice - BA, BS

Are There New Emphases: Yes [] No [X]

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Sociology and Anthropology

Classification of Instructional Program Code¹ : 45.0401 (Criminology)

Min/Max Credit Hours Required of Full Program: Min Cr Hr 120/ Max Cr Hr 120

Proposed Beginning Term²: Fall 2023

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 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 checked="" type="checkbox"/> (BA)	Bachelor of Arts Degree
<input checked="" 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 checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input checked="" 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.

_____ Date:

I understand that checking this box constitutes my legal signature.

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

Section I: The Request

Utah State University's Department of Sociology and Anthropology requests approval to offer the following degree(s): Bachelor's Degree in Criminal Justice

To be effective on: Fall 2023

This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description

The criminal justice faculty at Utah State University are currently part of the Sociology program in the Sociology & Anthropology Department within the College of Humanities and Social Sciences (CHaSS). When the College of Eastern Utah merged with USU in 2010 creating USU Eastern, its two-year Criminal Justice associate's degree was merged with the sociology program. In Spring 2017, the Sociology program started a criminal justice emphasis within the Sociology bachelor's degree, essentially creating a four-year criminal justice degree in practice but not in name.

The proposed program will create a Criminal Justice program that is separate from the sociology program. It will oversee the existing Criminal Justice minor, Criminal Justice associate's degree, and the proposed Criminal Justice bachelor's degree. The proposed Criminal Justice - BA, BS will simply take the existing Sociology bachelor's degree with an emphasis in Criminal Justice and replace it with a standalone bachelor's degree in Criminal Justice. There will be some minimal changes to the degree in this process. The primary changes made are 1) the removal of Introduction to Sociology as a required course, 2) the removal of Criminal Justice Field Experience as a required course, and 3) the addition of an upper-level course on race as a required course.

Consistency with Institutional Mission

As per Utah System of Higher Education (USHE) policy R312-4.1.2, Utah State University's mission is to "be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement." The proposed bachelor's degree in criminal justice is an excellent example of a program that aims to satisfy that mission. Crime is a complex subject that is heavily tied to issues of class, race, and gender. Societal response to crime should be nuanced and guided by evidence-based practices. The aim of this degree emphasis is to foster a culture within local, state, and even federal criminal justice institutions including policing, the courts, and corrections, that embraces a diversity of perspectives and evidence-based practices. Educating future criminal justice practitioners to not only effectively maintaining formal social control but to also be culturally aware is one of the most important ways that the Department of Sociology & Anthropology can serve the public.

Section III: Needs Assessment

Program Rationale

Currently, criminal justice faculty and criminal justice-related degrees at USU are housed within the sociology program. As discussed below, student enrollment in these degrees has increased significantly. Given the increased popularity of criminal justice, expansion in course offerings is vital to match student interest. However, because criminal justice does not have program status at USU, the only criminal justice-designated courses offered are lower division courses grandfathered in with the Criminal Justice associate's degree from the merger with the College of Eastern Utah. The faculty are unable to create new courses that are designated as criminal justice courses. Over the past few years, some upper-level criminal justice courses (e.g., Criminal Justice Ethics and Criminal Justice Field Experience) have been introduced, but they have all been designated as sociology courses out of necessity. This can create some confusion for students looking to enroll in upper-level criminal justice courses. Creating a Criminal Justice program that is separate from the Sociology program will alleviate this problem.

Creating a separate Criminal Justice program and including criminal justice within the name of the Department of Sociology & Anthropology will also help raise the visibility of the program at USU. This will make it easier for students to see what degree options exist in criminal justice at USU and help the program continue to grow. This includes increasing the visibility of the option to earn the Criminal Justice - BA, BS degree entirely online.

This change will also help meet objectives set out by USHE. Recently, USHE inquired about what universities in Utah are doing to address issues of racial inequality in the criminal justice system—issues that have existed for significant period of time but have recently come under intense scrutiny following the high-profile killings of George Floyd, Breonna Taylor, and others. This program will add an upper division course on race as a requirement for graduation. Additionally, USHE has emphasized the need for courses to be transferrable between Utah colleges and universities. By making criminal justice its own four-year degree instead of an emphasis within the Sociology four-year degree, aligning upper division criminal justice course numbers with those used by other Utah colleges and universities will be possible.

Labor Market Demand

The state of Utah anticipates a significant amount of growth in criminal justice-related jobs in the next 4 years. There are currently 160 law enforcement agencies in Utah, including federal, state, county, city, multi-jurisdictional/district, and college offices. The Utah Department of Workforce Services anticipates that the number of patrol officers alone will increase by 22% between 2016 and 2026 with 240 openings annually. The average inexperienced patrol officer in Utah earns \$45,100 annually.

The state is currently relocating its largest prison from Draper to an area just west of the Salt Lake City Airport. The new prison is significantly bigger in size, necessitating an increase in personnel. The need for correctional officers is expected to increase by 12% between 2016 and 2026 with 80 openings annually. The average inexperienced corrections officer in Utah earns \$40,550 annually.

The need for probation officers is also expected to increase 7% between 2016 and 2026 with 10 openings annually. Based on the data available through the Utah Department of Workforce Services (which is currently only available for Eastern Utah), it appears the average inexperienced probation officer in Utah earns \$44,900.

In addition to jobs with government agencies that oversee the criminal justice system, there are several criminal justice-adjacent jobs that students with a criminal justice degree can seek in the private sector. Specifically, students can pursue a career as a security guard or a loss prevention specialist. The need for

these jobs in Utah is projected to increase 24% between 2016 and 2026 with 250 openings annually. Those employed in these fields earn roughly \$25,000 annually.

Students who earn a criminal justice degree may pursue a law degree following the completion of their bachelor's degree. With a law degree, students can work in the criminal court system as a prosecutor, defense attorney, or judge. They can also pursue a career as a lawyer outside the criminal justice system. The need for lawyers in Utah is projected to increase 20% between 2016 and 2026 with 180 openings annually. The average inexperienced lawyer earns \$67,270 annually.

In short, there is a need for criminal justice professionals in Utah, and that need is projected to increase significantly over the next several years.

Student Demand

Criminal justice degrees at USU draw heavy student interest. Since its introduction in Fall 2017, the criminal justice emphasis within the Sociology bachelor's degree has steadily and consistently increased from semester to semester. That first semester, there were 16 students who were pursuing the degree. In 2022, there were 124 students pursuing the degree.

The number of students pursuing an associate's degree in criminal justice has increased over that same period. In 2017, there were 57 students pursuing the degree. In 2021, there were 118 students pursuing the degree.

The Criminal Justice minor also draws significant student interest. The number of students pursuing a Criminal Justice minor has remained relatively constant, averaging roughly 100 over the same four-year period.

Similar Programs

There are several universities that offer a bachelor's degree in Criminal Justice in Utah. Those universities are Weber State University, Southern Utah University, Utah Valley University, and Dixie State University. Additionally, the University of Utah offers a bachelor's degree in Criminology.

USU currently offers a bachelor's degree in Sociology with an emphasis in Criminal Justice. By approving a shift of that emphasis to its own standalone bachelor's degree, an additional Criminal Justice program will not technically be added in Utah. Rather, an existing program will just be renamed and reorganized.

Collaboration with and Impact on Other USHE Institutions

The program will not be delivered outside of its designated service area. As noted above, USU currently offers a bachelor's degree in Sociology with an emphasis in Criminal Justice. By approving a shift of that emphasis to its own standalone bachelor's degree, an additional Criminal Justice program will not technically be added in Utah. Rather, an existing program will just be renamed and reorganized. Accordingly, approving this program will have no impact on other USHE institutions.

External Review and Accreditation

External consultants were not involved in the development of this program. Professional accreditation is not being sought at this time.

Section IV: Program

Details Graduation Standards and Number of Credits

To graduate with a Criminal Justice - BA, BS, students must complete 120 credit hours, 40 of which must be from upper-division courses. At least 30 of those 120 credits must be obtained from USU, with at least 10 of those 30 being within the Criminal Justice major and 20 of those 30 being credits from upper division courses. Students must have an overall GPA of 2.5 to graduate with a minimum grade of C- in all criminal justice courses. Specifics on which individual courses students must complete to graduate are detailed in Appendixes A and B.

Admission Requirements

For students to be admitted to the Criminal Justice major program, they must have both a USU and overall GPA of at least 2.5. Students must also complete CJ 1010 and at least one other CJ-prefix course with a grade of C- or better.

Curriculum and Degree Map

See Appendix A and Appendix B for the proposed curriculum and degree map.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

Existing administrative and organizational structures should be sufficient to the support this program. The delivery of undergraduate education should not be impacted by the program.

Faculty

It is anticipated that an independent Criminal Justice program will need one new faculty member to effectively carry on. There are several reasons this will be necessary.

First, while the current faculty are able to cover the courses currently offered, they are at capacity keeping those courses covered. Accordingly, the faculty have little to no ability to design new elective courses to expand the course offerings to keep pace with its expanding enrollment. Having an additional faculty member will allow them to do this.

Second, the role statements of the current criminal justice faculty are all teaching-focused. The Department of Sociology and Anthropology at USU produces a significant amount of research. As a separate program within that department, Criminal Justice will need to increase its research output to keep pace with the other programs within its department. This can be accomplished by hiring new faculty with research-focused role statements, adjusting the role statements of current faculty to include more research, or a combination of these two things.

Finally, many of the students in the Criminal Justice program are based out of USU's Logan campus. While there are a few faculty members within the Sociology program that teach criminal justice-related courses, there is not a criminal justice faculty member based out of that campus. As a separate program, at least one criminal justice faculty member housed at the Logan campus needs to be the point of contact for our students at that campus.

For details on current faculty and on the proposed new hired, please see Appendix C below.

Staff

Existing staff within the department and at the statewide campuses should be sufficient to support the program.

Student Advisement

Student advising will continue to be covered by the advisor(s) currently assigned to the Criminal Justice degrees at USU.

Library and Information Resources

The criminal justice 4-year degree has been operating as an emphasis under the sociology Bachelor's degree for several years. Our R401 application is to have the criminal justice degree recognized as its own Bachelor's degree separate and apart from the sociology Bachelor's degree. Because the criminal justice degree has existed in some form for the past several years, we currently have adequate resources to support our program from the library. We anticipate we will continue to use the articles and databases currently listed under the "Key Resources in Criminal Justice & Law Enforcement" on the USU Library website.

Projected Enrollment and Finance

For projected enrollment and finance information, please see Appendix D below.

Section VI: Program Evaluation

Program Assessment

The Criminal Justice program will inspire its students through great teaching that is conducive to balanced social, cultural, physical, intellectual, and ethical development. Criminal Justice values its students and is committed to providing the highest standards of instruction and enthusiasm in its degree program. Through dedicated faculty, quality curriculum, and positive interactions, students will gain the knowledge, insights, and skills necessary to succeed at USU and in their personal lives. Through this program and the overall USU experience they will develop the skills and breadth of knowledge expected of educated individuals in this complex and ever-changing society. The curriculum will instill in these students the ability and desire to be lifetime learners and achievers, as well as inspire them to reach their potential through perseverance and personal commitment.

The Criminal Justice program's guiding philosophy is based on the land-grant university heritage. The program mission is to prepare criminal justice professionals to begin work in a diverse society and to equip students with the knowledge and skills essential to promoting social welfare in institutions such as education, health, employment, housing and criminal justice. The program provides grounding in fundamental knowledge and skills, such as critical thinking, clarification of personal values, awareness of diversity, professional use of self, and communication and interpersonal relationship skills. The Criminal Justice faculty will make a yearly assessment regarding which new courses need to be developed for the Criminal Justice program that will help students develop these skills.

Student Standards of Performance

The Criminal Justice faculty have identified competencies that are relevant to working in the various fields tied to criminal justice. These competencies will give graduating students the tools they need to develop criminal justice careers. These competencies are identified as:

- Intellectual and practical skills – to include critical thinking, challenging current practices, and seeking methods to enhance these practices.
- Human rights – to include understanding the human and constitutional rights of all citizens. Also, to have an understanding of the changing societies as it deals with diversity.
- Natural world – to include an understanding of how the world is changing as cultures and laws change.
- Ethics – to include an understanding of the responsibility criminal justice professionals have when using discretionary decisions that makes changes in the lives of people in the criminal justice system.

The Criminal Justice program will assess student mastery of these competencies by giving assessments in the beginning stages of the student education process. The initial class taken by all criminal justice students is the CJ 1010 Introduction to Criminal Justice. In this CJ 1010 class, an assessment will be administered at the beginning of the class to determine the student's entry level capacities in relation to the competencies. The competencies will be targeted throughout the criminal justice curriculum. A second assessment will be administered at the end of the final Criminal Justice course required for the bachelor's degree, Criminal Justice Ethics (CJ 4200). This assessment will measure students' competency levels as the students complete their Criminal Justice - BA, BS.

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			27
Required Courses			
CJ 1010		Introduction to Criminal Justice	3
CJ 1300		Introduction to Corrections	3
CJ 1330		Criminal Law	3
CJ 1390		Introduction to Policing	3
SOC 3110		Methods of Social Research	3
SOC 3120		Social Statistics I	3
SOC 3420		Criminology	3
SOC 4430		Criminal Justice Ethics (will be renumbered as CJ 4200)	3
ANTH 3200 or SOC 4410		Perspectives on Race OR Race and Crime	3
Required Course Credit Hour Sub-Total			27
Elective Courses			
CJ 1030		Introduction to Firearms Handling/Safety	
CJ 1340		Criminal Investigations	3
CJ 1350		Introduction to Forensic Science	3
CJ 2110		Security	3
CJ 2330		Juvenile Justice	3
CJ 2340		Survey of Criminal Procedure	3
CJ 2350		Laws of Evidence	3
CJ 2360		Juvenile Law and Procedures	3
CJ 2370		Child Abuse and Neglect	3
CJ 4xxx (renumbered)		Criminal Justice Field Experience	6
SOC 1010		Introductory Sociology (BSS)	3
SOC 1020		Social Problems	3
SOC 2650		Globalization and International Development (BSS)	3
SOC 3010		Social Inequality	3
SOC 3410		Juvenile Delinquency	3
SOC 3430		Social Deviance	3
SOC 3520		Sociology of Mental Illness	3
SOC 4420		Law and Society	3
SOC 4440		Origins of the United States Criminal Justice System (DSS) (Will renumber CJ 4XXX)	3
SOC 4770		CJ Field Education and Experience (Will renumber CJ 4XXX)	6
ANTH 1010		Cultural Anthropology	3
ANTH 1090		Introduction to Interfaith Leadership	3
ANTH 4800		Topics in Anthropology: Forensic Anthropology	3
WILD 4550		Wildlife Law Enforcement	3
Elective Credit Hour Sub-Total			9
Core Curriculum Credit Hour Sub-Total			63

Add An Emphasis:

Can students complete this degree without emphases? Yes No

Program Curriculum Narrative

The proposed Criminal Justice - BA, BS is similar to the current Sociology bachelor's degree that allows students to focus in criminal justice. The proposed degree requires a minimum of 36 major credit hours, as well as an additional 27 core curriculum credits that satisfy university breadth and depth requirements (totaling 63 core curriculum credit hours). Within the 36 major credit hours, 27 are required courses and the remaining 9 are electives.

There are two key changes being made regarding the required courses for this program. First, as this degree will be a standalone major and no longer an emphasis within the sociology major, Introduction to Sociology (SOC 1010) is being removed as a required course. Second, the criminal justice field experience is being replaced as a required course by a course focused on race (either ANTH 3200 or SOC 4410) to help prepare students to navigate issues regarding race in the criminal justice system.

The number of elective courses students can choose from is also being expanded to include some courses from the Anthropology program that are relevant to criminal justice. Wildlife Law Enforcement (WILD 4550) is also being added as an elective as it is relevant to criminal justice as well.

Appendix B: Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
CJ 1010	3	CJ 1300	3
ENGL 1010	3	STAT 1040	3
University Breadth Gen Ed Requirement	3	University Breadth Gen Ed Requirement	3
University Breadth Gen Ed Requirement	3	University Breadth Gen Ed Requirement	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
CJ 1390	3	CJ 1330	3
ENGL 2010	3	University Depth Gen Ed Requirement	3
University Breadth Gen Ed Requirement	3	University Depth Gen Ed Requirement	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
SOC 3110	3	SOC 3120	3
SOC 3420	3	ANTH 3200 or SOC 4410	3
Criminal Justice Elective Course	3	Criminal Justice Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SOC 4430	3	Criminal Justice Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Elective Course	3	Elective Course	3
Total	15	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

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

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							
	Scott	Henrie	T	MSAJS	University of Phoenix	100%	
	Rachel	Walton	T	EdD	University of San Francisco	100%	
	Jason	Twede	TT	Ph.D., J.D.	University of North Dakota, Thomas M. Cooley Law School	100%	
	Samuel	Arungwa	TT	PhD	Prairie View A&M University	100%	
	Jason	Marshall	Other	MSCJ	Weber State University	100%	
							Add Another Full Time
Part Time Faculty							
							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		1		Ph.D. in Criminal Justice, Criminology, or related field	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate	////	////			
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

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	124	134	144	149	154	159
# of Majors in Proposed Program(s)						
# of Graduates from Department	29	35	41	47	53	59
# Graduates in New Program(s)						
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)						
Operating Expenses (equipment, travel, resources)						
Other:						
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						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
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

(Remove instructions in italics when filling out this section.) Describe expenses associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative 1

(Remove instructions in italics when filling out this section.) Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Revenue Narrative 2

(Remove instructions in italics when filling out this section.) Describe new funding sources and plans to acquire the funds.

6 January 2023

ITEM FOR ACTION

The President and Provost propose approval of 13 program reviews.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the program review for the following programs:

College of Agriculture and Applied Sciences' Department of Animal, Dairy and Veterinary Science Program Review

Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education Listening and Spoken Language Graduate Training Program Accreditation

Emma Eccles Jones College of Education and Human Services' Department of Communicative Disorders and Deaf Education Communication Sciences MS Degree New Program Review

Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership Graduate Degrees Program Review

College of Engineering's Department of Electrical and Computer Engineering Graduate Program Review

College of Engineering's Department of Biological Engineering Program Review

College of Engineering's Department of Civil and Environmental Engineering Program Review

College of Engineering's Department of Engineering Education Graduate Program Review

College of Engineering's Department of Mechanical and Aerospace Engineering Program Review

College of Humanities and Social Sciences' Department of Communication Studies and Philosophy Communications studies MS New Program Review

College of Humanities and Social Sciences' Department of World Languages and Cultures Portuguese Language BA New Program Review

College of Science's Department of Computer Science Program Review

S.J. & Jessie E. Quinney College of Natural Resources' Department of Wildland Resources Program Review

MOTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____



6 January 2023

ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education's Communication Sciences MS degree program, in the Emma Eccles Jones College of Education and Human Services, submits the attached new program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Communicative Disorders and Deaf Education's Communication Sciences MS degree program prepares students to enter USU's Disability Disciplines or Interdisciplinary Neurosciences PhD degree programs. The MS in Communication Sciences is a non-clinical degree that emphasizes study for further research in speech, language, and hearing sciences.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this new program review of the Utah State University Department of Communicative Disorders and Deaf Education's Communication Sciences MS degree program.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a new program review of the Communication Sciences MS degree in the Department of Communicative Disorders and Deaf Education as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the new program review for the Department of Communicative Disorders and Deaf Education's Communication Sciences MS degree, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Third-Year Report
Utah State University
Communication Sciences MS Degree
June 6, 2022

Program Description

This non-clinical degree program complements the existing clinical graduate degrees in speech-language pathology (SLP) and audiology (AUD), which are designed to train clinicians who will treat individuals across the lifespan who have hearing, balance, speech, language, and swallowing disorders. Unfortunately, the supply of SLP and AUD research doctoral students is not meeting the current need for faculty. The non-clinical master's degree program in Communication Sciences is intended to be a feeder program that will prepare graduate students who are primarily interested in research to enter the Disability Disciplines PhD program strand in SLP or AUD, or the Interdisciplinary PhD Program in Neuroscience. Students from this program could also be eligible to apply to other doctoral programs in behavioral science or other health related fields.

This program specifically addresses Utah State University's (USU) goals and objectives for strengthening graduate training programming. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on preparing strong researchers in communication sciences. The master's degree program will serve the public need for increased information about communication sciences and related disorders and will create a cadre of potential doctoral students who are interested in translating basic discoveries in speech science, language science, and hearing science to solving problems in the field of communication disorders.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		Est.	Actual	Est.	Actual	Est.	Actual
Total Department Student FTE (Based on Fall Third Week Data)	75	75	86	75	97	75	102
Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	30	30	38	30	34	30	N/A
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	2.5	2.5	2.2	2.5	2.8	2.5	N/A
Program Level Data							
Total Number of Declared Majors in Program	X	7	0	8	1	8	2
Total Number of Program Graduates	X	0	0	6	0	12	1
Departmental Revenue							
Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)	\$2,515,050	\$2,515,050	\$3,190,629	\$2,515,050	\$3,389,325	\$2,515,050	N/A
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X	\$455.80	X	\$446.12	X	N/A

Institutional Analysis of Program to Date

The MS in Communication Sciences has satisfactory enrollment, staffing, and funding as per its small-scale goals and low-cost structure. No issues have required actions for this degree program.

Employment Information

One student went on to complete a PhD and is now working as an instructor at USU, and one will graduate in Summer 2022.



ITEM FOR ACTION

Utah State University's Department of Communicative Disorders and Deaf Education, in the Emma Eccles Jones College of Education and Human Services, submits the attached program accreditation of the Listening and Spoken Language graduate training program for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Communicative Disorders and Deaf Education's Listening and Spoken Language Deaf Education graduate training program prepares students for careers in audiology, speech-language pathology, and deaf education. The programs are offered in person and online through distance education throughout the state of Utah and beyond. It is one of the few programs in the nation offering interdisciplinary training and courses in all emphases and degree offerings within the Listening and Deaf Education program. The degree program is accredited by the Council on Deaf Education through 2026.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this accreditation of the Utah State University Department of Communicative Disorders and Deaf Education's Listening and Spoken Language graduate training program.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University has received accreditation for the Department of Communicative Disorders and Deaf Education's Listening and Spoken Language graduate training program in the Emma Eccles Jones College of Education and Human Services as required by Utah Board Of Regents Policy R411, and

WHEREAS, The accreditation has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the accreditation for the Listening and Spoken Language graduate training program of the Department of Communicative Disorders and Deaf Education, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Listening and Spoken Language Graduate Training Program*

School or Division or Location: *Emma Eccles Jones College of Education and Human Services*

Department(s) or Area(s) Location: *Communicative Disorders and Deaf Education Department*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input checked="" type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

COUNCIL ON EDUCATION OF THE DEAF

PROGRAM ACCREDITATION APPLICATION

UTAH STATE UNIVERSITY
Listening and Spoken Language Graduate Training Program

Department of Communicative Disorders and Deaf Education
2620 Old Main Hill
Logan, Utah 84322

2021

Council on Education of the Deaf

Program Review Report Format and Forms

C O V E R S H E E T

Institution: Utah State University

Date submitted: May 6, 2021

Program Coordinator/Director: Lauri H. Nelson, Ph.D. Academic Rank/Title: Professor

Address: 2620 Old Main Hill, Logan Utah, 84322

Phone: 435-797-8051

Email: lauri.nelson@usu.edu

Fax: 435-797-7519

Program documented in this report:

Name of institution's program (s) Listening and Spoken Language Deaf Education

Degree level Master of Education

Is this program offered online?

YES NO Hybrid

Title of the state license(s)/certification(s) for which candidates are prepared:

Utah Deaf Education Teaching License with LSL Endorsement

and/or

Utah 0-5 Early Childhood Special Education Teaching License with D/HH Endorsement

Program report status:

Initial Review

Reaccreditation Report

Revised Report (for programs that did not receive initial certification)

State licensure requirement for national recognition:

CED/CAEP requires 80% of the program completers who have taken the test to pass the applicable state licensure or certification test for their field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

YES NO

If YES, which ones _____

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Introduction

Introduction to Utah State University

The Mission Statement of Utah State University (USU) is “to be one of the nation’s premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement”. Utah State University is Utah’s land-grant institution, with over 130 years of outreach service to students, professionals, and families in the intermountain west. Founded in 1888, USU was originally named the Agricultural College of Utah and later became Utah State University in 1957. The University is accredited by the Northwest Commission on Colleges and Universities and houses a School of Graduate Studies and 42 departments within eight academic colleges: Caine College of the Arts, College of Agriculture and Applied Sciences, College of Engineering, College of Humanities and Social Sciences, College of Science, Emma Eccles Jones College of Education and Human Services, Jon M Huntsman School of Business, and S.J. & Jessie E. Quinney College of Natural Resource. The main campus is in Logan Utah, with eight additional statewide campuses, 23 statewide Education Centers, and multiple extension sites serving all of Utah’s 29 counties. Student enrollment for the 20202021 academic year was 27,691 including all statewide campuses. With 893 faculty and 1,692 full-time support staff, USU has a worldwide reputation as an educational and research center of higher education. As a Carnegie Doctoral Research Extensive Institution, USU has many years of experience and success in conducting extramurally funded research, training, and development projects, with faculty conducting almost \$200 million worth of extramurally funded projects each year.



The Listening and Spoken Language (LSL) Deaf Education graduate training program (the focus of this application) is housed in the Department of Communicative Disorders and Deaf Education (COMDDE) within the Emma Eccles Jones College of Education and Human Services (EEJ-CEHS). The EEJ-CEHS is a member of the [American Association of Colleges of Teacher Education](#) and is accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP) and by the [Utah State Board of Education](#). Other departments and programs within the college are Family, Consumer, and Human Development; Kinesiology and Health Science; Instructional Technology and Learning Sciences, Nursing, Psychology, Special Education and Rehabilitation, and Teacher Education and Leadership. Additional program accreditations include: Accreditation Commission for Education in Nursing, American Association of Family and Consumer Science, American Psychological Association, American Speech-Language-Hearing Association, Commission on Accreditation for Marriage and Family Therapy Education, Council on Rehabilitation Education, National Association of School Psychologists, and Council on Accreditation of the National Recreation Park Association. The EEJ-CEHS provides preparation programs for current and future professionals in educational, clinical, and medical settings.

The Department of COMDDE has three divisions: Deaf Education, Audiology, and Speech-Language Pathology (SLP). Through campus-based and online offerings, students can earn undergraduate and graduate degrees, including Bachelor of Science, Bachelor of Arts, Master of Education, Master of Science, Master of Arts, and Doctor of Audiology.

The COMDDE mission statement is:

The Department of Communicative Disorders and Deaf Education at Utah State University is committed to: (a) advancing knowledge of normal and disordered processes of communication; (b) teaching clinical and educational practices to meet the diverse needs of individuals with communication differences and disorders; and (c) providing access to educational opportunities that prepare learners for diverse careers in health and

education. We fulfill this mission through the core themes of learning, discovery, and engagement.

The COMDDE department is home to a talented, skilled, and diverse group of 55 faculty and staff. Equal Opportunity in employment and education is an essential priority for USU and one to which the University and COMDDE is deeply committed. In hiring practices, extensive efforts are taken to recruit applicants from diverse backgrounds, including those from traditionally underrepresented populations. Please see <https://www.usu.edu/policies/303/>. In the current COMDDE faculty, 1/3 are male and 2/3 are female (see COMDDE directory at <https://comdde.usu.edu/people/index>). Our faculty came to USU from geographical locations across the United States, one faculty member from New Zealand, and two faculty members from India. Two faculty members are deaf and one is hard of hearing; overall number of faculty with disabilities is unknown, as all receive appropriate accommodations. Care is taken for all faculty and students from underrepresented or vulnerable groups to feel safe within the department and the university, including initiatives such as faculty Ally Training to support LGBTQ students (see <https://www.usu.edu/today/story/resources-for-lgbtq-people-in-cache-valley>), dedicated multicultural programs and supports at the university [Inclusion Center](#) and a [Disability Resource Center](#). As described in the attached Student Handbook (see page 231), extensive resources are provided to students to accommodate their academic, social, emotional, and safety needs.

LSL Deaf Education Program History

Within the COMDDE Deaf Education division, there are two emphasis tracks – the LSL graduate training program and a Bilingual-Bicultural (Bi-Bi) graduate training program, both leading to the Master of Education degree. The Bi-Bi Deaf Education program was developed in 1985. When the LSL Deaf Education program was conceptualized in 2009, it required development “from the

ground up”. Exhaustive planning, review, discussion, and then re-planning took place over many months, followed by review and revisions during the following year.

The LSL Deaf Education program is innovative and progressive, offering one of the few graduate programs in the country that provide interdisciplinary graduate training in which deaf education students, audiology students, and speech-language pathology students come together to form the LSL cohort. They take many of the same LSL courses, they attend a weekly interdisciplinary seminar together, and they work alongside one another in their practicum settings. In fact, the program is uniquely effective due to the extensive hands-on practicum experiences students gain *every semester* of their graduate training program. The audiology and SLP students participate in the LSL program as an “emphasis”, consisting of extra coursework and practicum in addition to completing all requirements associated with the core SLP or Audiology programs of study. The LSL Deaf Education program is not an emphasis, but rather is a full, stand-alone Master of Education and Teacher Licensure program.

Distance Program Option

To contribute to an essential need in the field regarding LSL teacher shortages, the USU program was also designed to accommodate students who wished to complete the program from a distance. Recognizing that moving to a small northern Utah town for two years to earn a graduate degree was not feasible for most people, we developed the option of distance completion. Because our campus-based program was designed with an intensive and practicum-heavy philosophy, most of our coursework had already been developed with an asynchronous online delivery. Even for campus-based students, this mode of delivery allowed a unique opportunity to present content simultaneously with practical experiences, effectively facilitating theory to practice (the campus-based practicum services are 100% supervised by LSL faculty). We determined this model could be replicated for distance students, as long as they were already employed in, or had sufficient access to, a setting that served children who are D/HH using LSL. The first student to enter the program under this model was

in Fall 2013, who completed the program from Clarke Schools for Hearing and Speech on the Bryn Mawr campus in Pennsylvania. This student engaged in the program similarly to the campus-based students by completing the asynchronous online coursework, attending the weekly interdisciplinary Seminar through a Zoom connection, and completing all practicum rotation requirements at Clarke. To ensure appropriate daily support and supervision, a colleague at the Clarke school for each practicum placement would serve as her cooperating teacher. In addition to colleague mentoring at Clarke, and to ensure appropriate USU guidance and mentoring, the student turned in weekly lesson plans, was observed real time or through recorded video segments every other week and held regularly-scheduled follow-up meetings with the USU practicum supervisor. The student and her employer at Clarke expressed tremendous satisfaction with the program quality, the competencies the student gained, and the ability to earn a degree that otherwise would not have been available to her.

Through word-of-mouth, we have had 12 more graduate students who have completed their practicum requirements from a distance through collaborations with Desert Voices (Phoenix), St. Joseph Institute for the Deaf (Indianapolis), Idaho School for the Deaf (Meridian), Clarke Schools for Hearing and Speech (Philadelphia), Utah Schools for the Deaf and Blind (Salt Lake City/area), and Children's Choice for Hearing and Talking (Sacramento). In the upcoming 2021 academic year, seven more distance students will enter the program to earn a M.Ed. degree and will complete their practicum requirements from Debbie School (Miami), St. Joseph Institute for the Deaf (Indianapolis), Child's Voice (Chicago), DePaul School for Hearing and Speech (Pittsburgh), and the Utah Schools for the Deaf and Blind (Salt Lake City). Without exception, distance students who have earned, or who are in the process of earning, their degree from USU have reported it would not have been feasible to live on the USU campus, nor did they have access to a similar program in their area that would have allowed them to earn a Master of Education degree while remaining in their current employment settings or in their home residence.

Program Summary

The Listening and Spoken Language Deaf Education program at Utah State University provides comprehensive interdisciplinary training for students to gain skills and competencies in providing family-centered, evidence-based early intervention, preschool, and early elementary services for children who are deaf or hard of hearing to learn to listen and talk and have educational, social, academic, and vocational opportunities similar to their same-aged peers.

Organizational Structure

The COMDDE department has a Department Head, Karen Munoz, Ed.D., and three Division Chairs: Deaf Education Division Chair, Lauri Nelson, Ph.D., Speech-Language Pathology Division Chair, Teresa Ukrainetz, Ph.D., and Audiology Division Chair, Sarah Leopold, Ph.D. As the Deaf Education Division Chair, Dr. Nelson represents both the LSL program and the Bi-Bi program, with Dr. Curt Radford serving as the Bi-Bi Area Coordinator. The Department Head and the three Division Chairs meet monthly to discuss departmental needs and to ensure continuity and communication among the Divisions. Each division has its discipline-specific programs of study and research or educational project requirements. In addition, each division has an associated campus-based practicum site in the form of *SLP Clinical Services*, *Pediatric Audiology Clinic*, and *Sound Beginnings*, which is the primary practicum site for LSL Deaf Education students. Sound Beginnings provides family-centered early intervention, parent-toddler group, full-day preschool and kindergarten classroom, and individual therapy services. Students complete practicum rotations in at least one of these service delivery areas *every semester of their program*. This intensive focus on hands-on experiences is consistent with the department philosophy that student learning is enhanced when students can meaningfully connect theory to practice.

Department resources are managed and shared among the three disciplines, including access to student advisors and support staff. Each division has both clinical faculty and tenured or

Standard I: Program Curriculum

Standard 1.1 Design of Curriculum: The curriculum reflects the institution's philosophy regarding education of students who are D/HH and personnel preparation, its conception of the role of the teacher, and its program objectives.

Standard 1.1 Narrative

Program Philosophy: *With early identification, appropriate hearing technology, and effective early intervention, children who are D/HH can develop listening and spoken language and have the same social, academic, and vocational opportunities as their typical-hearing peers.*

The LSL program was founded on the philosophy that children who are D/HH can learn to listen and talk. Most children with hearing loss are born to parents with typical hearing, with spoken language being the first language of the home and family. We believe children who are D/HH benefit when they can acquire and use the same first language as their family, and this is possible when the auditory system is stimulated to access sound and that information is used to develop LSL skills. Parents are the first and best teachers for their children and when intervention is needed, parents are the most effective agents of change. The role of the LSL teacher is integral to services for children who are DHH and their families. An effective teacher can facilitate acquisition of speech, language, and auditory perception skills consistent with the parent's priorities through family-centered early intervention services. When children transition from Part C services to center-based preschool services, an effective teacher will implement goal-oriented teaching strategies to maximize each child's developmental needs in all speech, language, auditory, literacy, academic, and social-emotional domains in preparation for transition into the K-12 general education setting. Teachers in early elementary will continue to foster individualized instruction as needed for continued growth and development across the curriculum. Effective interdisciplinary collaboration is essential to ensure cohesive and integrated services, with hands-on practicum experiences across all service delivery

settings to connect theory to practice. For example, deaf educators and SLPs should develop competencies to ensure individual therapy and classroom services are integrated to facilitate generalization of concepts across environments. Deaf education students providing classroom services are expected to know the individual therapy goals for each child in the class. Similarly, SLP students providing individual therapy (whether pull-out or push-in) are expected to know the individual and classroom goals for each child they serve, including details regarding child progress and areas of concern. Deaf education and SLP students should develop audiological competencies within their scope of practice to effectively communicate with audiology colleagues regarding speech, language, and listening progress that informs hearing technology programming. Teachers and therapists often attend audiology appointments with the children and families they serve, and in this capacity, can be valuable test assistants if they are properly trained. Audiology students in the LSL cohort have coursework and practicum experiences to understand LSL strategies and how they relate to language, literacy and academic development. This knowledge can inform decisions related to hearing technology settings and can provide effective guidance and support for parents. Some audiologists provide aural rehabilitation services as part of their position or within their audiology practice, and audiology students in the LSL program have classroom and therapy practicum assignments to gain first-hand experiences in understanding these services from the perspective of an audiologist. Students in all three disciplines must be clear about scope of practice and stay within appropriate areas of service delivery. However, effective interdisciplinary collaboration can substantially improve, broaden, and enhance the quality of services provided to children who are D/HH and their families and this is a priority of the LSL program at USU.

With these fundamental philosophies and priorities, the LSL Deaf Education program was guided by, and carefully mapped to, the national standards for teacher preparation and the principles of evidence-based practices outlined by the Council on Education of the Deaf (CED) and the Council for Exceptional Children (CEC) national standards for serving children who are D/HH and their families.

The LSL coursework was further informed by the knowledge and skills recommended by the Collaborative Early Intervention National Training e-Resource (CENTe-R, 2002; Proctor, Niemeier and Compton, 2005) specific to serving children ages birth to three who are D/HH and their families. Coursework was also evaluated to ensure the nine domains critical to LSL development, identified by the Alexander Graham Bell (AGBell) Academy, were embedded in the program curriculum. Our program has also stayed aligned with the standards issued by the Utah State Board of Education, currently referred to as Utah Effective Teaching Standards (UETS). Resulting from these steps, the LSL program of study was developed, aligned with the following principles and premises:

- **Family-Centered Services.** Core foundations of LSL deaf education services are based on a family-centered model. The parent-professional partnership must be founded on trust and assurance that the provider will take the time to learn of the parents' priorities for their child and to understand what is important to them and their family. A central tenet of providing family-centered services is use of parent coaching as the service delivery model in early intervention and parent engagement in parent-child therapy and classroom services. The parents are the most important teachers for their children as they implement strategies for development across environments and daily routines aligned with the family's needs and preferences. (To further support family-centered services, we developed a parent-directly website called *Hear to Learn* to provide parents and professionals with videos, webinars, current research, and intervention supports and materials. This website is available in both [English](#) and [Spanish](#)). Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5, 6 and 7, are met in:

- *ComD 6580 Family-Centered Practices for Children who are D/HH*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom and Parent-Child Therapy Rotations*
- *ComD 6900d Student Teaching*

- **Cultural Competence.** Home and center-based services should be culturally competent, addressing the diverse cultural and linguistic needs of children who are DHH and their families, including support in dual language immersion to learn the native language of the family. Students should also understand Deaf culture and recognize the continuum of family preferences and influences in their decision-making processes. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1 and 2, are met in:

- *ComD 6580 Family-Centered Practices for Children who are D/HH*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 3010 American Sign Language I*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom and Parent-Child Therapy Rotations*
- *ComD 6900d Student Teaching*

- **Curricular Content and Language Foundations.** Linguistic competence is central to all other foundations of learning. Classroom instruction is most effective when teachers gain essential pedagogy skills in curriculum knowledge, implementation, and outcomes evaluations. Effective implementation of the curriculum recognizes the connection between cognitive development and linguistic proficiency, the role of play and social-emotional development, the importance of developing theory of mind and critical thinking skills, the impact of music to auditory perception when embedded within and across the curriculum, and seamless modifications for individualized instruction. Teachers must always remember children in the classroom learn best when they feel safe and valued. Even the best instructional plans will have limited impact if a classroom community has not been established or if each child does not feel of his or her individual importance. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5 and 6, are met in:

- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6700 LSL Practicum – Individual Therapy Rotations*

- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Auditory Perception.** A comprehensive understanding of the auditory hierarchy and the use of effective LSL strategies are essential to maximizing auditory perception development, with language, literacy, and academic achievements. Recognizing the neuroscience foundations of implementing effective services during the critical window of auditory perception, speech, and language development enable children who are D/HH to develop these essential skills similar to hearing peers, facilitating successful entry into the general education K-12 setting. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2 and 3, are met in:

- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Literacy Foundations.** Age-appropriate phonemic awareness, reading fluency, and expanded vocabulary form the foundations of developing reading comprehension skills that are fundamental to all other aspects of a child’s academic experiences. Rich literacy instructional opportunities should be embedded across the curriculum, and can provide learning experiences that impact language, cognitive, academic, and social-emotional development. The meaningful literacy experiences provided to children in their youth can have a life-long impact and offer some of the fondest memories of their educational years. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3, 5 and 7, are met in:

- *ComD 6320 Language and Literacy in Children who are D/HH*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6730 Multiple Disabilities and Syndromes*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6900d Student Teaching*

- **Meeting the Needs of Diverse Learners.** All children are diverse learners and teachers must gain skills in providing differentiated instruction. Further, because 25-40% of children who are DHH have additional disabilities, deaf educators must have breadth of knowledge in serving children with a variety of learning needs and learn effective collaboration with special education and general education colleagues (Bruce, Dinatale & Ford, 2008; Fitzpatrick et al., 2014; Guardino, 2015; Szarkowski et al., 2014). Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2, 3 and 5, are met in:

- *ComD 6770 Multiple Disabilities and Syndromes*
- *ComD 6850 LSL Interdisciplinary Seminar*
- *ComD 6900c Special Topics: Interdisciplinary Implementation of IDEA*
- *ComD 6900a LSL Workshop*
- *ComD 6700 LSL Practicum – Classroom and Individual Therapy Rotations*
- *ComD 6700 LSL Practicum – Early Intervention Rotation*
- *ComD 6900d Student Teaching*

- **Hearing Technology.** To facilitate auditory access, teachers must understand the ear and hearing mechanism, and have the knowledge to support parents and families in understanding the audiogram and the impact of their child’s hearing loss to speech and language development. Teachers should know how to use and troubleshoot current hearing technology (e.g., digital hearing aids, cochlear implants, FM systems) and promote an optimal listening environment in the classroom. Teachers should know how to effectively collaborate with audiology colleagues and incorporate strategies to promote optimal and consistent auditory input during all waking hours. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 5, 6 and 7 are met in:

- *ComD 6770 Audiology and Teachers of Children who are D/HH*
- *ComD 7520 Introduction to Cochlear Implants*
- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6700 LSL Practicum – Audiology Rotations*
- *ComD 6900d Student Teaching*

- **Assessment.** Goal oriented services require skills and competencies in administering and interpreting standardized, non-standardized, and curriculum-based assessments and understanding how to utilize findings to provide individualized instruction specific to the needs of each child.

Coursework priorities consistent with these principles, as well as CED/CEC Standard 4 are met in:

- *ComD 6900c Special Topics: Assessment Workshop*
- *ComD 6360 Preschool Curriculum: Language and Cognition*
- *ComD 6350 Early Elementary and Itinerant Support*
- *ComD 6700 LSL Practicum – Classroom Rotations*
- *ComD 6700 LSL Practicum – Early Intervention Rotations*
- *ComD 6900d Student Teaching*

- **Interdisciplinary Collaboration.** Children who are D/HH have better outcomes when teachers engage in interdisciplinary collaboration and effectively partner with professional colleagues to provide optimal and integrated services to meet each child’s individual learning needs and to maximize their development. Collaboration among parents, educators, SLPs, audiologists, special educators, general educators, and other providers is more effective when they have a shared priority of serving the whole child as an integrated team rather than through individual silos of service delivery. Professionals must know current research and apply evidence-based practices in their service delivery. They should provide services within scope of practice, adhere to ethical practices at all times, and follow all local, state, and federal laws and policies. Coursework priorities consistent with these principles, as well as CED/CEC Standards 1, 2 and 7, are met in:

- *ComD 6850 LSL Interdisciplinary Seminar*
- *ComD 6900a LSL Workshop*
- *ComD 7520 Introduction to Cochlear Implants*
- *ComD 6340 Auditory Learning and Spoken Language*
- *ComD 6700 LSL Practicum – Audiology Rotations*
- *ComD 6900d Student Teaching*

- **Hands-on Experiences.** An essential premise of the LSL Deaf Education graduate training program was built on the importance of having hands-on practicum experiences with direct supervision across all service delivery settings. See Standard 1.3.1 for a detailed description of

the extensive hands-on practicum and student teaching requirements. Coursework priorities consistent with these principles are met in:

- *ComD 6900a LSL Workshop*
- *ComD 6700 LSL Practicum – All Rotations*
- *ComD 6900d Student Teaching*

Program Learning Objectives. Within these central philosophies, the primary learning objectives for graduates in the Listening and Spoken Language graduate training program are to:

- Demonstrate competencies in delivering family-centered services to children who are D/HH and their families, across home and classroom settings to promote development and use of listening and spoken language
- Demonstrate pedagogical skills to ensure teaching is effective and appropriate for diverse learners.
- Demonstrate understanding of the auditory hierarchy of development, and the connection between listening skill development with language, literacy, academic, and cognitive outcomes.
- Demonstrate competencies in developing goal-orientation lesson plans based on the curriculum and each child's individual goals; while also demonstrating skills in making spur-of-the-moment lesson plan adjustments in response to events or situations.
- Demonstrate comprehensive understanding of the Individuals with Disabilities Education Act and other associated federal and state disabilities rights and privacy laws. Students must be competence in development of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) for all children and families they serve.
- Demonstrate classroom management skills that promote a positive learning environment for all children.
- Demonstrate competencies in administering and interpreting a variety of assessments, and then using that information to guide services and to document child progress.

- Demonstrate understanding of how to use and troubleshoot hearing technology.
- Demonstrate competencies in interdisciplinary collaboration, recognizing the impact to child outcomes when providers work together to serve the needs of the whole child and their family.

Standard 1.2 Narrative

Standard: 1.2.1 The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC-CED Special Education Initial Special Educator Preparation Standards, Specialty Set: Deaf and Hard of Hearing: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.

The LSL Deaf Education coursework aligns with [CED/CEC](#), [CAEP](#), and [UETS](#) standards and is comprehensive across all aspects of LSL service delivery. The CED/CEC and UETS standards are listed on each syllabi. At the beginning of each semester, a comprehensive syllabus review is completed in each class. The CED/CEC alignment is summarized:

Standard 1: Learner Development and Individual Learning Differences

Providing individualized instruction, whether in family-centered early intervention services, or in center-based classroom services, is at the core of the LSL program. Nearly every course in the program of study has an element that addresses learner development and learning differences. In *ComD 6340 Auditory Learning and Spoken Language*, students gain comprehensive knowledge about auditory development and the impact of hearing loss; *ComD 6320 Language and Literacy in Children who are DHH*, students discuss evidence-based practices in literacy and language instruction, including instructional adaptations to meet the individual needs of each child; *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support*

discuss instructional pedagogy to meet the needs of each child and the appropriate implementation of the IEP consistent with state and federal requirements; *ComD 6580 Family-Centered Practices for Children who are DHH* emphasizes family-centered services, including individualized service delivery consistent with family priorities and the written IFSP, and *ComD 6730 Multiple Disabilities and Syndromes* is a full, dedicated course specific to meeting the needs of diverse learners.

Standard 2: Learning Environments

The impact of the learning environment to listening, language, and academic development is woven throughout the curriculum, and specifically discussed in *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support* as pedagogy courses. Similarly, a substantial component of *ComD 6580 Family-Centered Practices for Children who are DHH* involves discussion of parent/caregiver support in creating a language rich home environment and the implementation of goals within meaningful contexts. Concepts related to learning differences and the learner environment are reinforced in *ComD 6700 Interdisciplinary Practicum* and *ComD 6900d Student Teaching* in practical application.

Standard 3: Curricular Content Knowledge

A primary program outcome measure, and a requirement within *ComD 6360 Preschool Curriculum: Language and Cognition* focuses on students' ability to develop a comprehensive lesson plan and demonstrate implementation of curricular content across the school day. In this comprehensive assignment, students break down and evaluate lesson plan components and individualized instruction as it relates to the curriculum. Similarly, *ComD 6350 LSL Early Elementary and Itinerant Support* focuses on students' ability to develop an age-appropriate lesson plan and demonstrate implementation of curricular content across the school day in school-aged

children. Core curricular areas of focus are Language Arts, math, science, and social studies. Using a variety of measures, students create lesson plans based on each child's assessed language, auditory perception, academic, and cognitive skills. Students demonstrate how they differentiated and adapted curricula in response to diverse populations. *ComD 6320 Language and Literacy in Children who are DHH* explores the literacy acquisition and curriculum implementation consistent with the priorities and findings of the National Reading Panel. Students study methodologically sound research on how children learn to read and differentiate instruction for multiple learners.

Standard 4: Assessment

ComD 6900c, Assessment Workshop, is a comprehensive course where students acquire background knowledge of formal and informal assessments used to determine eligibility under IDEA, evaluate students' needs and strengths to make accommodations, instructional decisions, and ongoing program improvements. Students discuss required statewide assessments and local, state, and federal accountability systems. Course objectives emphasize the ability to select, adapt, administer, interpret and explain assessments, and to make recommendations regarding services and educational progress for students who are D/HH, including those with cultural and linguistic diverse backgrounds, and/or those with additional disabilities. Students gain in-depth knowledge in assessing children in various categories such as academic achievement, adaptive skills, and curriculum-based assessments, language, communication, and cognitive abilities. In *6350 LSL Early Elementary and Itinerant Support*, and *6360 Preschool Curriculum Language and Cognition*, students administer and interpret formative and summative assessments, including collecting and analyzing language samples to develop competency in providing high-quality diagnostic teaching.

Standard 5: Instructional Planning & Strategies

Essential to our LSL program is ensuring that students gain an understanding of and the ability to plan and implement effective, individually designed intervention and strategies that promote the

development of language, audition, literacy and cognitive development for children who are deaf and hard of hearing, including children who come from families with diverse cultural and linguistic backgrounds. *ComD 6340 Auditory Learning and Spoken Language* details the variety of communication methodologies used by individuals who are deaf and hard of hearing, and gain an understanding of the current research education trends that contribute to the education of the deaf and hard of hearing (e.g., Deaf culture, bi-lingual/bi-cultural, listening and spoken language, English Language Learners). In both *ComD 6360 Preschool Curriculum: Language and Cognition* and *ComD 6350 LSL Early Elementary and Itinerant Support*, students develop lesson plans that demonstrate their knowledge of curriculum, child development and learning styles, as well as the development of literacy, speech, language and auditory perception, while facilitating activities for deaf and hard of hearing children, including children from diverse cultural and linguistic backgrounds, in preschool and early elementary education settings.

Standard 6: Professional Learning & Ethical Practice

The LSL program provides rich instruction for students to gain necessary knowledge and skills in philosophy, history, legal requirements, and ethical practices in education. Particularly in *ComD 6730 Multiple Disabilities and Syndromes* and *ComD 6900b Interdisciplinary Implementation of IDEA* course assignments require students to review current research and case law studies in-depth. They then demonstrate their understanding of the current state and federal laws relating to the education of children with disabilities, particularly regarding the coordination, implementation, evaluation, and revision of individual education programs. *ComD 6340 Auditory Learning and Spoken Language* gives students a thorough overview of the current and historical issues surrounding the education of children who are D/HH, current trends in educational settings, modes of communication, racial and ethnic diversity, and etiologies. In *ComD 6350 LSL Early Elementary and Itinerant Support*, *ComD 6360 Preschool Curriculum: Language and Cognition*,

and *ComD 6580 Family-Centered Practices for Children who are DHH* and embedded throughout the program, are abundant opportunities for students to apply their knowledge and skills of incorporating ethical standards, evidence-based educational practices concerning theories, research, and regulations necessary for providing services to individuals with disabilities and their families across educational home and school settings.

Standard 7: Collaboration

Integral to the LSL program are opportunities for students to acquire skills to work collaboratively with families, other professionals (general educators, audiologists, speech-language pathologists, paraprofessionals, and other members of each child's education team), and community agencies. Instruction in *ComD 6350: LSL Early Elementary and Itinerant Support*, *ComD 6360: Preschool Curriculum: Language and Cognition*, and *ComD 6900b: Interdisciplinary Implementation of IDEA*, provide opportunities for students to work collaboratively with interdisciplinary, professional teams that include families as full participants; while recognizing and respecting the roles and responsibilities each professional plays in meeting the needs of children who are deaf or hard-of-hearing and their families. *ComD 6580: Family-Centered Practices for Children who are DHH and Audiology and Teachers of Children who are DHH*, require students to reflect on the role of universal newborn hearing screening and its impact on early intervention and on language acquisition for infants, toddlers, and their families from diverse backgrounds. *ComD 6770: Audiology and Teachers of Children who are DHH* and *ComD 7520: Introduction to Cochlear Implants* provides in-depth instruction on audiological assessments and evaluations of young children with hearing loss and the potential impact on child outcomes; including the collaborative role each member of the team can play during diagnosis and throughout subsequent intervention. *ComD 6850: LSL Interdisciplinary Seminar* facilitates thorough discussions of resources, references, materials, networks, professional organizations, and professional literature

that focuses on D/HH children's education to gain and respect multiple perspectives. The perspectives gained complement the skills in listening effectively and empathizing with parents of children who are D/HH, learned in *ComD 6580: Family-Centered Practices for Children who are DHH*. These courses and program priorities ensure students effectively collaborate as members of parent-professional teams and provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options.

Licensure

In addition to meeting LSL Deaf Education curriculum priorities, our program also needed to meet the licensure requirements available through the Utah State Board of Education Licensing Division. During the initial stages of development in 2009-2010, there were just two licensing options under the special education umbrella: 0-5 Early Childhood Special Education or K-12 Special Education, each with accompanying Endorsements that can attach to the license to show specialization. USU Deaf Education faculty collaborated extensively with the USU Department of Special Education (SPER) faculty to develop a program of study containing special education core competencies for students to earn the 0-5 Early Childhood Special Education teaching license with the D/HH Endorsement. The program of study at that time included coursework mapped to CED/CEC standards and also met the early childhood special education core requirements. In 2021, USU received institutional approval to recommend students for a new licensing option recently approved by the Utah State Board of Education, called the 0-21 Deaf Education license (see page 78). The new Deaf Education license stipulated it must also have an attached Endorsement, with options of either Listening and Spoken Language Endorsement or Bilingual-Bicultural Endorsement. With the availability of this new license, we have three programs of study options, two with a licensure track, as follows:

- *Track 1:* Master of Education degree + Deaf Education Teaching License with LSL Endorsement.
- *Track 2:* Master of Education degree (no teaching license). *This option is available only to students who already hold a teaching license in their state.*
- *Track 3:* Master of Education degree + Deaf Education Teaching License with LSL Endorsement + 0-5 Early Childhood Special Education Teaching License with D/HH Endorsement.

In the past year, the SPER department implemented new changes to their 0-5 Early Childhood Special Education licensure requirements. Under the new changes, the integrated program of study established in 2010 no longer applies and students would need to complete the full early childhood special education licensure program while also completing the deaf education M.Ed. requirements. In other words, it would be equivalent to simultaneously completing two separate graduate programs. The Track 3 program of study will continue to be an option, however, we anticipate most students will elect either the Track 1 or Track 2 program of study. In fact, all deaf education students in the 2021 incoming cohort are in Track 1 or Track 2. Because we believe it is important for students in Deaf Education to have a strong understanding of special education concepts, this meant some special education course content that was previously covered in classes taken through the Department of SPER for the 0-5 Early Childhood Special Education teaching license (Track 3) have now been integrated into the COMD courses or we created new courses to ensure essential content was covered. At USU, when a new course is in development and a number is requested, the course is assigned a temporary number of ComD 6900 and will appear on student transcripts as *ComD 6900: Special Topics: [course name]*. The request for adding a new course must then proceed through the EEJ-ECERC college curriculum committee for approval. For the

2021-2022 academic year, in meeting the needs of the new program of study for the Track 1 and Track 2 M.Ed. plus the Deaf Education license, we have four new courses listed as a ComD 6900 Special Topics class. Each class will have a new permanent number beginning with the 2022-2023 academic year. To delineate the four ComD 6900 classes for the 2021-2022 academic year, they are listed in this application as 6900a, 6900b, 6900c, and 6900d:

- ComD 6900a Special Topics: LSL Practicum Workshop
- ComD 6900b Special Topics: Interdisciplinary Implementation of IDEA
- ComD 6900c Special Topics: Assessment Workshop
- ComD 6900d Special Topics: Student Teaching

Practicum and Student Teaching

For substantive practical application and to effectively connect theory to practice, the LSL program was developed with intensive hands-on requirements. As described in section 1.3.1, students complete practicum “rotations” every semester of the program in classroom, parent-child therapy, early intervention, individual or small group therapy, tele-intervention, and audiology clinic. These practicum rotation requirements are the same for all three program of study tracks. The only difference between Track 1 and Track 2 is students in Track 1 will complete a full semester of student teaching, including the state requirements of passing all four tasks contained in the [Praxis Performance Assessment for Teachers](#) (PPAT). Students in Track 2 will have a practicum requirement but will not have the student teaching requirement, as Track 2 leads to a M.Ed., but not a teaching license. The Track 1, Track 2, and Track 3 programs of study are comprehensive in scope and well aligned with the CED/CEC standards.

Describe the planning and approval procedures for developing and modifying curricula. Identify factors and issues that have led to curricular change.

To be effective, deaf education teacher training programs must continually evaluate and update coursework and maintain high standards by ensuring that current research and evidence-based practices are emphasized throughout the curriculum. Should any modifications to the approved program of study be necessary, they must be submitted to the COMDDE department representative for the College Curriculum and Teacher Education (CCTE) committee for approval. This committee meets monthly to discuss teacher education topics and curricula for all teacher training programs in the college.

At the end of each year in a LSL faculty retreat, the curriculum and practicum requirements are evaluated to determine aspects that are going well and aspects that need adjustment or improvement. Although these discussions regularly result in minor adjustments, such as creating or editing forms, adjusting procedures or other practical processes, the discussions have also led to larger programmatic changes. For example, in 2014, we discussed our concerns that students often were overwhelmed the first semester of their first year. There is much to navigate in a master's program and, in particular, the many moving parts because of the practicum requirements. From this discussion, we made the decision for students to begin the program with an Orientation Seminar the summer semester prior to the start of fall semester. This proved to be a very positive change and continues as our format today. The summer session provides an excellent and invaluable opportunity for students to come together as a cohort and learn more about the program requirements and expectations. Students often are nervous as they begin their graduate program and the summer session has facilitated increased communication, greater student understanding of program goals and expectations, and a more comfortable initiation into the rigors of fall semester.

The 2015 faculty retreat revealed the need to improve student training in areas related to using and troubleshooting hearing technology in the classroom. Although hearing technology topics were well-covered in our Pediatric Audiology class, more guidance was needed for Deaf Education students relative to classroom implementation. Based on this feedback, we developed a

full semester, 1-credit hour Hearing Technology Workshop to ensure students received comprehensive training in this important area specific to their needs as educators. This was an important addition to the program of study. Then, in 2017, we determined that, although the Pediatric Audiology class was an excellent course for audiology students and the Hearing Technology Workshop provided appropriate enhanced training, it would better serve Deaf Education students to remove both of these classes from the LSL Deaf Education program of study and instead, create a dedicated 3-credit hour class specific to audiology concepts relevant to educators in the classroom. This new course, ComD 6770: Audiology and Teachers of Children who are D/HH, has been a popular addition to the program of study. It covers audiology and hearing technology concepts specific to teachers, providing concept depth as well as practical application. This class is taught by Dr. Nelson, who is a licensed pediatric audiologist as well as a deaf educator.

In another example of the LSL program commitment to ongoing evaluation and quality improvement, in fall of 2017 we completed a comprehensive evaluation of all aspects of the practicum program components. Between 2015-2017, we had several changes in our Sound Beginnings faculty, many who served as cooperating teachers or supervisors for students in their practicum placements. With the new staff, we learned through practicum evaluation feedback surveys that some students felt the practicum requirements were “easier” or “more difficult” depending on the supervisor in that placement, and that these differences were not evident based solely on the supervisor evaluation forms students completed at the end of each semester. The objectives of this comprehensive evaluation were to obtain direct evidence of the length and complexity of practicum activities and planning asked of students, as well as other aspects of practicum collaboration. Although some variability is to be expected, our goal was to determine the degree to which students had similar time and preparation requirements, with comparable supervisor expectations. To do this, we asked students to make hard copies of lesson plans and

other relevant materials and to keep a log of time spent in practicum preparation, including supervisor planning meetings, for an entire semester. A file system was set up in a secure, but accessible location so students could easily add documents to their file. At the end of the semester, Dr. Nelson did a comprehensive review of the documents in each file and compiled a written report of findings. She also met with each student individually to obtain their feedback and recommendations. From this evaluation, we held several supervisor meetings to discuss the findings and student feedback and several changes were implemented, including increased guidance for faculty in practicum requirements and expectations. We also implemented a new procedure in the Sound Beginnings staff meeting that included more ongoing discussions regarding practicum activities and to minimize the potential for miscommunications.

Although these findings highlighted areas of the program that required attention or adjustment, student satisfaction in the LSL program has been overwhelmingly positive. The end-of-year, anonymous student evaluations are shown in section 5 of this application.

Describe the curriculum design of the program in terms of the scope of the program and academic level (graduate, undergraduate, or both).

The curriculum is graduate-level and was developed to be completed over a 2-year period (six semesters):

- Summer semester year 1 – short orientation seminar
- Fall and Spring semesters year 1 – coursework and practicum
- Summer semester year 2 – coursework only
- Fall and Spring semesters year 2 – coursework and practicum / student teaching

Describe how candidates are given the course-specific CED-CEC standards, either on each syllabus or a program document. In Appendix A, include a matrix of the CED-CEC standards addressed in program courses, and a syllabus for each course required for initial certification in education of D/HH students.

At the Summer, year 1 orientation seminar, students are introduced to the CED/CEC standards to provide context for the course curriculum and design, and to ensure students are aware of the CED organization and the national standards guidance provided to graduate training programs. At the beginning of each class each semester, the instructor completes a thorough syllabus review. In this review, the instructor describes the course objectives, requirements, and connections to the CED/CEC national standards. See Appendix A for the LSL program syllabi.

Tables for Standard 1.2

Plan of Study

Document the program's plan of study, required and elective courses (titles, numbers, credits) and offerings by semesters or quarters. Star those courses that include field experiences and include number of practicum hours. Include the General Education program for undergraduate programs in the course sequence.

Required Courses (title, number, credits)	Fall X = offered	Spring X = offered	Summer X = offered
¹ ComD 3010: American Sign Language I (4)	X	X	X
Summer Semester Year 1			
ComD 6850: LSL Interdisciplinary Seminar (1)			X
Fall Semester Year 1			
ComD 6340: Auditory Learning and Spoken Language (3)	X		
ComD 6360: Preschool Curriculum: Language and Cognition	X		
ComD 6850: LSL Interdisciplinary Seminar (1)	X		
ComD 6900a: Special Topics: LSL Practicum Workshop (1)	X		
*ComD 6700: LSL Practicum (3)	X		
Spring Semester Year 1			
ComD 6770: Audiology and Teachers of Children who are DHH (3)		X	
ComD 6900b: Special Topics: Interdisciplinary Implementation of IDEA (2)		X	
ComD 6580: Family-Centered Practices for Children who are DHH (3)		X	
ComD 6900a: Special Topics: LSL Practicum Workshop (1)		X	
*ComD 6700: LSL Practicum (3)		X	
Summer Semester Year 2			
ComD 6730: Multiple Disabilities and Syndromes (2)			X
ComD 7520: Introduction to Cochlear Implants (2)			X
ComD 6900c: Special Topics: Assessment Workshop (1)			X

Fall Semester Year 2			
ComD 6320: Language and Literacy in Children who are DHH (3)	X		
ComD 6900a: Special Topics: LSL Practicum Workshop (1)	X		
*ComD 6700: LSL Practicum (3)	X		
ComD 6900: Educational Project (3)	X		
Spring Semester Year 2			
ComD 6350: LSL Early Elementary and Itinerant Support (3)			X
*ComD 6900d: LSL Student Teaching (9) <i>Track 1</i> -or- *ComD 6700: LSL Practicum (3) <i>Track 2</i>			X

¹Course may be waived if equivalent was completed in undergraduate program.

*Denotes a field experience

Course Alignment with CED-CEC Initial Preparation Standards

Show course alignments to 2018 CED-CEC initial teacher preparation standards, and other national or regional accreditation. Standards should be included on each course syllabus taken by candidates in the program, including those from other units.

Course Title and Number	CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
ComD 6320: Language and Literacy in Children who are DHH	DHH.1.K2 DHH.1.S1 DHH.1.S3	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K2	DHH.5.S7 DHH.5.S8 DHH.5.S10	DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.S5	1a,1b, 2a, 2b, 2c, 3b, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 9a-e
ComD 6340: Auditory Learning and Spoken Language	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S3	DHH.2.K2 DHH.2.K3		DHH.4.K2 DHH.4.S6	DHH.5.K1 DHH.5.S4 DHH.5.S5	DHH.6.K3		3b, 3f, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 8a-d,
ComD 6350: LSL Early Elementary and Itinerant Support	DHH.1.K1 DHH.1.K2 DHH.1.S6	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K3 DHH.4.S5	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K2 DHH.6.S3	DHH.7.K3 DHH.7.S1	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
ComD 6360: Preschool Curriculum: Language and Cognition	DHH.1.K1 DHH.1.K2 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S6	DHH.2.K1 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1	DHH.4.K1 DHH.4.K3 DHH.4.S1 DHH.4.S4 DHH.4.S5 DHH.4.S6	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10	DHH.6.K2 DHH.6.S3 DHH.6.S5	DHH.7.K3 DHH.7.S1	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e

ComD 6580: Family-Centered Practices for Children who are DHH	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S6	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4		DHH.4.K1 DHH.4.S4 DHH.4.S6	DHH.5.K1 DHH.5.S6 DHH.5.S7 DHH.5.S11	DHH.6.K1 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1- a-b
ComD 6700: LSL Practicum	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7	DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K1 DHH.6.K2 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 6730: Multiple Disabilities and Syndromes	DHH.1.K1 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S4 DHH.1.S5 DHH.1.S6	DHH.2.K1 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.S2	DHH.4.S5	DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S6 DHH.5.S10	DHH.6.K1	DHH.7.K1	1a-b, 2a-c, 5a-d, 6a, 7a
ComD 6770: Audiology and Teachers of Children who are DHH	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S2			DHH.4.S3	DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6	DHH.6.S3	DHH.7.K1 DHH.7.K2 DHH.7.S1 DHH.7.S2 DHH.7.S5	1b, 5a-d, 6a, 9a- b, 10a-b
ComD 6850: LSL Interdisciplinary Seminar		DHH.2.K1			DHH.5.K2	DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1b, 5a, 7c, 8a, 9a-b, 10a-b
ComD 6900a: LSL Practicum Workshop	DHH.1.K2 DHH.1.K4 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2		DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K2 DHH.6.S3 DHH.6.S4	DHH.7.S1 DHH.7.S2 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 6900b: Interdisciplinary Implementation of IDEA	DHH.1.K4 DHH.1.K5 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7		DHH.3.S2	DHH.4.S2	DHH.5.S2 DHH.5.S6	DHH.6.K1 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.S1 DHH.7.S3 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b

ComD 6900c: Assessment Workshop				DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7				5a-d, 6b, 10a
ComD 6900d: LSL Student Teaching	DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K4 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S4 DHH.1.S5 DHH.1.S6 DHH.1.S7	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K1 DHH.4.K2 DHH.4.K3 DHH.4.S1 DHH.4.S2 DHH.4.S3 DHH.4.S4 DHH.4.S5 DHH.4.S6 DHH.4.S7	DHH.5.K1 DHH.5.K2 DHH.5.S1 DHH.5.S2 DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6 DHH.5.S7 DHH.5.S8 DHH.5.S9 DHH.5.S10 DHH.5.S11	DHH.6.K1 DHH.6.K2 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a-b, 2a-c, 3a-b, 4a-e,5a-d, 6a-c, 7 a-d, 8a-d, 9a- b, 10a-b
ComD 7520: Introduction to Cochlear Implants	DHH.1.K1	DHH.2.K1 DHH.2.S2					DHH.7.K1 DHH.7.S1 DHH.7.S2 DHH.7.S5	1a, 2b, 3a, 5a, 9a

Describe how Standard 1.2.2 is met using one of the performance-based assessments (indicate the assessment on the matrix below).

Program Assessment Matrix

	CED-CEC Standard #	Type or Name of Assessment	Activity or Course during which assessment occurs	When Administered
1	Standards 1, 2, 3, 5	Student Confidence Ratings and Practicum Feedback	ComD 6700 Practicum. This is a student report of their confidence in aspects of service delivery, including feedback regarding their views of the strengths and weaknesses of the practicum placement and an opportunity for students to offer suggestions.	Completed by students at the beginning and end of each semester in which the student has a practicum placement
2	Standards 1 - 7	Practicum Competency Evaluations	ComD 6700 Practicum. This is a practicum competency evaluation of students to document student proficiency in service delivery	Completed by supervisors at midterm and at the end of each semester
3	Standards 2, 3 and 5	Lesson Plan Comprehensive	ComD 6360 Preschool Curriculum class, comprehensive Lesson Plan development and evaluation	Fall semester, Year 1; requires full semester to complete
4	Standard 4	Assessment Competencies	Fall assessment period, students must demonstrate competencies in administering and interpreting standardized and non-standardized assessments.	Fall semester, Year 2

5	Standards 1 - 7	Praxis Performance Assessment for Teachers	Student Teaching – standardized national exam associated with student teaching	Students upload 4 tasks throughout semester, scored by ETS
6	Standards 1 - 7	Student Teaching Performance Matrix	Student Teaching – student competency performance matrix, aligned with program competencies and UETS licensure requirements	End of student teaching semester
7	Standards 1 - 7	Employer Survey	April, every other year	An employer survey is sent in April every other year.

Standard 1.3 Narrative

Standard 1.3.1 Practicum Length and Sequence. *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING. Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).*

Practicum experiences in Sound Beginnings and the USU Pediatric Audiology clinic are directly linked to the coursework for optimal theory-to-practice connections. Students have a practicum assignment each semester of their graduate program, referred to as “rotations”. Although each rotation has a minimum number of contact hours, fulfillment of practicum requirements is based on demonstration of competencies. See competency requirements in Appendices. Rotations include classroom services, individual therapy and parent-child therapy, early intervention, audiology clinic, and a flex rotation, as further described.

Classroom Services: Students are assigned a full semester *Introduction to Classroom Services* placement and a full semester of *Classroom I* placement during year one or fall semester of year two. In Sound Beginnings, students have a cooperating teacher (the instructor of record for the classroom) and an LSL faculty supervisor. The cooperating teacher provides 100% oversight of the classroom and is either physically in the classroom with the student in a co-teaching model or is in an adjacent observation room. Distance students who are not employees in their practicum site follow a routine

similar to campus-based students, as individually appropriate for each location. However, most students who complete the program from a distance are already an employee in the setting that will serve as their practicum site. In this case, a colleague mentor is identified to serve as the cooperating teacher to provide the student with consistent, daily access to mentoring. In the classroom placements for pre-service students, they observe the teacher for the first two weeks and learn of the teacher's classroom priorities. The student will then start to provide guided direct services and gradually increase their service delivery time over the semester and according to competencies demonstrated. Students assist in the development of lesson plans, and similarly, take on more and more responsibilities in lesson plan development over the semester.

Self-reflection is an important component to student growth and learning. Students submit a self-reflection every other week and have a faculty observation on alternate weeks. The faculty supervisor utilizes the students' self-reflection as part of the guidance provided before and after each scheduled observation. Over the 15-week semester, students will have turned in seven self-reflections and have had seven faculty observations. All students, distance or campus-based, join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services. During year two, students in program of study Tracks 1 or 3 will complete a Student Teaching semester, including completion of all requirements for the Praxis Performance Assessment for Teachers (PPAT). Students in program of study Track 2 will complete a Classroom II practicum assignment.

- Intro to Classroom Services: 2 hours per day, 2 days per week
- Classroom I: 4 hours per day, 2 days per week
- Student Teaching (Track 1): 4 hours per day, 4 days per week **-OR-**
Classroom II (Track 2): 4 hours per day, 2 days per week

Total direct service classroom clock hours are 280-392 (depending on program of study track). This does not include planning, prep, or supervisor meetings. Additional practicum assignments may be required as needed to demonstrate competencies

Individual Therapy and Parent-Child Therapy. Deaf Education students complete two semesters of Individual Therapy and/or Parent-Child Therapy (or equivalent). The purpose of this rotation is for students to gain competencies in providing individual or parent-child therapy services and to recognize the importance of connecting each child's individual goals into classroom services. Parent involvement is integral to the LSL philosophy and students must demonstrate competencies in developing a partnership with parents, respecting parents as their child's most important teacher, and facilitating effective parent coaching in service delivery. Students plan with their cooperating teacher or supervisor and join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services.

- Individual or Parent-Child Therapy I: 30 min session, 2 days per week
- Individual or Parent-Child Therapy: 30 min session, 2 days per week

Total direct service individual therapy clock hours are approximately 28. This does not include planning, prep, or supervisor meetings

Early Intervention / Parent Coaching. Family-centered early intervention services are central to maximizing the benefits of early identification of hearing loss, and providers should ensure that parents are well-supported in facilitating their child's growth and development. Engaging with families during the 0-3 early intervention years is an essential component of becoming an excellent service provider and students can gain valuable insights into family perspectives and priorities. The early intervention requirements consist of full semester in-person home visits, tele-intervention services, and/or parent-toddler groups, with a primary emphasis on parent coaching. The early intervention rotation requirements typically are completed over two semesters, as shown below (or equivalent).

- In-home visits: 1 hour/week, 1 day per week
- Tele-intervention: 1 hour/week, 1 day per week
- Parent-toddler group: 1.5 hours/week, 1 day per week

Total direct service early intervention clock hours are approximately 49. This does not include planning, prep, or supervisor meetings.

Audiology and Cochlear Implant Clinic. As an interdisciplinary training program, deaf education students have the unique opportunity of completing an audiology rotation in the USU Pediatric Audiology clinic, or for distance students, in an approved pediatric audiology clinic accessible to them. The purpose of this rotation is to have hands-on engagement to better understand clinical audiology services, including screening assessments, diagnostic assessments, and hearing technology evaluations and fittings. The audiology and cochlear implant clinic rotation requirements consist of:

- Observations
 - Hearing assessment, child younger than age 3 years
 - Hearing assessment, child older than age 3 years
 - Hearing Aid Fitting
 - Cochlear Implant Fitting
- Test Assistant
 - Test assistant, child younger than age 3 years
 - Test assistant, child older than age 3 years
- Video Analysis
 - Video analysis of assessments and fittings

Total observations and direct service audiology rotation requirements are approximately 18 hours. This does not include planning, prep, or supervisor meetings.

Practicum Facilities

Standard 1.3.2 Practicum Facilities: *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals.*

Sound Beginnings, housed in a 10,000-square-foot state-of-the-art facility on the USU campus, is the most frequently used practicum site for students in the LSL Deaf Education program. Sound Beginnings provides early intervention services for children age 0-3 years and their families through in-person home visits, tele-intervention, and parent-toddler groups. At age 3, children transition to full-day, center-based preschool services utilizing a listening, language, literacy-focused, play-based model. They receive individual therapy services 2-4x/week, with some children receiving additional intensive instruction according to need. For the Kindergarten year, children can attend Sound Beginnings, their neighborhood program, or ½ day of both, depending on child needs and parent preferences. Kindergarten services at Sound Beginnings are designed to provide a transition year for children to help prepare them for entry into the K-12 general education setting. While class sizes in Sound Beginnings preschool are 5-6 students, the Kindergarten class sizes are 10-12 and includes typically-hearing peers. The purpose is for children to simulate a typical kindergarten experience, both academically and socially, while maintaining a smaller class size and more individualized instruction than would be received in the local school district classrooms that often contain 20-25 children. Deaf Education graduate students have practicum assignments across these early intervention, classroom, and therapy placements with experienced, master-level deaf education and SLP professionals. All faculty in Sound Beginnings must hold LSLS certification issued by AG Bell or be in the process of obtaining the LSLS certification. The Sound Beginnings classrooms and SLP therapy services are located adjacent to the COMDDE Pediatric Audiology Clinic with pediatric audiologists who provide services to children in Sound Beginnings as well as to the community. As previously described, deaf education students have rotations in all these settings for depth and breadth of service delivery experiences.

The LSL Deaf Education program also has a strong collaboration with the Utah Schools for the Deaf and Blind (USDB) and this serves as a second practicum site for students. Many students who live in locations across Utah have completed their practicum rotations at USDB following the same pattern as those on campus. Similar to Sound Beginnings, teachers and therapists at USDB are highly qualified and experienced professionals who either hold or are in the process of obtaining LSL certification.

The model of the LSL Deaf Education program, as previously described, facilitates collaborations with partner programs from across the country. Previous and current collaborations include Clarke Schools for Hearing and Speech, St. Joseph Institute for the Deaf, CCHAT Center in Sacramento, Desert Voices, and others. Under this model, we don't place the students in these locations, but rather they are already employees or have a direct affiliation with the program.

Standard 1.3.3 Practicum Supervision: Qualified personnel from the teacher preparation center and practicum settings and facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives.

In addition to practicum placements in Sound Beginnings, we have a strong collaborative relationship with the growing number of partner schools throughout the country. Before placing students in any off-campus program or accepting students from a partnership site, we meet with the director of that program to ensure the placement will provide students with experiences consistent with the LSL philosophy and the LSL program priorities. Upon program approval, the USU supervisor will meet with the partnership school program director and identify available mentors to serve as the cooperating teacher for the student. The practicum requirements are identified prior to program entry to ensure the full scope of the two-year hands-on components can be met (e.g., early intervention, classroom, therapy, and audiology placements), including the minimum number of practicum hours and any relevant written assignments or self-reflections. The Cooperating Teachers are given a copy

of the Student Handbook and all relevant practicum evaluation documents. Furthermore, they are provided with a link to an [online training module](#) developed specifically for Cooperating Teachers. This 30-minute training module was designed to facilitate consistency across our sites and partner schools and to help ensure that each student will receive a highly qualified mentor with whom to learn and grow.

The USU faculty supervisors meet often throughout the semester with all Cooperating Teachers to discuss details and review the student's progress. Whether campus-based or distance students, the USU supervisor observes students every other week, providing a written and ongoing record of each student's strengths and challenges. As students submit their self-reflection on alternating weeks, this also provides supervisors an ongoing opportunity to monitor how students are doing and if specific guidance or supports are needed. Care is taken to facilitate good communication with each student's Cooperating Teacher to best support student learning. The LSL program is competency-based and the expectations are described in detail on the observation form completed every other week and in the Student Competency Evaluation Rating completed at midterm and at the end of the semester.

Our practicum sites and partner schools serve a wide variety of children and families representing many different racial, cultural and socio-economic backgrounds. In Logan Utah, there is a relatively large Hispanic community and Sound Beginnings has facilitated several outreach programs to provide information about the campus-based services and our tele-intervention clinic. For several years, the LSL program has hosted monthly Parent Connection meetings in Spanish to support the needs of Hispanic parents and to provide essential information. As previously mentioned, we developed a parent-directed website called *Hear to Learn* to provide parents and professionals with videos, webinars, and intervention supports – and this website is available in both [English](#) and [Spanish](#).

Practicum/Field Experience Form

List field experiences by course name and number, from earliest to latest order through Student teaching/internship.	Hours and weeks of field experience for each course.	Ratio of cooperating teachers to candidates in this field experience.	Ratio of faculty supervisor to candidates in this field experience.	Faculty supervisor observation and collaboration schedule
Intro to Classroom Services COMD 6700 First Year Fall Semester	2 hours per day, 2 days per week (56 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Individual Therapy I COMD 6700 First Year Fall Semester	30 min session, 2 days per week (14 hours)	1:1	3:9	Scheduled monthly observation of student in Individual Therapy
Classroom I COMD 6700 First Year Spring Semester	4 hours per day, 2 days per week (112 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Individual Therapy II COMD 6700 First Year Spring Semester	30 min session, 2 days per week (14 hours)	1:1	3:9	Scheduled monthly observation of student in Individual Therapy
In-Home Visits COMD 6700 Second Year Fall or Spring Semester	1 hour/week, 1 day per week (14 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Tele-Intervention COMD 6700 Second Year Fall or Spring Semester	1 hour/week, 1 day per week (14 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Parent-Toddler Group COMD 6700 Second Year Fall or Spring Semester	1.5 hours/week, 1 day per week (21 hours)	1:1	2:9	Students submit a recorded video of a session and self-reflection 1x/month
Audiology and Cochlear Implant Clinic COMD 6700 Second Year Fall and Spring Semester	18 hours over 2 semesters	1:1	n/a	Audiology colleagues provide all supervision for this rotation
Student Teaching COMD 6900d -OR- Classroom II Practicum COMD 6700 Second Year Fall or Spring Semester	4 hours per day, 4 days per week (224 hours) -OR- 4 hours per day, 2 days per week (112 hours)	1:1	2:9	Self-reflection every other week; formal observation on alternate weeks; collaboration meeting 2x/mo with SLP students
Program of Study Track 1 or 3 Direct Service Hours = 487 <i>or until competencies met</i>			Blue = classroom	
Program of Study Track 2 Direct Service Hours = 375 <i>or until competencies met</i>			Green = individual therapy	
			Peach = early intervention	
			Purple = audiology	

Practicum Centers and Personnel

(for observations, participation, student teaching, internships, recreational activities)

Please complete a separate sheet for each practicum facility used, up to 5 of the most frequently used sites

Facility Name: Sound Beginnings at Utah State University	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	Day School
Language and communication approach	LSL
Number of candidates placed this year	9 (in various rotations)
Types of experiences: observations, tutoring, aiding, non- academic, student teaching, other (specify)	Observations, direct services
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	7
Number of cooperating teachers with CED certification	0
Number of cooperating teachers with a master's degree or higher	7

Facility Name: Utah Schools for the Deaf and Blind	
Characteristics: day class, day school, residential, itinerant, resource room, clinic, hospital, other (specify)	Day School
Language and communication approach	LSL and Bilingual-Bicultural
Number of candidates placed this year	4
Types of experiences: observations, tutoring, aiding, non- academic, student teaching, other (specify)	Observations, direct services
Number of cooperating teachers with state licensure to teach students who are deaf or hard of hearing	4
Number of cooperating teachers with CED certification	0
Number of cooperating teachers with a master's degree or higher	4

Cooperating Teacher Report Form

Year	Cooperating Teacher's Name	Highest Academic Degree	Areas of Certification	Years of Experience with D/HH	CED Certified
2020-21	Nicole Jacobson	M.S.	CCC-SLP, LSLC Cert AVEEd.	13	no
2020-21	Cass Fogelstrom	M.Ed.	Deaf Educator, LSLC Cert AVEEd.	14	no
2020-21	Lauren Smith	M.Ed.	Deaf Education, LSLC cert in process	6	no
2020-21	Claire Annis	M.Ed.	Deaf Educator, LSLC cert in process	3	no
2020-21	Sharon Fairbourn	M.S.	CCC-SLP, LSLC Cert AVT	5	no
2020-21	Jeanette Smoot	M.S.	CCC-SLP, LSLC Cert AVEEd	10	no
2020-21	Annie Huish	M.Ed.	Deaf Educator, LSLC cert in process	6	no
2020-21	Michelle Brown	M.Ed.	Deaf Educator, LSLC cert in process	6	no
2020-21	Courtney Miller	M.Ed.	Deaf Educator, LSLC cert in process	4	no
2020-21	LeaAnn Ross	M.Ed.	Deaf Educator, LSLC Cert AVEEd.	20	no

Standard 2: Program Faculty

Standard 2.1 Competence and Utilization of Faculty: An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (or their equivalent) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as Program Coordinator or Director, and who assumes accountability for program administration, direction and evaluation.

Faculty in the LSL program are:

- Lauri Nelson, Ph.D., Professor and Deaf Education Division Chair. Dr. Nelson is the director of the LSL graduate training program, including evaluation and management. As Deaf Education Division Chair, she also has oversight for the Bilingual-Bicultural program. She is a member of the Management Team for Sound Beginnings and plays a substantial role in oversight of Sound Beginnings services. Dr. Nelson has a dual background as both a licensed pediatric audiologist and a deaf educator. 1.0 FTE

- Sarah Law, M.Ed., Clinical Assistant Professor. With extensive experience as a LSL preschool and kindergarten teacher, Ms. Law teaches methods classes in the LSL program and provides practicum supervision. In the upcoming academic year and going forward, she will also provide student teaching supervision. She runs the LSL practicum workshop and facilitates many of the direct services activities for LSL graduate students. Ms. Law has completed all requirements for LSLS cert AVEd and will sit for exam fall 2020. 1.0 FTE
- Elizabeth Parker, M.Ed., Clinical Instructor. With 30+ years as a deaf educator, Ms. Parker provides extensive practicum supervision, mentoring, and support. She facilitates most of the distance student collaborations and ensures optimal communication among programs. In the upcoming academic year and going forward, she will also provide student teaching supervision. 0.8 – 1.0 FTE
- Nicole Jacobson, M.S., CCC-SLP, LSLS Cert.AVEd. Ms. Jacobson is the Sound Beginnings Director and a speech-language pathologist. She is extensively involved in the graduate training program and provides student supervision.
- Cache Pitt, AuD., Pediatric Audiologist, Clinical Associate Professor, and Audiology Clinic Director. Dr. Pitt teaches the cochlear implant course and provides oversight for audiology clinical services. 1.0 FTE
- Kali Markle, AuD., Pediatric Audiologist and Clinical Associate Professor. Dr. Markle provides most of the audiology practicum supervision for deaf education students.

Standard 2.3 Conditions for Faculty Service: The institution provides conditions essential to the effective performance by the teacher education faculty.

Standard 2 Narrative

Evaluation of Instructor Effectiveness. At the end of each semester, students complete a supervisor evaluation form to provide feedback regarding their experiences with their supervisor. They also complete a rotation evaluation form to describe their perceptions of what they learned, the practicum components that were most valuable, and suggestions for ways to improve students' practicum experiences. Supervisor evaluation of student performance, and their competency ratings, offer feedback pertaining to each individual student, but also informs potential areas of program need. For example, if several students showed insufficient growth in a particular competency area, the program should address ways to provide additional supports and instructions.

Faculty meet with the Department Head annually in March to discuss faculty performance over the previous calendar year. This provides an opportunity to discuss faculty accomplishments, goals for the upcoming year, and to address any concerns. The Department Head assigns a performance rating of 'exceeded expectations', 'met expectations', or 'did not meet expectations'. This provides faculty with concrete feedback and documentation of instructor effectiveness. Further, faculty who are in a tenure and promotion track or a clinical promotion track also meet with their promotion committees on an annual basis. These evaluation processes facilitate continued self-evaluation, peer-evaluation, and administrative evaluation of performance.

Program Faculty. The LSL Deaf Education faculty comprise a skilled, talented, and dedicated group of professionals. All faculty are full time with 1.0 FTE, with the exception of one faculty member who periodically holds a .8 FTE depending on preferences and circumstances for each given year. That faculty member currently is 1.0 FTE. One faculty member is hard of hearing and uses hearing aids and faculty with disabilities are provided with appropriate accommodations. With each open position, efforts are made to recruit faculty from diverse, and traditionally underrepresented groups. The LSL graduate program and Sound Beginnings faculty consist of:

- LSL Program Director and Deaf Education Division Chair
- Graduate Program Clinical Assistant Professor
- Clinical Instructor and Practicum Supervisor
- Sound Beginnings Director, SLP, and Practicum Supervisor
- (4) Deaf Educators
- (2) SLPs
- (2) Pediatric Audiologists
- Graduate Advisor
- (2) Business and Grants Managers
- (3) Receptionists and Teachers Aides

Faculty Support and Professional Development. The COMDDE department recognizes and values the importance of faculty continually learning and staying current in research and best-practice recommendations. To promote opportunities for professional development, each faculty member is allocated professional development funds for each academic year. Although the amount can vary year to year, it is always sufficient for at least one national conference attendance, along with funding to participate in webinars or other similar options for earning continuing education units. Faculty are also supported in earning their LSLS certification from AG Bell. Mentoring can be provided in-house by certified faculty or can be supported by external mentors as individually determined.

To further promote effective faculty supervision, since 2018 the department has held monthly Supervisor Training meetings, attended by deaf education, SLP, and audiology faculty. The director of these meetings is a faculty member in the Department of Psychology who has specialization in adult learning and supervision best-practices. These meetings will continue in the upcoming 2021-2022 academic year.

Professional Personnel Data

Name: Lauri Nelson, Ph.D.		Title: Professor / Deaf Education Division Chair
Academic Rank & Status: Full Time - Professor		Date of Initial Appointment: Fall 2008
Credentials: <ul style="list-style-type: none"> ● Licensed Audiologist ● Professional Educator ● Special Education: K-12 ● Endorsement in Hearing Impairment CED: No		Granting Bodies: <ul style="list-style-type: none"> ● Utah Division of Occupational and Professional Licensing – Audiology. ● Utah State Board of Education
Degrees and Major Fields: Ph.D. Special Education, Sensory Impairment M.S. Clinical Audiology B.S. Communicative Disorders		Granting Bodies: University of Utah - 2007 University of Utah - 1986 Utah State University - 1984
Term	Faculty Workload	
	<i>Faculty Role Statement: 50% Research, 40% Teaching, 10% Service</i> <i>Administrative responsibilities as LSL program director and Deaf Education Division Chair.</i>	
Fall	<ul style="list-style-type: none"> ● COMD 5610: Introduction to Education of the Deaf and Hard of Hearing. (co-teach with Dr. Radford) ● COMD 6320: Language and Literacy in Children who are D/HH 	
Spring	<ul style="list-style-type: none"> ● COMD 6770: Audiology and Teachers of the Children who are D/HH ● COMD 6580: Family-Centered Practices for Children who are D/HH ● COMD 6900: Interdisciplinary Implementation of IDEA 	
Summer	<ul style="list-style-type: none"> ● COMD 6850: LSL Interdisciplinary Seminar ● COMD 6730: Multiple Disabilities and Syndromes 	

Name: Sarah Law, M.Ed.	Title: Clinical Assistant Professor
Academic Rank & Status: Full Time - Professor	Date of Initial Appointment: Fall 2019

Credentials: <ul style="list-style-type: none"> ● Professional Educator ● Special Education: K-12 ● Preschool Special Education: B-5 ● Endorsement in Hearing Impairment: B-12 		Granting Bodies: <ul style="list-style-type: none"> ● Utah State Board of Education
CED: No		
Degrees and Major Fields: M.Ed. Special Education/ Deaf and Hard of Hearing B.S. Special Education		Granting Bodies: University of San Diego - 2012 University of Utah - 2008
Term	Faculty Workload	
	<i>Faculty Role Statement: 90% Teaching, 10% Service</i>	
Fall	<ul style="list-style-type: none"> ● COMD 6340: Auditory Learning and Spoken Language ● COMD 6360: LSL Preschool Curriculum ● COMD 6850: LSL Interdisciplinary Seminar ● COMD 6700: LSL Interdisciplinary Practicum ● COMD 6900: LSL Practicum Workshop 	
Spring	<ul style="list-style-type: none"> ● COMD 6350: Early Elementary and Itinerant Support for Children who are Deaf or Hard of hearing using Listening and Spoken Language ● COMD 6700: LSL Interdisciplinary Practicum ● COMD 6900: LSL Practicum Workshop 	

Name: Elizabeth Parker, M.Ed.	Title: Clinical Instructor
Academic Rank & Status: Full Time - Instructor	Date of Initial Appointment: Spring 2012
Credentials: <ul style="list-style-type: none"> ● Professional Educator ● Special Education: K-12 ● Endorsement in Hearing Impairment 	Granting Bodies: <ul style="list-style-type: none"> ● Utah State Board of Education
CED: No	
Degrees and Major Fields: M.Ed. Special Education	Granting Bodies: University of Utah - 1981

B.S. Special Education		University of Utah - 1980
Term	Faculty Workload	
Fall	COMD 6700 LSL Practicum	
Spring	COMD 6700 LSL Practicum	
Summer	n/a	

Name: Cache Pitt		Title: Clinical Associate Professor / Audiology Clinic Director
Academic Rank & Status: Full Time – Clinical Associate Professor		Date of Initial Appointment: Fall 2008
Credentials: <ul style="list-style-type: none"> ● Licensed Audiologist CED: No		Granting Bodies: <ul style="list-style-type: none"> ● Utah Division of Occupational and Professional Licensing – Audiology.
Degrees and Major Fields: AuD Audiology M.S. Audiology B.S. Speech and Hearing Science		Granting Bodies: Salus University - 2007 University of Wyoming - 1999 University of Wyoming - 1997
Term	Faculty Workload	
	<i>Faculty Role Statement: 95% Teaching, 5% Service</i>	
Fall	<ul style="list-style-type: none"> ● COMD 7400: Advanced Clinical Practicum ● COMD 7300: Intermediate Clinical Practicum 	
Spring	<ul style="list-style-type: none"> ● COMD 7400: Advanced Clinical Practicum ● COMD 7300: Intermediate Clinical Practicum 	
Summer	<ul style="list-style-type: none"> ● COMD 7400: Advanced Clinical Practicum ● COMD 7300: Intermediate Clinical Practicum ● COMD 7520: Introduction to Cochlear Implants 	

Name: Nicole Jacobson, M.S.		Title: Sound Beginnings Director
Academic Rank & Status: Full Time – Clinical Assistant Professor		Date of Initial Appointment: Fall 2010
Credentials: Speech-Language Pathologist CED: No		Granting Bodies: Utah Department of Licensing – SLP
Degrees and Major Fields: M.Ed. Speech-Language Pathology B.S. Special Education		Granting Bodies: Utah State University – 2010 Brigham Young University - 1994
Term	Faculty Workload <i>Faculty Role Statement: Teaching 95%, Service 5%</i>	
Fall Spring Summer	Sound Beginnings Director	

Name: Cass Fogelstrom, M.Ed., LSLS Cert. AVEEd.		Title: Deaf Educator / Early Interventionist
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty		Date of Initial Appointment: Fall 2019
Degrees and Major Fields: M.Ed. LSL Deaf Education B.A. Special Education / DHH CED: No		Granting Bodies: University of San Diego – 2012 University of Utah - 2010
Role: Deaf Educator, Early Intervention / Tele-Intervention provider, graduate student Cooperating Teacher.		

Name: Kali Markle, AuD	Title: Pediatric Audiologist
Academic Rank & Status: Full Time – Clinical Assistant Professor	Date of Initial Appointment: Spring 2018
Degrees and Major Fields: AuD. Audiology B.A. Speech Language Pathology CED: No	Granting Bodies: Indiana University - 2016 San Diego State University - 2013
Role: Clinical practicum supervision in audiology clinic	

Name: Jeanette Smoot, M.S., CCC-SLP, LSLS Cert AVT.	Title: Speech-Language Pathologist
Academic Rank & Status: Full Time – SLP / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2011
Degrees and Major Fields: M.S. Speech-Language Pathology with LSL Emphasis CED: No	Granting Bodies: Utah State University 2011
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Lauren Smith, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2018
Degrees and Major Fields: CED: No	Granting Bodies:
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Annie Huish, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2014
Degrees and Major Fields: M.Ed. LSL Deaf Education CED: No	Granting Bodies: Utah State University 2014
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Claire Annie, M.Ed.	Title: Deaf Educator
Academic Rank & Status: Full Time - Deaf Educator / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2018
Degrees and Major Fields: M.Ed. LSL Deaf Education CED: No	Granting Bodies: Utah State University 2017
Role: Deaf Educator, graduate student Cooperating Teacher.	

Name: Sharon Fairbourn, M.S., CCC-SLP, LSLS Cert AVT.	Title: Speech-Language Pathologist
Academic Rank & Status: Full Time – SLP / Sound Beginnings Faculty	Date of Initial Appointment: Fall 2020
Degrees and Major Fields: M.S. Speech-Language Pathology CED: No	Granting Bodies: Utah State University 2016
Role: Deaf Educator, graduate student Cooperating Teacher.	

Course Offerings and Faculty Responsibilities for the Past Two Years

Courses	Course Dispositions by Faculty (initials) and class size					
	Summer 2019 /size	Fall 2019 /size	Spring 2020 /size	Summer 2020 /size	Fall 2020 /size	Spring 2021 /size
ComD 6320	----	LN / 14	----	----	LN / 14	----
ComD 6340	----	SL / 19	----	----	SL / 20	----
ComD 6350	----	----	SL / 15	----	----	SL / 8
ComD 6360	----	SL / 6	----	----	SL / 10	----
ComD 6580	----	LN / 13	----	----	LN / 13	----
¹ ComD 6700		EP /20 SL	EP /20 SL		EP /18 SL	EP /18 SL
ComD 6730		----	----	LN / 18	----	----
ComD 6770	----	----	LN / 23	----	----	LN / 22
ComD 6850	LN / 11	LN / 13	LN / 16	----	SL / 16	LN / 16
ComD 7520	CP / 22	----	----	CP / 22	----	----

¹ This course is the practicum registration, shared between two faculty supervisors, with multiple cooperating teachers:

Key: initials, faculty member's name, title, and full-time-equivalent commitment to the preparation program for teachers of students who are D/HH.

Initials	Full Name and Title	% FTE in Program
LN	Lauri Nelson, Professor	1.0
SL	Sarah Law, Clinical Assistant Professor	1.0
EP	Elizabeth Parker, Clinical Instructor	0.8
CP	Cache Pitt, Clinical Associate Professor	1.0

Standard 3: Candidates Narrative

Standard 3.1 Admission to Programs: The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/HH. These criteria require the use of both objective and subjective data.

Admissions Process. Students with a Bachelor's degree in Communicative Disorders or a related field such as special education are eligible to apply for admissions to the LSL Deaf Education graduate training program. Department recruitment activities include outreach efforts to undergraduate programs in communication disorders, special education, or other similar disciplines. Applicants with hearing loss or other disabilities, as well as applicants from diverse ethnic and cultural backgrounds are encouraged to apply. As a female dominated field, we also encourage male applicants to apply. At USU, we believe this diversity enriches our graduate training program and enriches the deaf education field. Several current or former students in the program have had hearing loss, including two with cochlear implants, two male students, and several from diverse backgrounds.

Applicants must submit 1) transcripts showing a minimum cumulative GPA of 3.0 in undergraduate coursework, 2) three letters of recommendation, 3) a letter of intent, and 4) Graduate Record Examination (GRE) scores which must be at or above the 40th percentile. After the application file is complete, a zoom interview with each student is arranged with the LSL faculty. The purpose of the interview is for applicants to learn more about the program, ask questions, and facilitate their ability to identify if the program will meet their graduate training objectives. Likewise, as faculty, this interview provides us an opportunity to ask questions of the applicant, confirm they can meet all practicum requirements, and facilitates our ability to identify which applicants we believe would be the best fit and most qualified applicants for the program. In some cases, after all interviews have been completed, we will request to have some applicants return for a second zoom interview if we wish to ask follow-up questions. Since 2012, the LSL program has had funding support under a Personnel

Preparation Training grant (84.325K) provided by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS). The number of applicants offered admissions is equal to the number of funded spots available under the OSERS budget for any given year. Students who are not offered admissions can appeal to the School of Graduate Studies.

Standard 3.2 Retaining Candidates in Programs: The institution applies specific criteria for retaining candidates who possess academic competencies and dispositions appropriate to the requirements of teaching.

Student Retention. Since our first student was admitted in 2009, we have had just one student withdraw prior to completion, and that was for personal reasons unrelated to the graduate program. We have had no students counseled out of the program due to performance. The culture of the LSL program is highly engaging where faculty have near-daily contact with students. We believe students feel the support from all LSL and Sound Beginnings faculty and our genuine interest in their success. This level of connection increases communication and provides faculty an opportunity to offer supports or appropriate accommodations to students before a situation could go awry. For example, we have had students who have experienced difficult personal circumstances and who benefitted from faculty supports or referrals to student services available through the university. In one case, a student had a medical diagnosis that required attention and another student had a high-risk pregnancy. In both situations, their programs of study were revised over a three-year period rather than the typical 2-year period. This was a positive solution for both students to take care of their personal matters, while having an opportunity to continue in the program rather than the alternative of withdrawal. Although student retention has not been a problem in the LSL Deaf Education program, the COMDDE department has [policies](#) in place that are followed should situations occur, including minimum performance expectations, remediation plans, and processes related to program dismissal. Students can file an appeal for other [academic suspensions or grievances](#).

Standard 3.3 Candidate Participation in Program Evaluation and Development: The program preparing teachers for students who are D/HH has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.

Student Participation in Program Evaluation. There is a strong procedure in place for students to be active participants in program monitoring and evaluation. Students complete practicum feedback questionnaires after every semester of their program as well as a supervisor evaluation. At the beginning of each academic year, each Division (Deaf Education, SLP, and Audiology) identifies a student “representative”. This student representative is invited to all COMDDE faculty meetings and holds a monthly student meeting with the Department Head. Students also participate in other aspects of program or department activities and development. For example, it is written in Department policy that in April of each year, the student representative must have an opportunity to review the Student Handbook (and any updates for the upcoming academic year) for their Division and provide feedback. In addition to routine, ongoing student feedback and engagement, we also do in-depth student feedback activities, as described on pages 27-29 of this document.

Another avenue of student feedback is through our LSL Graduate Program / Sound Beginnings Advisory Committee. This committee meets annually and consists of parents of children who are DHH, professionals in deaf education, SLP, and audiology, community representatives from the Utah Schools for the Deaf and Blind and Part C programs, and student alumni. In these meetings, participants have an opportunity to provide feedback concerning the program from their various perspectives and to offer suggestions or express their desires for future activities.

Standard 3.4 Program Graduation Requirements: Graduation from a program for the preparation of teachers of students who are D/HH implies more than the satisfactory completion of a series of academic credit hours and includes multiple and valid knowledge, dispositions, and performance-based measures.

Program Graduation Requirements. In addition to the comprehensive coursework and practicum requirements, students must also fulfill all requirements for either a research thesis or educational project. Fulfillment of this requirement involves a series of steps, beginning with a meeting with the Deaf Education Division Chair to discuss his or her project ideas. From there, a plan is implemented according to the pathway of either a research-based project or an educational project. For the research path, a thesis committee is established. The students must hold a committee approval meeting and then, upon completion, a defense meeting. The research project requires an extensive search of the literature and then with supported independence, carry out the approved study or written product. From these projects, we have had 6 publications in peer-reviewed journals and 28 oral or poster presentations at national conferences in the past five years. Students who elect to do an educational project must submit a written proposal and then meet with the Division Chair to discuss the project outcomes. Projects must be focused on educational services that benefit children who are DHH, their families, and/or the community. The majority of educational projects result in materials for the Hear to Learn website. For examples, please see our [Featured Products](#) section or the [academic category options](#) for home-based learning. Educational projects not featured on Hear to Learn have included community outreach activities, hosting parent-to-parent group meetings, developing classroom literacy packets, or home-based materials supports.

Admission Procedures and Criteria

	Junior	Senior	Master's & Program Year	Post Master's & Program Year
Grade point average (specify)			3.0 GPA	
Previous credentials			B.S. / B.A. in related field	
Professional portfolio			Considered, not required	

Graduate school admission			Yes, must be admitted by the graduate school	
Experience			Considered, not required	
Letters of recommendation			3 letters of recommendation	
Standardized tests (specify)			GRE or MAT	
Other: Face to face interview (in-person or via zoom)			All applicants interview with the LSL admissions faculty	
Other: Admissions Essay			Admissions essay / Letter of Intent	

¹ Preferred related undergraduate fields: deaf education, communication disorders/sciences, special education, or transcript review from other disciplines with individually-specific details and life experience considerations.

Candidate Information

Provide 3 years of data on candidates enrolled in, and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report separately by level/track (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate).

Program Level: Master of Education		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2021	9	Will graduate 2023
2020	9	Will graduate 2022
2019	5	5
2018	6	6
2017	5	5

Report on Graduates

	Previous Year 2020:	Second Previous Year 2019:
Number of Graduates	6	5
Number of the above CED certified	0	0
Employed in a Birth-to-Three (0-3) Early Intervention Program for D/HH infants and toddlers	2	1

Employed in a pre-school for D/HH children	3	1
Employed in a regular education elementary school, self-contained classes for D/HH students	0	
Employed in a regular education secondary school, self-contained classes for D/HH students	0	
Employed in a regular education setting as an itinerant teacher of the deaf or resource teacher (no assigned classroom)	0	
Employed in a school for D/HH students, elementary level	0	1
Employed in a school for D/HH students, secondary level	0	
Other teaching setting with D/HH students (please specify) (e.g. multiple disabilities center, clinic, mental health setting)	1 (special education preschool)	1 (special education preschool)
Employed to teach hearing students	0	0
Employed but not teaching	0	0
Unemployed, but pursuing further education	0	0
Unemployed	0	1 (medical concerns)

Standard 4: Resources and Facilities

Standard 4 Narrative

The USU Merrill-Cazier library is the primary source of information and resources for students and faculty. The Merrill-Cazier library mission and vision statements:

The USU Libraries connect people with information. Serving the University community, the Libraries are dedicated to the pursuit of knowledge. We support inquiry, discovery, and engagement by providing access to quality resources, and by facilitating the use of information in teaching, learning, and research. The USU Libraries are the intellectual center of Utah State University. As an integral partner in the academic enterprise, we apply our expertise in collecting, organizing, managing, preserving, and providing access to human knowledge. As both physical and virtual destinations, we create collaborative, engaging environments for learning and scholarship. By embracing innovation and adapting to changing user needs, the USU Libraries are committed to continuous service improvement.

Library collections include almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), and over 70,000 electronic journals. In addition, the Libraries provide access to over [400 databases](#), ranging from general and multidisciplinary titles such as Academic Search Ultimate, Nexus Uni, and Scopus, to more specialized tools such as MEDLINE, Early English Books Online, Education Source, PsycINFO, SciFinder Scholar (Chemical Abstracts), and Social Sciences Abstracts. Students, faculty, and staff can access the vast majority of the Libraries' databases and electronic resources off-campus, no matter where they live, study, or work. The main library for the Logan campus, the Merrill-Cazier Library, also serves as a regional depository for the Federal Depository Library Program (FDLP) and maintains a collection of

approximately 1.4 million government documents. Many other specialized formats and collections are housed in the Merrill-Cazier Library. The [USU Special Collections and Archives](#) contains regionally-focused rare book, photograph, and manuscript collections, the university archive of USU, and the Fife Folklore Archives, one of the largest repositories of American folklore in the United States. Thousands of these historical items have been digitized as a part of the library's Digital History Collections.

The Library Media Collection houses audio and visual material available to be checked out by anyone with USU affiliation. [Digital Commons](#), Utah State University's institutional repository, contains over 68,000 scholarly and creative works produced by USU students, faculty and staff. Since launching in 2008, items have been downloaded over 11 million times from Digital Commons.

Opened in September 2005, Merrill-Cazier Library in Logan is a facility of 305,000 square feet and houses materials in the arts, humanities, social sciences, agriculture, life and physical sciences, medicine, and engineering. In addition to its large, browsable collection, the facility features a significant amount of space dedicated to study and collaboration, with an overall seating capacity of 3,843, including 39 group study rooms. Several technological innovations make the library a highly functional building. An automated storage and retrieval system has capacity for over 1.5 million volumes, allowing for many years of collection growth. In keeping with the University's land-grant mission, this system was named the BARN (Borrowers Automated Retrieval Network). Lesser-used books and all bound periodicals are stored and retrieved on demand from the BARN. Library users can use the online library catalog or discovery layer from their offices, homes, or any computer with internet access to request materials from the BARN, which are retrieved and made available at a library service desk within minutes. The Merrill-Cazier Library also includes the Information Commons, which features over 120 workstations, two 3D printers, a virtual reality (VR) Lab, and a one button recording studio. Librarians and computer support staff work in tandem to provide technological training and research assistance to users in the Information Commons.

Standard 5: Candidate Evaluation and Program Evaluation and Improvement

Standard 5 Narrative

Standard 5.1 Evaluating Candidates and Graduates: The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.

The program regularly utilizes ongoing evaluation tools to ensure program continuity and effectiveness in meeting program and student learning objectives. The Candidate Outcomes Data for Standard 1.2 table reflects the evaluation and outcomes summary, followed by details for each Measure.

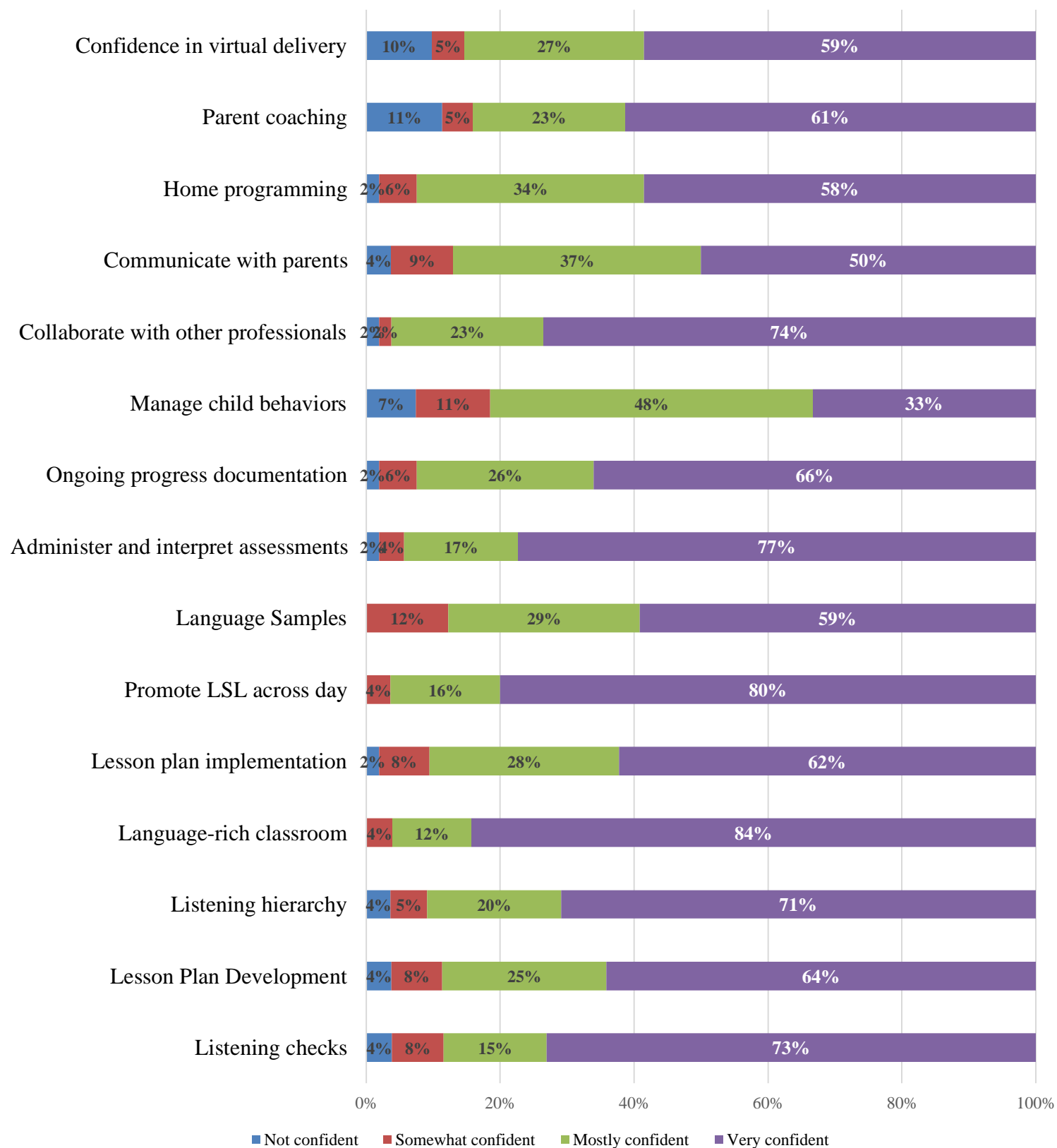
Candidate Outcomes Data for Standard 1.2

Assmt	CED-CEC Standard #	Type or Name of Assessment	5 Years of Data Outcomes: Graduate				
			1	2	3	4	5
			Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet	Met/Unmet
1	1, 2, 3 and 5	Student Confidence Ratings and Practicum Feedback	met	met	met	met	met
2	1 - 7	Practicum Competency Evaluations	met	met	met	met	met
3	2, 3 and 5	Lesson Plan Unit - Comprehensive	met	met	met	met	met
4	4	Assessment Competencies	met	met	met	met	met
5	1 - 7	Student Teaching Portfolio	met	met	met	met	met
6	1 - 7	¹ Praxis Performance Assessment for Teachers (PPAT)	new	new	new	new	new
7		Student Teaching Performance Matrix	new	new	new	new	new

¹ The PPAT and the Student Teaching Performance Matrix are new requirements beginning with the 2021-2022 academic year and the new Deaf Education teaching license. This will replace the current Student Teaching Portfolio (assessment #5, above) as the previous requirement for license.

Outcomes Measure #1: Student Confidence Ratings and Practicum Feedback. This survey is an anonymous student report of their confidence in aspects of service delivery, including an opportunity for them to provide feedback regarding their views of the strengths and weaknesses of the practicum placement and suggestions for program improvement or ideas for enhancing student experiences. The survey is sent to students at the end of each semester. Table 1 shows a cumulative report of ongoing student survey data over the past five years. Not every student completes the survey and, in some cases, not all questions are answered. For this reason, the total *n* ranges from 40-56 responses. A representative verbatim compilation of student responses to the open-ended questions are shown below.

Data and student comments are taken very seriously and have been the impetus for many programmatic changes over the years. In fact, the student confidence data was the primary reason for implementing the 1-credit hour LSL Practicum Workshop. Although students gained the coursework information in these topic areas, and they had mentoring in their hands-on placements, we felt they would benefit from a forum where there could be more ongoing, targeted discussions specifically devoted to talking about practicum-related supports. This has been an exceptionally positive addition and we have received substantial anecdotal feedback that students have enjoyed the workshop and found it to be beneficial. The anonymous student ratings for this new course confirmed the anecdotal impressions, as this was a highly-rated class with multiple student comments about its impact to their training. In the coming semesters, we believe the data will show increased student confidence across all aspects of service delivery. We also address the open-ended comments in our annual retreat and program evaluation processes. Some of the students reported frustrations with using Box for assignment uploads. In response to this, we moved everything from Box into Canvas and this has been a positive change. Response to a comment concerning lack of communication, multiple staff meetings and trainings have been held regarding effective supervision practices (see also faculty trainings described on page 46 of this document. Please click [here](#) for an electronic link to the survey.

Table 1. Student Confidence Ratings and Practicum Feedback *n=40-56*

<i>What do you hope to learn in your practicum placement(s) in the upcoming semester?</i>		
I hope to better all of my skills so I feel very confident in assessing, planning and carrying out treatment plans. I hope to continue to build relationships with other professionals and parents so I can work as a collaborative team.	How to be more confident in using most LSL strategies, as well as using tele-intervention.	I hope to learn how to intrinsically motivate students and to learn strategies to help them self monitor their behaviors and feeling in a healthy way
I want to learn how to write good LSL IEP goals or IFSP	To make a lesson plan on my own more confidently. I am much more confident about following the child's lead and making an activity in the moment.	I hope to learn more about developing auditory goals for younger and newer listeners. I also hope to learn more about developing appropriate treatment plans for treating newer listeners.

<i>Describe the most positive or valuable aspects of the practicum placement that you most recently completed.</i>		
Learning about parent coaching in the home was outstanding! It went along with the Family Practices class and having my home visits practicum and that class together was the most incredible learning experience.	I liked getting to see language groups and gain a better understanding of how LSL strategies can be implemented.	I received a lot of support and encouragement from the supervisors. I also learned how to implement the LSL strategies into lesson plans and therapy plans.
Flexibility in tele intervention, how to take what my plan was and change it to fit the individual client	Working closely with the SLP and gaining knowledge of the eCaslls	I appreciate that I know more about technology and LSL services. I think I've had more experience with parent coaching and teleintervention than most students, which is to my benefit.
I learned how to target language goals in a naturalistic way. I also learned a lot about teletherapy and how to provide parent coaching.	My early intervention home visits and tele-intervention practicums both gave me a real understanding of how to coach parents in the home. I will be adding a parent coaching aspect to my classroom teaching because it is such an important tool. Tele-intervention forced me to learn how to coach parents in a "hands off" manner that has given opportunities for my students and their families to grow and use LSL strategies in a more confident way than if I had done it first.	I was able to participate in very different rotations than just classrooms, such as home visits, TI, and parent toddler classes. I guess focusing more on parent coaching than student coaching was the biggest thing in that placement that I learned.

<i>Describe aspects of practicum that were difficult and/or that you wish would have been different for you.</i>		
I wish I had more specific tasks in the classroom. Sometimes I didn't have a great understanding of what I should be doing to help the teacher or Deaf Ed student.	I had a difficult time with being flexible with my therapy plans and lesson plans during the lessons. I also had a difficult time with knowing how to coach parents.	Teletherapy was difficult at times but I think it's because I am still learning how to keep the client engaged in a virtual session.
I wish I would have had more feedback from my supervisor.	It takes time to adjust going from the lowest age to the highest age and vice versa.	I know how to do telehealth but every session felt like I was being directed rather than allowed to direct the session. I wish I could have had more control in sessions - this would have boosted my confidence.
There have been times when I have emailed supervisors but I have never heard from them. I think it is important that we as students acknowledge that we got an email from our supervisors or professors, and I think that an acknowledgment that our email was received should be given from the professors or supervisors. I think this will facilitate better communication and better collaboration.	Each semester, it was difficult to understand what each supervisor was clearly wanting unless they specified it, and they didn't usually say it very clearly at the beginning.	Sometimes it was confusing on what our assignments were because they were on box and sometimes hard to find. I think it would be helpful if assignments popped up somewhere before they were due like they do on canvas so we know exactly when they are due and how to find instructions.

Outcomes Measure #2: Practicum Competency Evaluations. Students must demonstrate service delivery competencies based on the Practicum Evaluation forms that are completed at mid-term and at end-of-semester. Students must receive minimum of rating 3 (Achieved) to pass competencies for each assigned rotation. The ratings rubric is:

4 - Proficient - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

3 – Achieved – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

2 - Early Emerging – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

1 - Unsatisfactory – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

The mid-term evaluation is for discussion purposes and for student to gain concrete feedback regarding their performance. The ratings from the end-of-semester evaluation determine whether a given practicum rotation requirement has been fulfilled. If a student does not demonstrate competencies, their placement will be extended for a specified number of weeks until all areas of competency are demonstrated. This has happened 3 times over the past 5 years, and in each case, specified areas of competency concerns were resolved within a few weeks. In all other cases, competencies have been demonstrated within the semester. See *Appendix B.1* for Practicum Competency Evaluation Forms.

Outcomes Measure #3: Lesson Plan – Comprehensive Unit Assignment. In COMD 6360 Preschool Curriculum: Language and Cognition for Children who are Deaf or Hard of Hearing, students complete a comprehensive Lesson Plan Project. Over the course of the semester, the student develops a comprehensive lesson plan based on Developmentally Appropriate Practices Framework that incorporates curriculum development and implementation of Utah Early Childhood Core standards, individualized learning and differentiated instruction, higher-order cognitive thinking, adaptations for children who are D/HH who use LSL, and parent guidance and participation. A weighted rubric is used to evaluate student's competency levels.

In this semester-long assignment, each weekly unit addresses a particular component of the lesson plan, writing detailed descriptions within each segment to demonstrate their logic and thought processes. This gives the instructor multiple opportunities to provide specific guidance to clarify all aspects of lesson plan development, the connections to core standards and to each child's individual IEP goals. Differentiated instruction can be challenging, and meaningful discussion of concepts connected with practical application is important – and this is achieved through this assignment. By the end of the semester, students have developed a 30+ page lesson plan that contains depth of thought throughout. The final assignment is to then put that into a concise lesson plan that would, in reality, be the lesson plan developed in their real-life settings, both as a current student and a future professional.

All students have satisfactorily completed this assignment. See *Appendix B.2* for the evaluation rubric.

Outcomes Measure #4: Assessment Competencies Evaluation: Students are required to demonstrate competencies in administering and interpreting standardized and non-standardized assessment during the 2nd year of the program. This is accomplished during the routine assessments completed on children served in the practicum settings, whether in Sound Beginnings or the distance site locations. The form (shown below) must be submitted prior to graduation. All graduates of the program have met this competency.

**Assessment Competencies
LSL Deaf Education Students**

Student Name _____

Student Assessment Competencies:

Assessment	Assessment Administration Competency Rating	Scores checked by supervisor (Indicate with ✓)	Interpretation and summary statement written as directed (Indicate with ✓)	Supervisor Signature
PPVT	1 2 3			
EOW	1 2 3			
PLS / Battelle	1 2 3			
CELF (P or 5)	1 2 3			
CASLS (ongoing)	1 2 3			
CBA (ex KEEP/PEEP)	1 2 3			



2nd Year Student Assessment Competencies Rating Rubric	
1	Competencies still emerging; additional practice required during the fall assessment period <ul style="list-style-type: none"> <input type="checkbox"/> Required substantial support in test administration procedures <input type="checkbox"/> Did not independently and/or accurately score assessment fields <input type="checkbox"/> Required extensive guidance in analysis and interpretation
2	Minimum level of competencies demonstrated; additional practice required during the academic year <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated accuracy in test administration, but had aspects of uncertainty or hesitancy <input type="checkbox"/> Accurately scored assessment, but required some degree of supervisor support <input type="checkbox"/> Sufficiently analyzed and interpreted assessment findings, but required some degree of supervisor support
3	Competencies for pre-service teacher demonstrated; additional practice as available <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrated accuracy in test administration <input type="checkbox"/> Accurately scored assessment and properly completed all fields of the assessment protocol <input type="checkbox"/> Analyzed and interpreted assessment findings, with appropriate support as expected of a pre-service provider

2nd Year Students must earn a '3' rating on all assessments to pass Assessment Competency Requirements.

Please upload signed and completed assessment competency evaluation forms to Canvas. Let Sarah Law know if you have any questions.

Outcomes Measure #5: Praxis Performance Assessment for Teachers (PPAT): This is a new program requirement effective with the upcoming 2021-2022 academic year according to the approval for issuing the new Deaf Education teaching license with the LSL Endorsement. This is a standardized national exam to be completed during the Student Teaching semester. Over the previous 5 years, students have completed a comprehensive portfolio, submitted to the Department of SPER because that is who made the formal recommendation for licensure to the state. A national Praxis exam is not required in Utah for the 0-5 Early Childhood Special Education teaching license, therefore, we do not have retrospective data for a national exam. Going forward, data will be maintained for students who take the PPAT to fulfill requirements for the new Deaf Education Teaching License with LSL Endorsement. Because this is a new licensure offering beginning with the 2021-2022 cohort, we do not have PPAT data to report.

Outcomes Measure #6: Student Teaching Performance Matrix: This Competency Performance matrix is aligned with LSL program competencies and UETS licensure requirements. This evaluation will be completed on students at the conclusion of their student teaching semester. See *Appendix B.3* for the evaluation rubric.

Outcomes Measure #7: Employer Feedback Survey. Responses to an employer feedback survey were received in April 2021. We received responses from 9 participants, representing a minimum of 19 graduates. Because the LSL field is comparatively small, and to promote survey anonymity, in response to the question “Please indicate how many of your current or former employees are graduates of the LSL program at USU”, they had response choices of ‘1-2’, ‘3-5’, ‘more than 5’, or ‘prefer not to answer’. Five respondents indicated 1-2, three respondents indicated 3-5, and one respondent indicated more than 5. None of the respondents selected *prefer not to answer*. It was based on these responses that the minimum number of graduates represented in the survey were calculated to be at least 19 and likely is higher. Please click [here](#) for an electronic link to the survey.

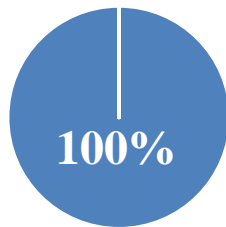
Table 1. Classroom Services

Please describe the preparedness of your teachers who received their training in the LSL program at USU to serve children who are DHH. Please respond based on expectations of a beginning teacher.	Not at all prepared	Not sufficiently prepared	Sufficiently prepared	Well prepared
Setting up their classroom to be a fun and engaging place for children	0%	0%	29%	71%
Appropriately implementing the curriculum	0%	0%	57%	43%
Using effective LSL strategies to promote auditory perception development	0%	0%	14%	86%
Using effective practices to facilitate language and academic development	0%	0%	29%	71%
Effectively promoting peer interactions and social-emotional development	0%	0%	57%	43%
Managing classroom behaviors	0%	0%	57%	43%
Providing differentiated instruction	0%	0%	43%	57%
Facilitating partnerships with parents	0%	0%	43%	57%
Promoting effective collaboration with colleagues	0%	0%	43%	57%
Uses appropriate assessments and data tracking	0%	0%	57%	43%

Table 2. Early Intervention Services

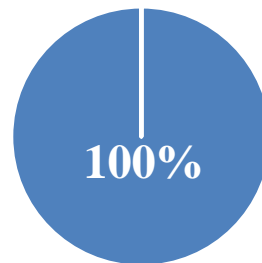
Please describe the preparedness of your teachers or early interventionists who received their training in the LSL program at USU to serve children who are DHH. Please respond based on expectations of a beginning provider.	Not at all prepared	Not sufficiently prepared	Sufficiently prepared	Well prepared
Developing a positive relationship with parents/caregivers	0%	0%	37%	63%
Utilizing effective parent coaching strategies	0%	0%	50%	50%
Partnering with parents to identify child goals consistent with family priorities	0%	0%	63%	37%
Helping families identify strategies to implement goals within daily routines	0%	0%	50%	50%
Using effective practices to facilitate language and listening development	0%	0%	25%	75%
Demonstrating an understanding of typical development	0%	0%	50%	50%
Promoting effective collaboration with colleagues	0%	0%	25%	75%
Uses appropriate data tracking	0%	0%	50%	50%

How likely would you be to hire another graduate from the USU LSL Deaf Education program?



- Extremely likely
- Somewhat likely
- Somewhat unlikely
- Extremely unlikely

How likely would you be to refer our program to other colleagues?



- Extremely likely
- Somewhat likely
- Somewhat unlikely
- Extremely unlikely

Employer responses to open-ended questions

Please describe your perceptions of the USU-LSL graduate program strengths.	Please describe your perceptions of the USU-LSL graduate program weaknesses.
Listening and spoken language focus, parent collaborations	Over all very strong program. Continued focus on implementing LSL strategies into all lessons throughout the day.
Great partners at the administration and faculty level. Collaboration with respect to practicums is easy and fun.	In general, across many programs, most new grads are unaware/naive about the time/emotional requirements of this profession.
The variety of placements the students are able to experience.	Reminding them that their jobs may not reflect their student teacher placement. Be flexible to support families no matter what methodology they choose.
Students are knowledgeable, confident, and motivated. They are also flexible and professional. Graduates have also been excited about research and well versed in research. We have been happy with each of the graduates that have come to us from USU-LSL.	Exposure to children with multiple needs and how to support those families. Supporting families who also would like to utilize other communication opportunities, such as ASL. We have been fortunate to have open minded graduates who are willing to learn and explore/support family choices. Bringing research down to a layman's level. Graduates can be so excited about research and strategies and want to provide everything all at once. Being able to gauge parent levels of understanding and readiness is important. If they are mired in grief or life circumstances, research and strategies can be overwhelming.
Very strong! If they come from USU I know that I can trust them in the classroom.	We are being pushed to participate more with ASL students. We need teachers to have a more open mind for collaboration with ASL colleagues.
The USU-LSL graduates KNOW LSL strategies. They know strategies for improving spoken language and enhancing listening skills.	Not sure about a weakness specifically. Just possibly preparing their mindset that the real world can be more challenging than they think it will be. Not everything is going to go as planned. It is hard to see this until you are there, but maybe conversations or emphasis could help their transitions.
Understanding of LSL practices, importance of family-centered practice, awareness of professional trends (i.e. telepractice)	I can't name a weakness, but some guidance for new professionals on the importance of securing the credential in the state that they move to would be appreciated. One graduate seemed to think her degree was her teaching certificate. It's not professional content, but I have found young professionals from across the country seem to rely on someone else telling them that securing their credentials after their degree is necessary. Not sure if some sort of post-graduation check list would be helpful to individuals who are new to these aspects of professional practices.

Long-Range Planning. In our annual faculty retreats, we discuss the events of the previous year, and we use that information to identify program improvements. We also discuss our long-range plans and opportunities for growth and improvement. One of our goals in 2019 was to increase our program visibility and expand our collaborations with distance programs. We made tremendous progress toward this goal and we are pleased with the growth of the distance program. As we continue to look forward, we hope to expand our reach in identifying creative solutions for the shortages of highly qualified LSL professionals that exist across the United States. We are in discussions with Utah state licensing personnel regarding potential collaborations for supporting additional state-level training.

In graduate training, we are will continue to grow our collection of video segments that provide opportunities for expanded learning using a variety of instructional methods. Our tele-intervention program has seen tremendous growth over the past two years and we continue to expand those service delivery offerings. For example, in addition to individual family-coaching sessions, we also offer a virtual parent toddler group and a virtual parent education group. These endeavors will continue. We are committed to offering a high quality, evidence-based LSL deaf education program – as we witness, on a daily basis, the difference these services made in the lives of children who are DHH and their families.

Appendix A: Course matrix of CEC-CED standards and a syllabus for each required course

Appendix B: Assessments for Standard 1.2 with rubrics

Appendix C: Faculty curriculum vitas (full- and part-time)

APPENDIX A

Program Matrix with CED/CEC Standards

Initial Preparation Standard 1: Learner Development and Individual Learning Differences		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.1.K1	Effects of the interrelationship among age of identification, type and etiology, level of hearing, auditory development, and provision of services on the development of individuals who are D/HH		X	X	X	X	X	X	X					X	X
DHH.1.K2	Auditory development of individuals who are D/HH	X	X	X	X	X	X		X		X			X	
DHH.1.K3	Visual and spoken languages and communication modes		X			X	X		X					X	
DHH.1.K4	The impact of exceptionalities on the development of language and learning for individuals who are D/HH, including the ways in which exceptionalities may interact with varying hearing levels resulting in more complex needs				X		X	X			X	X		X	
DHH.1.K5	The importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings				X	X	X	X				X		X	
<i>Skills</i>															
DHH.1.S1	Incorporate current theories of spoken and signed language development of individuals who are D/HH and components of communication competence into programming and planning for students	X			X		X	X						X	
DHH.1.S2	Develop individualized programming and instruction in light of various aspects of hearing status				X		X	X	X		X	X		X	
DHH.1.S3	Incorporate auditory development of individuals who are D/HH into programming and planning for students	X	X		X	X	X				X	X		X	
DHH.1.S4	Implement evidence-based practices in early intervention services specifically related to overall development of children who are D/HH and family outcomes					X	X	X			X	X		X	
DHH.1.S5	Identify and support communication modes that provide equal access, based on the needs and preferences of individuals and their families					X	X	X			X	X		X	
DHH.1.S6	Deliver individualized programming and planning informed by the presence of identified exceptionalities			X	X		X	X			X	X		X	
DHH.1.S7	Identify and support all LRE options to facilitate IEP team decisions taking communication into account						X				X	X		X	
Initial Preparation Standard 2: Learning Environments		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.2.K1	Influence of educational placement, family communication, language, cultural identity, socioeconomic status, home and community environment, and child maltreatment on development and learning				X	X	X	X		X				X	X
DHH.2.K2	The value of peers and role models who are D/HH on family perceptions, decision making, and student outcomes		X			X	X				X			X	
DHH.2.K3	Factors impacting visual and/or auditory learning		X			X	X	X			X			X	

Initial Preparation Standard 5: Instructional Planning and Strategies															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.5.K1	Language/modes of communication used by individuals who are D/HH		X			X	X				X			X	
DHH.5.K2	Strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings			X	X		X	X		X	X			X	
<i>Skills</i>															
DHH.5.S1	Tailor evidence-based instructional strategies and specialized technologies across a variety of service delivery models and instructional settings			X	X		X	X			X			X	
DHH.5.S2	Coordinate and collaborate to ensure appropriate instruction and planning			X	X		X	X			X	X		X	
DHH.5.S3	Implement strategies for conserving vision and hearing						X		X					X	
DHH.5.S4	Implement strategies for supporting audition		X	X	X		X		X		X			X	
DHH.5.S5	Implement evidence-based strategies for developing language in individuals' preferred communication mode(s)		X				X		X		X			X	
DHH.5.S6	Promote optimal access to communication to facilitate inclusive experiences				X	X	X	X	X		X	X		X	
DHH.5.S7	Develop proficiency in the languages/modes of communication used by individuals who are D/HH	X		X	X	X	X				X			X	
DHH.5.S8	Promote literacy and content area reading and writing through the individual's preferred communication mode(s)	X		X	X		X				X			X	
DHH.5.S9	Apply first and second language teaching strategies			X	X		X				X			X	
DHH.5.S10	Ensure use of visual tools, organizers, and current assistive technology that enhances communication access that support programming and planning across a variety of service delivery models and instructional settings	X		X	X		X	X			X			X	
DHH.5.S11	Plan and implement transitions across service continua			X		X	X				X			X	
Initial Preparation Standard 6: Professional Learning and Ethical Practice															
		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
<i>Knowledge</i>															
DHH.6.K1	Laws, policies, and ethical principles guiding equal access to communication in individuals' preferred communication mode(s)					X	X	X				X		X	
DHH.6.K2	The awareness of the educator's language competence in supporting individual outcomes			X	X		X				X			X	
DHH.6.K3	Sociocultural, historical, and political considerations unique to Deaf culture and the field of education of individuals who are D/HH		X			X	X					X		X	
<i>Skills</i>															
DHH.6.S1	Advocate, using impartial ethical practices, based on the needs of the individual or family					X	X					X		X	
DHH.6.S2	Apply ethical decision making related to optimal access to communication in individuals' preferred communication mode(s) for all programming and planning					X	X			X		X		X	

DHH.6.S3	Increase educator’s competence in the individual’s preferred communication mode(s)	x		x	x	x	x		x		x			x	
DHH.6.S4	Use historical foundations and research evidence to inform educational programming and planning	x				x	x			x	x	x		x	
DHH.6.S5	Advocate for and implement programming and planning to provide equal communication access to individuals across all educational settings			x	x		x						x		x

Initial Preparation Standard 7: Collaboration

		ComD 6320	ComD 6340	ComD 6350	ComD 6360	ComD 6580	ComD 6700	ComD 6730	ComD 6770	ComD 6850	ComD 6900a	ComD 6900b	ComD 6900c	ComD 6900d	ComD 7520
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Knowledge

DHH.7.K1	Services, organizations, and networks that are relevant to individuals who are D/HH	x				x	x	x	x	x		x		x	
DHH.7.K2	Policies, procedures, and resources for universal newborn hearing screening and early intervention					x	x		x	x				x	
DHH.7.K3	Roles and responsibilities of support staff in programming and planning			x	x		x			x				x	

Skills

DHH.7.S1	Demonstrate collaborative behaviors within the boundaries of the professionals' scope of practice			x	x	x	x		x	x	x	x		x	x
DHH.7.S2	Interpret relevant data and statistics related to hearing levels and their potential impact on outcomes					x	x		x	x	x			x	x
DHH.7.S3	Participate in professional networks relevant to the education of individuals who are D/HH					x	x			x		x		x	
DHH.7.S4	Provide families with information in an impartial manner to make informed choices regarding communication modes, philosophies, and educational options					x	x			x	x			x	
DHH.7.S5	Prepare and assist team members to work with D/HH team members across a variety of service delivery models and instructional environments	x				x	x		x	x	x	x		x	x

Utah State University
Department of Communicative Disorders and Deaf Education

Deaf Education Licensure Application
Curriculum Map for Listening and Spoken Language Graduate Training Program

The following table represents coursework and content in the Listening and Spoken Language (LSL) Graduate Training program as aligned with R277-304-8 Deaf Education Preparation Programs:

(a) be operated by or partnered with a Utah institution of higher education or the Utah State Board of Education	Program operated by the Department of Communicative Disorders and Deaf Education at Utah State University
(b) be aligned with the National Association of State Directors of Special Education, Inc., <i>Optimizing Outcomes for Students who are Deaf or Hard of Hearing, Educational Service Guidelines, Third Edition</i>	Program skills and competency requirements of the USU LSL Deaf Education graduate training program are aligned with the NASDSE priorities
(c) be focused on one or more of the following areas: (ii) teaching students who are deaf or hard of hearing with listening and spoken language strategies	The program is focused on teaching students who are deaf or hard of hearing using Listening and Spoken Language strategies
(d) require the passage of a deaf education content knowledge assessment approved by the Superintendent	Passage of the Deaf Education Praxis Exam will be required
(e) require competency in:	
(i) the areas detailed in Subsections R277-304-3(4) through (7).	
(ii) legal and ethical issues surrounding special education, including: (A) the IDEA; (B) the Special Education Rules Manual incorporated by reference in Section R277-750-2; and (C) all other applicable statutes and Board rules;	<p>ComD 6850 Seminar in Deaf Education This full-semester course provides comprehensive information and discussion related to special education laws and policies, including other civil rights and privacy laws. Emphasis is also placed on evidence-based practices and current research.</p> <p>ComD 6700 Practicum Application of special education services, including development and implementation of the IEP and associated concepts are emphasized in practicum direct services.</p> <p>ComD 6730 Multiple Disabilities and Syndromes This course examines the medical, genetic, physical, cognitive, and social characteristics of various syndromes and</p>

	<p>disability types, and the associated impact on children with hearing loss who have additional disabilities. The educational needs and learning styles of children with hearing loss who have additional disabilities are explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.</p>
<p>(iii) addressing specific linguistic and cultural needs of deaf and hard of hearing students throughout the curriculum; (iv) skills for incorporating language into all aspects of the curriculum; (v) pedagogical skills unique to teaching reading, writing, mathematics, and other content areas to deaf and hard of hearing students.</p>	<p>ComD 6360 LSL Preschool Curriculum: Language and Cognition This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p> <p>COMD 6340 Strategies for Listening and Spoken Language Development</p>

	<p>In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p>
<p>(vi) basic fluency in the use of American Sign Language;</p>	<p>A prerequisite of ASL I (or equivalent) is required for students entering the LSL program, or completion of ComD 3010 ASL I summer semester prior to 2nd year of graduate program.</p>
<p>(vii) knowledge of the audiological and physiological components of audition;</p>	<p>ComD 6770 Audiology for Teachers of Children who are DHH Course focuses on audiology services related to teachers of children who are DHH, including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.</p> <p>ComD 7520 Introduction to Cochlear Implants This course discusses the components of cochlear implants (CI) and CI technology, including concepts CI mapping and troubleshooting. The role of, and strategies for, developing auditory perception in cochlear implant recipients is discussed. Students understand the candidacy criteria for receiving a cochlear implant, the expectations of cochlear implant users, and familiarity with the three manufacturer's in the United States. Th</p>
<p>(viii) skills for teaching speech to deaf and hard of hearing students;</p>	<p>COMD 6340 Strategies for Listening and Spoken Language Development In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p>ComD 6360 LSL Preschool Curriculum: Language and Cognition This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for</p>

	<p>optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p>
<p>(ix) the socio-cultural and psychological implications of hearing loss; and (x) assessing and addressing the educational needs and educational progress of deaf and hard of hearing students.</p>	<p>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p> <p>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the</p>

	<p>recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p>
<p>(2) For a program applicant accepted after January 1, 2020, a deaf or hard of hearing education preparation program shall require multiple opportunities for a program applicant to successfully demonstrate application of knowledge and skills gained through the program in a school-based setting in each of the following: (a) all requirements outlined in Subsections R277-304-3(4) through (7);</p>	<p>ComD 6700 Deaf Education Practicum The USU LSL Graduate Training program has a strong hands-on component in which students have a practicum placement every semester of their program. In these practicum rotations, students gain hands-on experiences in the classroom, individual and/or small group services, home-based early intervention, center-based toddler group, and tele-intervention. They also complete an audiology clinic rotation to better understand audiology services and how to be an effective test assistant.</p>
<p>(b) for a program focused on Subsection R277-304-7(1)(c)(i): (i) assessing early childhood language development and assessment in American Sign Language and spoken English; and (ii) working with families with students who are deaf or hard of hearing while respecting a variety of communication modalities; (iii) integrating language, speech, and listening everyday activities; (iv) sharing knowledge with families with students who are deaf or hard of hearing about the complexities of deaf culture, including norms and behaviors of the deaf community;</p>	<p>COMD 6340 Strategies for Listening and Spoken Language Development In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p>ComD 6580 Family-Centered Practices for Children who are DHH In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p> <p>ComD 6730 Multiple Disabilities and Syndromes This course examines the medical, genetic, physical, cognitive, and social characteristics of various syndromes and disability types, and the associated impact on children with hearing loss who have additional disabilities. The</p>

	<p>educational needs and learning styles of children with hearing loss who have additional disabilities are explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.</p>
<p>(v) developing auditory perception in children and educating parents about developmental milestones for listening skills; and</p>	<p>COMD 6340 Strategies for Listening and Spoken Language Development In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p>ComD 6320 Language and Emergent Literacy in Children who are Deaf or Hard of Hearing This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy. Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Students discuss strategies for implementing a diagnostic teaching approach utilizing evidence-based practices, including the importance of incorporating auditory perception goals within language and literacy instruction.</p> <p>ComD 6580 Family-Centered Practices for Children who are DHH In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p>

<p>(c) for a program focused on Subsection R277-304-7(1)(c)(ii):</p> <p>(i) developing auditory perception in children and strategies for developing listening and spoken language in deaf and hard of hearing students; (ii) demonstrating understanding and expertise regarding early childhood spoken language development</p>	<p>COMD 6340 Strategies for Listening and Spoken Language Development In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p>ComD 6580 Family-Centered Practices for Children who are DHH In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p> <p>ComD 6360 LSL Preschool Curriculum: Language and Cognition This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p>
<p>(iii) involving family members with students who are deaf or hard of hearing in learning and therapeutic activities;</p>	<p>ComD 6580 Family-Centered Practices for Children who are DHH In this course, students explore issues, theories, research and practices related to family-centered services in early intervention, including early childhood language development. A substantial component of the class is developing skills in parent coaching. The importance of partnering with families, establishing effective</p>

	<p>communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers is emphasized. Students explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.</p>
<p>(iv)integrating speech, listening, and spoken language in preschool and early elementary content areas;</p>	<p>COMD 6340 Strategies for Listening and Spoken Language Development In this class, students discuss assessment of speech, language, and auditory perception skills of children who are DHH, including processes for identifying strengths, areas of need, and the development of appropriate intervention plans. Specific techniques, strategies, and teaching behaviors to develop speech, language, and auditory perception in young children who are DHH are explored and demonstrated.</p> <p>ComD 6360 LSL Preschool Curriculum: Language and Cognition This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.</p> <p>ComD 6350 Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language This course provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing Listening and Spoken Language (LSL) services to children who are Deaf or Hard of Hearing (DHH) in the general education setting. Emphasis is placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.</p>
<p>(v)integrating current listening technology, including troubleshooting such technology; and</p>	<p>ComD 6770 Audiology for Teachers of Children who are DHH</p>

	<p>Course focuses on audiology services related to teachers of children who are DHH, including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.</p> <p>ComD 7520 Introduction to Cochlear Implants This course discusses the components of cochlear implants (CI) and CI technology, including concepts CI mapping and troubleshooting. The role of, and strategies for, developing auditory perception in cochlear implant recipients is discussed. Students understand the candidacy criteria for receiving a cochlear implant, the expectations of cochlear implant users, and familiarity with the three manufacturer's in the United States.</p>
<p>(d)for a program focused on Subsection R277-304-7(1)(c)(iii): (i)integrating American Sign Language into instruction of core academic content for all school-age students; (ii)enhancing bilingual literacy of students who are deaf or hard of hearing in both American Sign Language and English; (iii)integrating respect and understanding of deaf culture into instruction; (iv)demonstrating understanding and expertise regarding American Sign Language language development; and (v)proficiency in American Sign Language as demonstrated by passing an assessment approved by the Superintendent.</p>	<p>n/a for this application for approval for the LSL Endorsement</p>

SYLLABUS

Language Learning and Literacy Acquisition in Children with Hearing Loss COMD 6320

Professor: Lauri Nelson, PhD
Office: ECERC 150
E-Mail: lauri.nelson@usu.edu
Day/Time: online

Office Hours: By appointment
Phone: 435-797-8051
Dept. Web: www.comd.usu.edu
Credit: 3 semester hours

EXPANDED COURSE DESCRIPTION

This class focuses on the developmental processes of literacy acquisition and the relationship between language and emergent literacy in children who are deaf or hard of hearing (DHH) using listening and spoken language (LSL). Attention is paid to the recommendations of the National Reading Panel, the Reading First initiative, and other best practice recommendations for developing phonemic awareness, fluency, vocabulary, and comprehension skills. Professionals who provide services to children who are DHH should follow a diagnostic teaching approach, utilizing evidence-based practices. They should know when to implement a developmental model of service delivery and when to implement a remedial model of service delivery to ensure proficient acquisition of language and literacy skills.

Course Objectives:

1. To develop an understanding of typical language developmental patterns and its relationship to literacy proficiency.
2. To explore current neuroscience research in literacy development and recommended implementation in the classroom.
3. To develop an understanding of literacy theories and application to children who are DHH using LSL.
4. To develop an in-depth knowledge of the literacy research specific to children in the general education population as well as to children who are DHH.
5. To guide students in understanding the importance of using relevant experiences in the child's natural environment for language and literacy acquisition to be meaningful and in context.
6. To explore strategies for incorporating music in the early childhood curriculum and to recognize the positive impact an effective use of music can make in a young child's literacy development.
7. To understand the connection between spoken language and written language, and strategies to facilitate early written language skills in young children with hearing loss.
8. To understand the importance of each child's active participation in stories and children's literature; to infer, to think, and to wonder; and the impact to learning when children's literature is incorporated across the curriculum.
9. To understand how to teach children metacognitive comprehension strategies to monitor their own reading experiences.
10. To understand the importance of hearing aids, cochlear implants, and assistive listening devices for optimal auditory input relative to spoken language and literacy development.

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K2 DHH.1.S1 DHH.1.S3	DHH.2.S3 DHH.2.S4	DHH.3.K1 DHH.3.S1 DHH.3.S2	DHH.4.K2	DHH.5.S7 DHH.5.S8 DHH.5.S10	DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.S5	1a,1b, 2a, 2b, 2c, 3b, 4a-e, 5c, 5d, 5f, 6a-e, 7a- h, 9a-e

ASHA Knowledge and Skills Acquisition (KASA) Competencies

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

The course also addresses the following AG Bell LSL Domains of Knowledge

Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Domain 8	Education
Domain 9	Emergent Literacy

Text Books *(this book will also be used in other classes during your graduate program)*

Promoting Language and Literacy in Children who are DHH
 Moeller, Ertmer, & Stoel-Gammon
 ISBN-13: 978-1598577334

COURSE TOPICS

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit. I reserve the right to adjust assignments, due dates, point values, and other components associated with this class as deemed appropriate throughout the semester.

Units:	Topics:
Unit 1	Syllabus review Introduction to National Reading Panel and other evidence-based resources
Unit 2	Schema / Learning Theories Reading strategies for infants and toddlers
Unit 3	Neuroscience and Theory of Mind The role of audition to language and emergent literacy
Unit 4	Phonemic Awareness and Auditory Perception in Children who are DHH Phonological Development
Unit 5	Phonemic Awareness and Vocabulary Development
Unit 6	Vocabulary Development – (cont) Incidental Learning for Children who are DHH
Unit 7	Connecting Reading to Writing
Unit 8	Midterm Project – Children’s Literature

Unit 9	Reading Comprehension / Experience Books Breaking the 4 th Grade Reading Achievement Ceiling for Children who are DHH
Unit 10	Reading Fluency and Comprehension
Unit 11	Music in the Curriculum
Unit 12	Effectively Using Children's Literature to Promote Literacy Objectives
Unit 13	Literacy Across the Curriculum
Unit 14	Course Wrap-Up and Final Exam

COURSE REQUIREMENTS AND GRADING

Course content is divided into units. Each unit opens on Wednesday of each week and closes on Tuesday of the following week. Course requirements are described below:

- 1) **Guided Discussions:** Each student will contribute to guided discussions related to the unit/topic of the week. The guided discussions focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. **Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit.** Discussion grading rubric:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines and were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 2) **Unit Quizzes or Activities:** Most units will contain a quiz or unit activity, as described in Canvas. Where specified, activities and quizzes are due by midnight on the Tuesday ending each week. Most quizzes are timed, therefore, **once you start the quiz, you must complete it within the timeframe specified in Canvas** - so please keep this in mind before opening the quiz. Details for unit activities or projects will be provided in Canvas.
- 3) **Midterm Project and Final Exam:** Details provided in Canvas.

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments typically will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these

exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Depending on circumstances, I may require a doctor's note to confirm medical explanations. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale (percentage) will be used:

95-100 = A	77-79 = C+
90-94 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove responsibility from the student to drop courses which he or she does not plan to attend.*) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmg/> (Links to an external site.)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. (Links to an external site.)

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to

the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#) (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#) (Links to an external site.)
- [Student Code](#) (Links to an external site.)
- [Academic Integrity](#) (Links to an external site.)
- [USU Academic Policies and Procedures](#) (Links to an external site.)
- [Academic Freedom and Professional Responsibility Policy](#) (Links to an external site.)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#) (Links to an external site.). Students are also encouraged to download the "[SafeUT App](#)" (Links to an external site.) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

SYLLABUS

Auditory Learning and Spoken Language COMD 6340

Professor: Sarah Law M.Ed.
Office: ECERC 150
E-Mail: sarah.law@usu.edu
Day/Time: asynchronous online

Office Hours: By appointment
Phone: 435-797-4464
Dept. Web: www.comd.usu.edu
Credit: 3 credit hours

Course Description

Because of universal newborn hearing screening, early fitting of hearing technology (e.g., digital hearing aids, cochlear implants, FM systems), and enrollment in comprehensive early intervention programs, most children who are deaf or hard of hearing (DHH) have the ability to develop age-appropriate listening and spoken language (LSL). To maximize each child's LSL potential, it is important for the professionals working with this population to understand how to assess speech, language, and auditory perception skills of children with hearing loss, identify strengths and weaknesses, and develop appropriate intervention plans. Thus, specific techniques, strategies, and teaching behaviors to develop LSL skills in young children who are DHH will be demonstrated and explored.

CEC/CED Professional Standards

Auditory Learning and Spoken Language addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards](#) and the [Utah Effective Teaching Standards \(UETS\)](#).

CED-CEC Standard Number (6340)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K2		DHH.4.K2	DHH.5.K1	DHH.6.K3		3b, 3f, 4a-e, 5c, 5d, 5f, 6a-e, 7a-h, 8a-d,
DHH.1.K2	DHH.2.K3		DHH.4.S6	DHH.5.S4			
DHH.1.K3				DHH.5.S5			
DHH.1.S3							

Course Objectives-Aligned with CEC/CED Professional Standards

Course Objectives

Students will develop an understanding of historical perspectives of communication approaches and current communication approaches and principles for deaf or hard of hearing individuals.

Student will develop an understanding of individuals, families and their relationships to help form family-professional alliances

Students will identify and describe the hierarchy of listening development and explore a variety of tools for evaluating the functional auditory level of a child with hearing loss

Students will demonstrate knowledge of typical develop in language and strategies to promote language acquisition through learning to listen in children who are deaf or hearing of hearing

Listening and Spoken Language Specialist (LSLS) Domains of Focus

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues

COURSE SCHEDULE:

Module Dates	Description
8/31-9/8	History of Deaf Education and Auditory Verbal Practices
9/9-9/22	Parent Guidance, Education and Support
9/23-10/6	Auditory Functioning
10/7-10/20	Speech Communication
10/21-11/2	Language Communication
11/4-11/16	Strategies for Listening and Spoken Language Development
11/18-12/4	Education
12/7	Review for Final
12/13-12/18	Final Due 12/18

Course Technology Requirements

All course content will reside in Canvas.

- <http://online.usu.edu>
 - Your **username** is your **A#**, and your **password** is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).

- 435 797-4357 (797-HELP)
- 877 878-8325
- <http://it.usu.edu>
- servicedesk@usu.edu

Textbooks

REQUIRED-

Cole, Elizabeth and Flexer, Carol A.(2019). *Children With Hearing Loss: Developing Listening and Talking, Birth to Six, Fourth Edition*. Plural Publishing Incorporated [9781635501544]

OPTIONAL-

White, Ellie and Voss, Jenna (2015). *Small Talk: Bringing Listening and Spoken Language To Your Young Child With Hearing Loss*. Central Institute for the Deaf [9781931480000]

Required weekly chapters will be listed on the corresponding modules.

Additional Readings

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

Presentations

For many topics there will be recorded lectures and their accompanying PowerPoint presentations. You are responsible for the information presented in these videos for quizzes and assignments.

Unit Quizzes and Assignments

Students will complete unit quizzes & other assignments on the information/content that is presented. Quizzes should be completed by the posted due date. No late assignments will be accepted without permission from the instructor. Unit quizzes and assignments will be detailed within the unit modules.

Discussions

Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 3 responses: an original posting by midnight on Sunday each week and then two responses to postings from your classmates by midnight on Tuesday of each week. Although these are the deadlines, please help contribute to engaging and informative discussions by posting as early in the week as possible. The discussion grading rubric is as follows:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points

Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

Semester Project

Students will complete a semester project. Details will be provided in Canvas in the coming weeks.

Final Exam

A final exam will be administered covering the content of the entire course. The final exam will be a “take home” exam that will assigned during the last week of the course.

COURSE GRADING:

Your grade is based on performance of course components and possible points.

A	100% - 94%
A-	93% - 90%
B+	89% – 87%
B	86% – 83%
B-	82% - 80%
C+	79% - 77%
C	76% - 73%
C-	72% - 70%
D	69% - 61%
F	< 60 %

COURSE POLICIES:

Withdrawal Policy and “I” Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks,
- A death in the immediate family,
- Financial responsibilities requiring a student to alter a work schedule to secure employment,
- Change in work schedule as required by an employer,
- Other emergencies deemed appropriate by the instructor. (<http://www.usu.edu/policies/pdf/Incomplete-Grade.pdf>)

Communication

All communication will be disseminated from Canvas or during class time. I will use Announcements in Canvas to communicate high priority and timely information. You must set your notification preferences in Canvas to receive Announcements and Conversation Messages to ASAP by and email, cell phone for text messages, or other social networking services of your choice.

- [How to set up notification preferences in Canvas](#)
- [How to use the Inbox for Conversations in Canvas](#)

Student Communications

Please use my university email address for all communications (sarah.law@usu.edu). Please limit Canvas email to assignment submissions.

Course Etiquette

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Instructor Responsibilities

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that opportunities to participate are shared equally by all students in the class.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

Submitting Electronic Files

All electronic files must be submitted in word(.doc, .docx) unless otherwise stated. Please name your file in the using the following convention: *Assignmentname_Yourname.doc*.

Files in formats other than doc, docx and/or without the proper naming convention (or at least a reasonable attempt) will be returned to the student and additional handling charges (lost points) may apply.

Course Fees

There are no course fees associated with this course.

Late Work

All discussion postings and assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

[The Honor Pledge](#): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual

nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC). Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content are available with advanced notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost’s Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/studentcode/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

SYLLABUS

Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing Using Listening and Spoken Language COMD 6350

Instructor: Sarah Law, M.Ed.

Office Hours: By appointment **E-Mail:** sarah.law@usu.edu **Phone:** 435-797-4063

Day/Time: Online Asynchronous

Credit: 3 credit hours

Course Description

This course will provide theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists (SLP) in providing Listening and Spoken Language (LSL) services to children who are Deaf, Hard of Hearing (DHH) in the general education setting. Emphasis will be placed on developing lesson plans and appropriate goals to optimize language, literacy, math, and general academic achievement.

This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>	
DHH.1.K1	DHH.2.S3	DHH.3.K1	DHH.4.K3	DHH.5.K2	DHH.6.K2	DHH.7.K3	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
DHH.1.K2	DHH.2.S4	DHH.3.S1	DHH.4.S5	DHH.5.S1	DHH.6.S3	DHH.7.S1	
DHH.1.S6		DHH.3.S2		DHH.5.S2			
				DHH.5.S4			
				DHH.5.S7			
				DHH.5.S8			
				DHH.5.S9			
				DHH.5.S10			
				DHH.5.S11			

Course Objectives-Aligned with CEC/CED Professional Standards

Course Objectives

Students will gain knowledge of various teaching approaches and instruction models in educational settings for children who are deaf or hard of hearing

Students will gain knowledge on building collaborative relationships with other members of the school community in educational settings

Students will gain knowledge of formal and informal assessments used to evaluate, assess and monitor progress of children with hearing loss in educational settings

Students will develop learning activities that address each child's language, audition, cognition, literacy, and social-emotional needs with hearing loss in educational settings.

Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy and Professional Issues
Domain 8	Education

Course Requirements

Required Text:

The Itinerant Teacher's Handbook, 2nd Edition, By Carolyn Bullard, PhD & John Luckner, EdD

Building Skills for Success in the Fast-Paced Classroom: Optimizing Achievement for Students with Hearing Loss, By Karen Anderson, Ph.D. & Kathleen A. Arnold, MA

Additional Readings: as assigned in Units.

COURSE REQUIREMENTS AND GRADING

Course content is divided into 7 units, each lasting 2 weeks. Each unit **opens at midnight on Tuesdays** and **closes two weeks later at 11:59 pm on Monday's**. Please plan your week accordingly. The exact due dates will be detailed in Canvas. Course requirements are described below:

- 1) **Syllabus assignment** (10 points): Students must read through the syllabus and submit a response to the instructor to indicate the syllabus has been read, as well as address questions.
- 2) **Weekly Guided Discussions** (15 points each) Each student will contribute to weekly guided discussions related to the unit/topic of the week. The guided discussions focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. **Each student must post a minimum of 3 responses: an original posting and two responses to postings from their classmates. You must enter an original posting no later than the first Saturday evening for each unit and at least 2 response postings no later than the following Wednesday evening (unless otherwise noted) in each unit.**
- 3) **Reading Responses (20 points each):** In each unit, students will write and/or discuss 2 reflective responses to questions posed by the instructor about the readings assigned. The goal is for you to respond reflectively to the questions, and to integrate the readings into your professional and personal growth. Students may write responses or join instructors' zoom room during weekly office hours on Thursday to discuss their responses with me and potentially other classmates. **Due the 2nd Thursday evening** of each unit(unless otherwise noted).
- 4) **Course Final Project (100 points):** Details will be provided in Canvas.

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems, and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise, it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Course Schedule/Outline

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit. I reserve the right to adjust assignments, due dates, point values, and other components associated with this class as deemed appropriate throughout the semester.

<u>Unit 1:</u> Trends in Educational Settings for Children with Hearing Loss	January 19 th - February 1 st
<u>Unit 2:</u> Working Within Elementary Schools and Successful Collaboration	February 2 nd – February 15 th
<u>Unit 3:</u> Evaluation and Assessment	February 16 th – March 1 st
<u>Unit 4:</u> Incorporating Auditory Learning	March 2 nd – March 15 th
<u>Unit 5:</u> Social and Conversational Competence	March 16 th – March 29 th
<u>Unit 6:</u> Accessing Core Curriculum	March 30 th – April 12 th
<u>Unit 7:</u> Promoting Self-Concept and Self-Advocacy	April 13 th – April 27 th
<u>Final</u>	April 29 th – May 6 th

Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (***This does not remove responsibility from the student to drop courses which he or she does not plan to attend.***) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgt/>

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3](#) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure

employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu>, (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture>, (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa>, (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity>, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State
University: <https://studentconduct.usu.edu/studentcode>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs

SYLLABUS

LSL Preschool Curriculum: Language and Cognition COMD 6360

Professor: Sarah Law M.Ed.
Office: ECERC 150
E-Mail: sarah.law@usu.edu
Day/Time: asynchronous online

Office Hours: By appointment
Phone: 435-797-4464
Dept. Web: www.comd.usu.edu
Credit: 3 credit hours

Course Description

This class prepares students to provide effective preschool services to children who are deaf or hard of hearing who use listening and spoken language. Students will understand and utilize national and state common core standards to develop data-driven and goal-oriented lesson plans for optimal service delivery. Students will evaluate a variety of preschool curriculum programs to identify effective curricula components and the potential accommodations that may be appropriate for preschool children who use technology to access sound. The class focuses on theories, current research, and practical strategies for facilitating cognition, language, and literacy development in preparation for mainstream educational placements.

This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
<i>Standard 1</i>	<i>Standard 2</i>	<i>Standard 3</i>	<i>Standard 4</i>	<i>Standard 5</i>	<i>Standard 6</i>	<i>Standard 7</i>	
DHH.1.K1	DHH.2.K1	DHH.3.K1	DHH.4.K1	DHH.5.K2	DHH.6.K2	DHH.7.K3	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e
DHH.1.K2	DHH.2.S3	DHH.3.S1	DHH.4.K3	DHH.5.S1	DHH.6.S3	DHH.7.S1	
DHH.1.K4	DHH.2.S4		DHH.4.S1	DHH.5.S2	DHH.6.S5		
DHH.1.K5			DHH.4.S4	DHH.5.S4			
DHH.1.S1			DHH.4.S5	DHH.5.S6			
DHH.1.S2			DHH.4.S6	DHH.5.S7			
DHH.1.S3				DHH.5.S8			
DHH.1.S6				DHH.5.S9			
				DHH.5.S10			

Course Objectives – Aligned with CEC/CED Professional Standards

Course Objectives

Students will gain knowledge of early childhood development curriculum and learning styles as well as the development patterns in audition, language, cognition, and academic achievement.

Students will gain knowledge of creating lesson plans that meet required state standards, address individual audition, language, cognitive, and social-emotional needs of children who are deaf or hard of hearing preschool-aged children. Students learn the importance of effective collaboration with families and professional colleagues.

Students will gain knowledge of how to apply appropriate behavior techniques for hard of hearing preschool-aged children.

Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	Education
Domain 9	Emergent Literacy

COURSE SCHEDULE:

Course material is divided into modules, with each unit spanning weeks. The first week of each unit will be devoted to readings, observations, and/or specified activity. The second week (and third week, where applicable) of each unit will be primarily devoted to class interaction and discussion, along with a unit quiz or activity. New units always open on WEDNESDAYS, unless otherwise specified. I prefer the 'Wednesday to Wednesday' format rather than 'Monday to Monday' because I've found that it better facilitates class discussions without forcing everyone to read all final postings over the weekend.

NOTE: To optimize your comprehension and implementation of course material, there will be TWO instances during the semester in which we will arrange for asynchronous, real-time discussion. Dates for these discussions will be announced on Canvas.

All course content, readings, class assignments, and exams are accessed through Canvas. It is the responsibility of each student to refer to instructions posted on Canvas to fully participate in this class and to ensure timely submission of course requirements. A general outline of each unit is described below. Students should refer to Canvas for details associated with each unit.

NOTE: *Assignments and due dates posted at the beginning of the semester are considered tentative. Actual assignments and due dates within each unit will be added or adjusted as the semester progresses according to the individual needs of each class.*

Required Course Text

HAPPILY EVER AFTER : USING STORYBOOKS IN PRESCHOOL SETTINGS

9781884362750

BY BANNISTER, KATE FETHERSTON, PRESTON, KATY REED, AND PRIMOZICH, JULIE TRUMBO
PUBLISHED BY BUTTE PUBLICATIONS, INCORPORATED: 2006

Optional Course Text

LISTENING TO CHILDREN : SEEING POSSIBILITIES

9780985294632

PUBLISHED BY BOYS TOWN NATIONAL RESEARCH HOSPITAL: 2014

Additional Readings

Throughout the course, I will provide various handouts, readings, and other materials. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

***Required chapters/readings will be listed within the corresponding modules.**

COURSE REQUIREMENTS:

- 1) Unit Activities/Discussions/Quizzes: Unit activities, discussions, and quizzes will be described in detail specific to each unit.
- 2) Lesson Plan Development Activities: A comprehensive project involving lesson plan development, including a demonstrated understanding of core standards and data-driven individualized instruction, is a major focus of this class.
- 3) Language Sample: A comprehensive language sample on a child with hearing loss is required. This assignment will be detailed during the Informal Assessments unit.
- 4) Final Exam. A comprehensive final exam is required, as described in Canvas. It will be published on Wednesday, 4/24 and will be due on Wednesday, May 1 by 5 p.m.

Grading: The following university approved grading scale (percentage) will be used:

93-100 = A	90-92 = A-
87-89 = B+	83-86 = B
80-82 = B-	77-79 = C+
73-76 = C	70-72 = C
60-69 = D	< 60 = F

General Course Outline. *I reserve the right to adjust course content as deemed appropriate. Please refer to Canvas for announcements and course updates.*

COURSE SCHEDULE:

Module Dates	Module Duration	Unit Description
8/31-9/8	Approximately 1 week	Introduction to the Course Working with Families
9/9-9/22	Approximately 2 weeks	Child Development Theories Cognitive Development
9/23-10/6	Approximately 2 weeks	Theme-Based Curriculum Dramatic Play Centers Fine and Gross Motor Skills in the Classroom
10/7-10/20	Approximately 2 weeks	Social/Emotional Skills Behavior Management
10/21-11/3	Approximately 2 weeks	Developing Language and Auditory Skills in the Classroom
11/4-11/16	Approximately 2 weeks	Importance of Informal Assessments
11/17-12/3	Approximately 2 weeks	Writing Classroom Lesson with Individualized Instruction

12/7-12/16

Centerpiece Artifact/Final
(due date 12/14)**University + Course Policies*****Academic Freedom and Professional Responsibilities***

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (links to an external site) further defines academic freedom and professional responsibilities.

Attend Class

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Sarah Law know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Sarah Law when difficulties arise during the semester so that she can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Inform Sarah Law of Any Accommodations Needed

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

Disability Resource Center (DRC) is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability-related resources for current students:

- DRC Student Handbook (Links to an external site.) ^{[[L]]}_{[[SEP]]}
- Deaf and Hard of Hearing Student Handbook (Links to an external site.) ^{[[L]]}_{[[SEP]]}
- Disability-Related Scholarships (Links to an external site.) ^{[[L]]}_{[[SEP]]}
- Campus Resources (Links to an external site.) ^{[[L]]}_{[[SEP]]}
- Documentation Guidelines (Links to an external site.) ^{[[L]]}_{[[SEP]]}
- Online Resources for Students with Disabilities (Links to an external site.) ^{[[L]]}_{[[SEP]]}

Grievance Process

If you have a complaint or concern regarding this course, please speak with Sarah Law first. If your complaint cannot be handled by Sarah Law, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University's Student Code states academic dishonesty includes, but is not limited to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Sarah Law does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism is unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Sarah Law. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; <http://apastyle.apa.org/>)!

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish a higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."* A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Important Note: Please know that Sarah Law does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member, it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Sarah Law suspects academic dishonesty, she will report that student without question.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

SYLLABUS

Family-Centered Practices for Children who are DHH COMD 6580

Professor: Lauri Nelson, Ph.D.
Office Hours: By appointment
Office: ECERC 150
Day/Time: Online Asynchronous

E-Mail: lauri.nelson@usu.edu
Phone: 435-797-8051
Dept. Web: www.comd.usu.edu
Credit: 2 credit hours

USU GENERAL CATALOG COURSE DESCRIPTION

Explores issues, theories, models, research, and practices related to family and professional relationships in early intervention for children with hearing loss. Emphasizes early intervention needs of children with hearing loss who are acquiring spoken language.

EXPANDED COURSE DESCRIPTION

purpose of this course is to explore issues, theories, research and practices related to family-centered services in early intervention. The importance of partnering with families, establishing effective communication and interdisciplinary collaboration, and ensuring that families are supported as decision-makers will be emphasized. Services under a parent partnership based on trust and respect for parent priorities, utilizing a family-centered coaching model is a prominent theme throughout the semester. Students will explore cultural differences, the importance of developing a culturally competent service delivery model, and how that will influence partnerships in early intervention. Students will apply their understanding of the federal, state, and local laws that govern the delivery of services to students with disabilities, including those who are deaf or hard of hearing.

Topics will include:

- Family-centered service delivery
- Typical and atypical infant development
- Family-centered, culturally competent service delivery
- Family choice in communication
- Parent coaching
- Social-emotional development of young children

This course is designed to model activities related to life-long learning and aims to promote critical thinking, self-knowledge, collaborative learning and problem solving. A primary objective is for students to elicit, acknowledge, respect, and learn from the unique experiences, background, and perspectives of each participant.

UNDERLYING VALUES

- **Family-centered practice** involves concentrating equally on the child and the child's family. It implies that families have important resources and play a central role in planning and carrying out early childhood services and in giving information and support to each other.
- **Parent/professional partnership** implies parents, agencies, and professionals work jointly to solve problems and promote change. It moves from simply cooperating and sharing information to actively seeking new solutions, taking on new roles, and sharing resources.
- **Culture** refers to whatever one has to know or believe in order to operate in a special group. It includes world views, beliefs, rules, practices, and actions for surviving in, or adapting to, a particular environment. Culture is more than ethnicity. Work places, schools, neighborhoods, geographical regions, or religious communities may all be examples of culture. People may be a part of many cultures or sub-cultures.
- **Cultural competence** includes an ability to adapt activities, services, and programs to respond to the cultural and ethnic diversity of a particular community. It transcends just being aware of the cultures represented in one's community. Students should learn about the parameters of those cultures and realize that cultural diversity will affect families' participation in programs.

IDEA OBJECTIVES

1. To develop specific skills, competencies and points of view needed by professionals in the field most closely related to this course
2. Learning fundamental principles, generalizations, or theories
3. To learn how to find and use resources for answering questions or solving problems

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.K5 DHH.1.S1 DHH.1.S2 DHH.1.S3 DHH.1.S6	DHH.2.K1 DHH.2.K2 DHH.2.K3 DHH.2.S1 DHH.2.S2 DHH.2.S3 DHH.2.S4		DHH.4.K1 DHH.4.S4 DHH.4.S6	DHH.5.K1 DHH.5.S6 DHH.5.S7 DHH.5.S11	DHH.6.K1 DHH.6.K3 DHH.6.S1 DHH.6.S2 DHH.6.S3 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1-a-b

ASHA Knowledge and Skills Acquisition (KASA) Competencies

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

AG Bell Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support

REQUIRED TEXTBOOKS

The Early Childhood Coaching Handbook
 Dathan D. Rush & M’Lisa L. Shelden
 ISBN-13: 978-1598570670

CID Early Listening at Home Curriculum
 Central Institute for the Deaf
<https://professionals.cid.edu/product/cid-early-listening-at-home-curriculum/>

COURSE REQUIREMENTS AND GRADING:

- 4) **Guided Discussions:** Each student will contribute to guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. **Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. You must enter an original posting no later than Sunday evening for each unit; and at least 2 response postings no later than Tuesday evening ending each unit. See the discussions grading rubric in Canvas.**

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 5) **Written Assignments/Quizzes:** Students will complete unit quizzes & other assignments on the information/content that is presented. Unit quizzes and assignments will be detailed within the unit modules
- 6) **Final Exam/Project:** Students will complete a final exam/culminating project. Details will be provided in Canva

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date unless specific approval provided by Dr. Nelson. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale (percentage) will be used:

95-100 = A	77-79 = C+
90-94 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

WEEKLY UNITS

UNITS	TOPIC / DISCUSSION
Unit 1	Course Introduction and Syllabus Review Family-Centered Services Course Resources and Materials
Unit 2	Typical Development
Unit 3	Cultural Considerations in Service Delivery
Unit 4	Respecting Families and Choices in Communication Deaf Culture and Deaf Culture Resources
Unit 5 (spans 2 weeks)	Early Intervention Services – IFSP Components The Home Learning Environment Implementation within Daily Routines

Unit 6	Speech Babble – guest lecturer <i>Kathryn Wilson, M.A., CCC-SLP, LSLS Cert AVT</i>
Unit 7	Social Emotional Development Strategies and Implementation across Daily Routines
Unit 8	Parent Coaching Concepts and Strategies Reflective Questions Video Analysis
Unit 9	Data Collection and Documentation Goal Development within Parent/Family Priorities
Unit 10	Parent and Family Support / Child Abuse Awareness and Prevention Protecting Children and Supporting Families
Unit 11	Tele-Intervention
Unit 12 (spans 2 weeks)	Home Visits Practice and Role Play Video Analysis Course Wrap-up
FINAL PROJECT – due date to be announced	

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove responsibility from the student to drop courses which he or she does not plan to attend.*) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/> ([Links to an external site.](#))

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. ([Links to an external site.](#))

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work

schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (Links to an external site.), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (Links to an external site.), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (Links to an external site.), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State University: <https://studentconduct.usu.edu/studentcode> (Links to an external site.)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII \(Links to an external site.\)](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\) \(Links to an external site.\)](#).

Students are also encouraged to download the "[SafeUT App](#)" (Links to an external site.) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

SYLLABUS

LSL Interdisciplinary Practicum

COMD 6700

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Dept. Web: www.comd.usu.edu

Course Description

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#). Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

LSL Interdisciplinary Practicum addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

CED-CEC Standard Number (6700)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K1	DHH.3.K1	DHH.4.K1	DHH.5.K1	DHH.6.K1	DHH.7.K1	1a-b, 2a-c, 3a-b, 4a-e, 5a-d, 6a-c, 7 a-d, 8a-d, 9a-b, 10a-b
DHH.1.K2	DHH.2.K2	DHH.3.S1	DHH.4.K2	DHH.5.K2	DHH.6.K2	DHH.7.K2	
DHH.1.K3	DHH.2.K3	DHH.3.S2	DHH.4.K3	DHH.5.S1	DHH.6.K3	DHH.7.K3	
DHH.1.K4	DHH.2.S1		DHH.4.S1	DHH.5.S2	DHH.6.S1	DHH.7.S1	
DHH.1.K5	DHH.2.S2		DHH.4.S2	DHH.5.S3	DHH.6.S2	DHH.7.S2	
DHH.1.S1	DHH.2.S3		DHH.4.S3	DHH.5.S4	DHH.6.S3	DHH.7.S3	
DHH.1.S2	DHH.2.S4		DHH.4.S4	DHH.5.S5	DHH.6.S4	DHH.7.S4	
DHH.1.S3			DHH.4.S5	DHH.5.S6		DHH.7.S5	
DHH.1.S4			DHH.4.S6	DHH.5.S7			
DHH.1.S5			DHH.4.S7	DHH.5.S8			
DHH.1.S6				DHH.5.S9			
DHH.1.S7				DHH.5.S10			
				DHH.5.S11			

Course Objectives-Aligned with CEC/CED Professional Standards

Course Objectives

Demonstrate skills and competencies in providing evidence-based services in the fields of deaf education, speech-language pathology, and audiology for the development of LSL in children who are DHH across a variety of service delivery types (including home visits, tele-intervention, toddler group, classroom, small-group, individual therapy, and clinical interventions according to discipline-specific requirements). Obtain interdisciplinary knowledge and experiences for effective collaboration with professional colleagues and families.

Listening and Spoken Language Specialist (LSLS) Domains of Focus

Domain 1	Hearing and Hearing Technology
Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 4	Child Development
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues
Domain 8	Education
Domain 9	Emergent Literacy

Practicum Overview

Practicum placements in the Listening and Spoken Language (LSL) graduate training program are designed to provide deaf education, speech-language pathology, and audiology graduate students with experiences in early intervention, classroom, and audiology services for children who are deaf or hard of hearing (DHH) and who are developing listening and spoken language skills. This includes the following placement opportunities (assigned according to discipline-specific requirements):

- Family-centered home-based visits
- Tele-intervention services
- Parent-child toddler group
- Preschool and/or kindergarten classroom-based services
- Individual or small group pull-out/push-in therapy
- Intensive Instruction
- Pediatric audiology and cochlear implant clinic

Practicum Supervision

A rich component of the hands-on practical experiences available to students is the ability to learn from several different professionals. Students should expect to receive – and should seek – feedback and insights from the vast resources and professional expertise available to them. At the same time, it is important to maintain a supervisory organization. Students' primary supervisors for each placement will be identified at the beginning of the semester. The supervisor will guide the requirements for each placement, as outlined in Canvas.

Collaboration and Planning Meetings

The type and number of planning meetings can vary each semester depending on the placement and the unique needs of children or families. In general, students can anticipate:

- Weekly large-group collaboration/planning meeting
- Weekly individual meeting with cooperating teacher to discuss child, family, or classroom details
- Weekly or every other week meeting with the practicum supervisor

Deaf Education Workshop

A weekly Workshop will be held to support Deaf Education students in lesson plan development and in concept expansion. The goal is to support students in extending concepts across a variety of settings, including present or future classroom and child needs. This is **required** attendance for deaf education students. SLP and AuD students are invited to attend but are not required, as SLP and AuD students have other required clinic meetings associated with their Department clinics

Practicum Assignments and Responsibilities

The first priority in practicum is to ensure that each child and family receives excellent services. This means that program needs and practicum assignments may require adjustment from one semester to the next based on the individual needs of the children and at the discretion of LSL faculty. However, in general, students can anticipate the following requirements and activities associated with the LSL hands-on experiences:

- **Direct Services.** For most students, each new practicum placement will begin with guided observation, with the student assuming more teaching or intervention responsibilities as the semester progresses and as the student demonstrates competencies. In some cases, students are also employees in the setting that is serving as their practicum site and may already have experience in providing direct services. As such, practicum details will be determined by the supervisor according to the details of each circumstance.
- **Lesson Plans (*Classroom, Language Groups, Individual Therapy Services*).** Students will develop lesson plans for the classroom, small language groups, or individual therapy services as guided by the cooperating teacher and practicum supervisor. More support will be provided at the beginning of the semester, with students assuming greater independence as the semester progresses.
- **Family Session Planning Guides (*Early Intervention or Tele-Intervention Services*).** Students will develop family session planning guides for early intervention or tele-intervention services to gain skills in identifying session targets appropriate for each child and family, along with the ability to adjust and adapt session activities to support dynamic family interactions. More support will be provided at the beginning of the semester, with students assuming greater independence as the semester progresses.
- **Lesson Plan Expansion Activities.** Students will have an opportunity to further discuss lesson plan components and generalization concepts regarding lesson plan development and implementation. The Lesson Plan Expansion activities will primarily occur during Workshop.
- **Assessments.** Most assessments may occur at the beginning of the fall semester but may occur at any point in the school year. Students are required to develop and demonstrate competencies in administering, scoring, and interpreting assessments associated with the Sound Beginnings assessment battery or an approved assessment battery associated with an off-campus practicum site. This includes language samples as assigned.
- **Parent-Teacher Conference Preparation.** Students will assist in all activities to prepare for parent-teacher conferences, according to discipline-specific assignments.
- **Practicum Assignments.** Practicum placements have an associated assignment, self-reflection requirement, and/or implementation of the Intervention Experiences. Details will be provided according to placement.

Evaluation – Deaf Education Students

Deaf Education students registered for ComD 6700 will be graded based on:

- Performance in assigned placement(s) and the LSL Practicum Competencies, including
 - Development of lesson plans or family session planning guides
 - Demonstration of skills and competencies in direct service delivery
 - Demonstration of assessment competencies
 - Language samples, progress reports, and other associated evaluations specific to the placement
 - Professionalism and collaboration
 - Other relevant factors associated with each placement as individually determined by supervisor(s)
- Workshop attendance, preparedness, and participation
- Completion of practicum assignments and self-reflections

Deaf Education students who receive a grade of C+ or lower at the time of the midterm and/or final grading will meet with LSL faculty to develop a “Practicum Support Plan for Deaf Education Graduate Students”. Upon successful completion of the remedial process, the Support Plan will be completed and signed by the student and the supervisor. If unsuccessful, the student may be withheld from further registration, pending a careful review of his/her progress in the academic and education areas by appointed members of the Deaf Education Graduate Committee. Following the Committee members’ review, a decision about the proper course of action for the student will be made.

Criteria used for academic letter grades are:

94-100 = A	80-82 = B-	67-69 = D+
90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	<62 = F
83-86 = B	70-72 = C-	

Evaluation – Speech-Language Pathology and Audiology Students

Speech-Language Pathology and Audiology students who are registered under a separate practicum course number will be evaluated in their LSL placements based on practicum competencies similar to those described above for deaf education students. An LSL grade recommendation will be provided to SLP and AuD students' discipline-specific practicum faculty member who provides practicum oversight within their respective divisions.

Practicum Placement Assignment Descriptions

Classroom Practicum Placement

The primary practicum placement for Deaf Education students is in the LSL classroom. Students gain experience in providing individual or small-group classroom instruction with a specific focus on integrating each child's individual goals with the classroom goals. Sound Beginnings follows the curriculum protocol as outlined in the Utah State Office of Education Preschool or Kindergarten Guidelines, with specific emphasis on the development of listening and spoken language skills. Distance students who are completing the practicum requirements in off-campus locations will follow the curriculum of their school or program (additional or supplemental activities to ensure the development of required competencies is at the discretion of the supervisor). Students provide instruction under the direction of the cooperating teacher and the practicum supervisor. Student assignments in the classroom will vary depending upon the practicum requirement for a given semester, the type of experience desired for the student, and the specific needs of the classroom. Students should review the practicum competencies associated with classroom rotation performance expectations. In addition to weekly planning and collaboration meetings, students should schedule a midterm and final feedback evaluation with their supervisor.

Family-centered home-based visits for children ages 0-36 months

Students participate in early intervention experiences via home-based and/or tele-intervention to provide services to parents of infants and toddlers with hearing loss. Services follow a strong parent coaching model to facilitate the implementation of auditory perception, speech and language development, and other cognitive and social/emotional milestones in preparation for successful preschool entry. Services are individualized to meet the family needs and include a variety of additional supports, such as audiological management, understanding typical child development, and assisting families with appropriate referrals to other needed resources. Students will coordinate placement details with the early intervention provider and the practicum supervisor.

Parent-child toddler group for children ages 18-36 months or Early Intervention Equivalent

Students will provide a combination of both direct services and clinical assistance to the early interventionist in toddler group or other settings that provide expanded early intervention experiences. Students will participate in lesson plan development, materials preparation, and any other intervention supports as needed. These expanded early intervention experiences may include in-person, virtual, video analysis, or a combination.

Individual or small group pull-out therapy

Students provide individual or small-group pull-out therapy utilizing LSL techniques and strategies. Therapy sessions are designed to provide intensive, individualized speech, language, and listening skills development for children who are developing spoken language. A strong emphasis is placed on integrating each child's individual goals with the classroom goals. Therefore, a significant component of this practicum assignment is for students to learn effective communication and collaboration between the classroom teacher and the speech-language pathologist. Students will coordinate the day/time of the service delivery schedule and practicum requirements with their supervisor. Particular emphasis will be placed on aural habilitation services for audiology students.

Audiology Rotation

Deaf Education and SLP students in the LSL emphasis have the unique opportunity to obtain audiological clinical experiences. Students must demonstrate competence in each audiology learning objective as described in their practicum program description, with oversight provided by LSL Audiology faculty.

General Practicum Requirements and Expectations

The following information provides a general overview of the requirements and expectations associated with each semester. Additional details will be provided to students at the beginning of each semester. These requirements are subject to change based on the individual needs of the children in the service sites of practicum placements.

CAMPUS-BASED STUDENTS: Students will follow the schedules, curriculum, and assessment requirements specific to the Sound Beginnings school.

DISTANCE STUDENTS: Students will follow the schedules, curriculum, and assessment requirements specific to their school or program.

Please refer to the Student Practicum Calendar for start and end dates for each semester.

- **Note that students are required to be in practicum during the USU spring break, consistent with attendance that follows the school district calendar.*
- *First-year students continue with practicum until the last day of school, following the school district calendar. Second-year students are finished with practicum upon USU graduation unless otherwise arranged.*

Although implemented as appropriate within each location, students must demonstrate the same competencies and breadth of service delivery experiences. Additional requirements or activities may be assigned as appropriate to ensure demonstration of competencies.

Fall Semester

- Assignments and activities generally associated with the Fall semester include:
- Attendance at any practicum site Back to School and/or Parent Orientation programs
 - Participation in administering assessments, including standardized assessments and curriculum-based assessments
 - Participation in gathering and interpreting data from informal and formal assessments
 - Participation in the development of IFSP's, IEP's and/or Service Plans
 - Updating assessments, CASLLS, IEP, or Service Plan updates as individually assigned
- Completion of midterm and end-of-term evaluations with Supervisor
- Participation in practicum site programs, plays, sing-alongs, classroom parties.

Spring Semester

- Assignments and activities generally associated with the Spring semester include:
 - Updating classroom or individual therapy language samples
 - Assessment updates
 - Assessment, CASLLS, or IFSP/IEP/Service Plan updates as individually assigned
 - Progress Reports: Core Curriculum, IEP, and/or Service plan
 - Assessments and Evaluation Reports for children exiting out of practicum site school
- Completion of midterm and end-of-term evaluations with Cooperating Teacher
- Participation at any End of Year Programs your practicum site hold.

Practicum Policies and Expectations

1. Students are expected to provide services for each assignment based on the School calendar, not based on the university semester calendar. An "incomplete" grade may be given at the end of the university semester and then changed to the earned grade at the completion of the school district semester.
2. Recognizing the importance of consistent services for young children, students should make every effort to attend all scheduled practicum assignments. If a student is sick and must cancel their classroom or clinical assignment, he/she must contact the clinical supervisor and classroom teacher as quickly as possible to let them

- know. Students may be required to make up missed sessions, so please connect with your supervisor immediately upon return.
3. If a student has an unusual circumstance and wishes to request an excused absence from the practicum assignment, this request must be submitted at least two weeks (14 days) in advance of the scheduled absence. These requests will be evaluated by faculty on a case-by-case basis. Students must complete the minimum rotation requirements. Therefore, excessive absences may result in an incomplete for that semester and the student will be required to continue the current (or an appropriate alternate) placement into the next semester. **During the Covid-19 pandemic or other similar situations, students must adhere to all university policies of wearing masks, social distancing, good hand-washing, and staying home when sick. Please see <https://www.usu.edu/covid-19/>. Appropriate accommodations will be made for students who are ill or quarantined.**
 4. Consistent feedback and communication with LSL faculty is critical to providing excellent services to the children and their families, as well as ensuring an optimal learning experience for students. Therefore, students should attend a scheduled weekly collaboration meeting for performance feedback and to discuss progress, goals, and strategies.
 5. Students should administer standardized assessments ONLY under the direction and supervision of their clinical supervisor.
 6. Students should be aware of and adhere to the policies and procedures of each individual classroom teacher and/or practicum supervisor. If students have a question or concern, they should first discuss their questions with the classroom teacher or their practicum supervisor. Good communication can usually resolve most concerns or issues. If an issue cannot be resolved with the teacher or practicum supervisor, students can request an appointment with Dr. Nelson. If an issue still cannot be resolved, students can request a meeting with Dr. Karen Munoz, Department Head.
 7. Adhering to strict practices of confidentiality regarding children and families is essential and is required. It is acceptable to discuss therapy strategies and classroom or child updates during instructional discussions in Seminar, however, discussions outside of this controlled classroom environment is not permitted. A breach of confidentiality violates federal law, university policy, and will result in disciplinary action.
 8. Within each practicum placement, students are acting as representatives of Utah State University. As such, students are expected to exhibit the utmost professional behavior at all times. This includes respectful behavior toward children, parents, other students, and all faculty and staff; appropriate dress at all practicum assignments; professional dress at conferences or other similar events; adherence to recommended infection control procedures, and overall observance of professional Codes of Ethics within each discipline. Clinical supervisors will abide by University Regulations (See Academic Honesty section from the USU Honor System) regarding student violations of university standards and discipline for academic dishonesty violations.

University Policies

For updated information regarding University policies, procedures, and resources, please see:
<https://catalog.usu.edu/content.php?catoid=12&navoid=3583>

SYLLABUS

COMD 6730: Multiple Disabilities and Syndromes

Professor: Lauri Nelson, PhD
Office: ECERC 150
E-Mail: lauri.nelson@usu.edu
Day/Time: online/asynchronous

Office Hours: By appointment
Phone: 435-797-8051
Dept. Web: www.coe.edu/COMD
Credit: 2

USU General Catalog Course Description

Students obtain a basic understanding of the problems and characteristics of children who have hearing loss and one or more disabling conditions. Teaching strategies are discussed.

Expanded Course Description

The purpose of this course is to examine the medical, genetic, physical, cognitive, and social characteristics of various syndromes and disability types, and the associated impact on children with hearing loss who have additional disabilities. The educational needs and learning styles of children with hearing loss who have additional disabilities will be explored, in addition to the implications of medical screenings, early identification of syndromes and/or disabilities, and early intervention programs and strategies.

Course Objectives

By the end of this course, students will be able to

1. Recognize syndromes associated with hearing loss, including etiology
2. Discuss the language and educational impact of having hearing loss in addition to other disabilities.
3. Identify teaching strategies to differentiate instruction and improve child outcomes when serving children with multiple disabilities.

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1	DHH.2.K1		DHH.4.K1	DHH.5.K1	DHH.6.K1	DHH.7.K1	1b, 2b-c, 3b, 4a, 4d-e, 5a-d, 6b-c, 7a, 8b-d, 9a, 1-a-b
DHH.1.K2	DHH.2.K2		DHH.4.S4	DHH.5.S6	DHH.6.K3	DHH.7.K2	
DHH.1.K3	DHH.2.K3		DHH.4.S6	DHH.5.S7	DHH.6.S1	DHH.7.S1	
DHH.1.K5	DHH.2.S1			DHH.5.S11	DHH.6.S2	DHH.7.S2	
DHH.1.S1	DHH.2.S2				DHH.6.S3	DHH.7.S3	
DHH.1.S2	DHH.2.S3				DHH.6.S4	DHH.7.S4	
DHH.1.S3	DHH.2.S4					DHH.7.S5	
DHH.1.S6							

ASHA Knowledge and Skills Acquisition (KASA) Competencies

Content in this class supports KASA standards IV-C and IV-D related to speech, language, and hearing processes, disorders differences, prevention, assessment, and intervention.

AG Bell Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 4	Child Development
Domain 8	Education

Course Requirements and Evaluation:

- 7) Weekly Guided Discussions/Labs: Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 3 responses: an original posting and two responses to postings from your classmates. Discussion Grading Rubric:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

- 8) Weekly Quizzes: Students are required to complete weekly quizzes on the content covered in each unit. Each weekly quiz is available for you to take throughout the week up until midnight on the Tuesday night prior to each unit. So you will have the week to complete the quiz, **but once you start the quiz, you must complete it within the time frame noted on Canvas.** So please keep that in mind before opening the quiz.
- 9) Integrated Service Delivery Project: Deaf Education and SLP students will be required to complete ongoing development of appropriate LSL goals as implemented within the child’s overall service delivery requirements, and across the curriculum. The final project will be a culmination of these goals and the impact on lesson plan development and interdisciplinary collaboration.
- 10) Final Exam: A final examination will cover all course content for the semester.

All discussion postings and assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor’s note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale will be used:

94-100 = A
 90-93 = A-
 87-89 = B+
 83-86 = B
 80-82 = B-
 77-79 = C+
 73-76 = C
 70-72 = C-
 60-69 = D
 < 60 = F

Course Content

Topic Outline (Note: Schedule is subject to change and remains at the discretion of the course instructor.)

Unit Dates:	Topic:
May 10 to May 23	Introduction to Course Introduction to Genetics of Hearing Loss Typical Embryonic Development Prematurity in Infants Infections and the Fetus Environmental Toxins
May 24 to May 30	Fetal Alcohol Syndrome Traumatic Brain Injury Integrated Service Delivery, Differentiated Instruction, Goals Development
May 31 to June 6	Children who are Deaf/Blind Usher Syndrome Integrated Service Delivery, Differentiated Instruction, Goals Development
June 7 to June 13	Developmental & Intellectual Disability; Learning Disabilities, ADHD Down Syndrome Integrated Service Delivery, Differentiated Instruction, Goals Development
June 14 June 20	Autism Spectrum Disorders Unique role of the audiologist Interdisciplinary collaboration Integrated Service Delivery, Differentiated Instruction, Goals Development
	Final Exam due by midnight June 27

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (***This does not remove responsibility from the student to drop courses which he or she does not plan to attend.***) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account (see [2018-2019 General Catalog \(Links to an external site.\)](#)).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: <http://www.usu.edu/riskmgmt/> (Links to an external site.)

Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc. ([Links to an external site.](#))

Online Course Fee

A fee of \$15 per credit is applied to all online courses to sustain current digital technologies and support services required for engaging and effective online learning.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read [Student Code Article V Section V-3 \(Links to an external site.\)](#) for more information.

University Policies & Procedures

COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403 \(Links to an external site.\)](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity \(Links to an external site.\)](#)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339 \(Links to an external site.\)](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Office of Equity \(Links to an external site.\)](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305 \(Links to an external site.\)](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\) \(Links to an external site.\)](#) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.edu \(Links to an external site.\)](https://studentaffairs.usu.edu), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: [https://ususa.usu.edu/student-association/student-advocacy/legal-services \(Links to an external site.\)](https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326,
- Access and Diversity: [http://accesscenter.usu.edu \(Links to an external site.\)](http://accesscenter.usu.edu), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: [http://accesscenter.usu.edu/multiculture \(Links to an external site.\)](http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQA Programs: [http://accesscenter.usu.edu/lgbtqa \(Links to an external site.\)](http://accesscenter.usu.edu/lgbtqa), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: [https://www.usu.edu/provost/diversity \(Links to an external site.\)](https://www.usu.edu/provost/diversity), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: [https://studentconduct.usu.edu/studentcode \(Links to an external site.\)](https://studentconduct.usu.edu/studentcode)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII \(Links to an external site.\)](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct \(Links to an external site.\)](#)
- [Student Code \(Links to an external site.\)](#)
- [Academic Integrity \(Links to an external site.\)](#)
- [USU Academic Policies and Procedures \(Links to an external site.\)](#)
- [Academic Freedom and Professional Responsibility Policy \(Links to an external site.\)](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\) \(Links to an external site.\)](#). Students are also encouraged to download the [“SafeUT App” \(Links to an external site.\)](#) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

COMD 6770

Audiology and Teachers of the Deaf or Hard of Hearing

Professor: Lauri Nelson, PhD

Office Hours: Tuesdays 4:00-5:00 or by appointment

Office: ECERC 150

E-Mail: lauri.nelson@usu.edu

Day/Time: asynchronous online

Phone: 435-797-8051

Dept. Web: www.coe.edu/COMD

Credit: 3

Course Description

The purpose of this course is to gain foundations in audiology services as they relate to teachers of children who are deaf or hard of hearing (DHH), including an understanding of the anatomy and physiology of the ear, type and degree of hearing loss, and how to read and interpret an audiogram. Students discuss the classroom acoustical environment, the components of hearing technology, and troubleshooting hearing devices. In addition, this course explores strategies for maximizing the benefits of hearing technology as appropriate in classrooms of all communication modalities.

Course content is delivered asynchronous online. However, to assist with content comprehension and to provide you opportunities to ask questions, I will have weekly open office hours on zoom **every Tuesday 4:00-5:00**, beginning Jan 26. This means I will have my Zoom meeting room open every week during that time for you to ask questions or discuss anything in which you would like clarification. If you have questions, but you are not available to join on Tuesdays during open office hours, please don't hesitate to email me and we will arrange another time to meet – that is no problem and strongly encouraged. The office hours are just to give you a predictable time when you can jump on. The Zoom link is:

<https://usu.zoom.us/j/2970432603?pwd=YnRrWG9rWDN3Y0xaeS9qam1TcUdlldz09>

Note: When you wish to contact me, please DO NOT use the email function through Canvas. I do not use that system. Please send all email correspondence to my university email address at lauri.nelson@usu.edu.

Course Objectives:

Introduce SLP and deaf education students to audiometric principles that will assist and fortify practices in educating children who are deaf or hard of hearing. Students should be able to:

- Describe type and degree of hearing loss
- Explain the basic hearing tests and their purposes, including describing the audiogram to parents
- Correlate hearing disorders with anatomy and physiology and diagnostic audiology tests
- Identify the components and functions of conventional hearing aids, bone-anchored hearing aids, and cochlear implants, including troubleshooting
- Describe the signal-to-noise ratio and understand how to assess and improve the acoustic environment
- Understand assistive listening technology, the differences between system options, and how to make appropriate selections or recommendations
- Identify strategies of classroom implementation and the importance of professional collaborations

Please see [Council on Education of the Deaf / Council on Exceptional Children \(CED/CEC\) National Standards and the Utah Effective Teaching Standards \(UETS\)](#).

Coursework is aligned with CED/CEC National Standards and the UETS, as shown.

CED-CEC Standard Number (6320)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K1 DHH.1.K2 DHH.1.K3 DHH.1.S2			DHH.4.S3	DHH.5.S3 DHH.5.S4 DHH.5.S5 DHH.5.S6	DHH.6.S3	DHH.7.K1 DHH.7.K2 DHH.7.S2 DHH.7.S5	1b, 5a-d, 6a, 9a-b, 10a-b

Course Requirements and Evaluation: Details will be provided in Canvas.

- Threaded discussions
- Unit assignments and quizzes
- Final evaluation

All assignments are due by the date indicated for each unit. Late assignments will be accepted for two days (48 hours) after the due date for half credit. Assignments will not be accepted if submitted 48 hrs after the due date. PLEASE DO NOT ASK FOR EXCEPTIONS TO THIS RULE. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

Grading: The following university approved grading scale will be used:

94-100 = A	77-79 = C+
90-93 = A-	73-76 = C
87-89 = B+	70-72 = C-
83-86 = B	60-69 = D
80-82 = B-	< 60 = F

Course Content

Topic Outline (Note: Schedule is subject to change at the discretion of the instructor.)

Unit Dates:	Unit #	Topic:
Unit 1 1/19 – 1/26	Unit 1	Course introduction Early Hearing Detection and Intervention (EHDI)
Basic Audiology		
1/27 – 2/2	Unit 2	Anatomy and Physiology of the Ear
2/3 – 2/9	Unit 3	Hearing Loss and the Audiogram
2/10 – 2/16	Unit 4	Hearing Assessment (behavioral testing and concepts of immittance) Being a Test Assistant
2/17 – 2/23	Unit 5	Otoacoustic Emissions and Electrophysiology Assessments
2/24 – 3/2	Unit 6	Describing the audiogram to parents
Hearing Technology		
3/3 – 3/9	Unit 7	Hearing Aids and Troubleshooting
3/10 – 3/16	Unit 8	Cochlear Implants and Troubleshooting
3/17 – 3/23	Unit 9	Auditory Neuropathy
3/24 – 3/30	Unit 10	Classroom Acoustics and the Listening Environment
Classroom Implementation and Collaboration		
3/31 – 4/13	Unit 11 **Two weeks	Classroom Implementation
4/14 – 4/20	Unit 12	Professional Collaboration and Parent Support
4/21 – 4/27	Unit 13	Case Studies and Course Wrap-up

FINAL EXAM – Details to be announced

Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 1	Hearing & Hearing Technology
Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 8	History and Professional Issues

Required Text

Fundamentals of Audiology for the Speech-Language Pathologist

Deborah R. Welling & Carol A. Ukstins

ISBN-13: 978-1284105988

ISBN-10: 1284105989

Additional Readings

Throughout the course, I will provide various handouts, readings, and other material. You are responsible for accessing, reading, and learning this material. Readings are located on the unit pages accessed through Modules.

Presentations

For many topics there will be recorded lectures and their accompanying powerpoint presentations. You are responsible for the information presented in these videos for quizzes and assignments.

Unit Quizzes and Assignments

Students will complete unit quizzes & other assignments on the information/content that is presented. Quizzes should be completed by the posted due date. No late assignments will be accepted without permission from the instructor. Unit quizzes and assignments will be detailed within the unit modules.

Discussions

Each student will contribute to weekly guided discussions that will focus on the unit/topic of the week. The guided discussions typically focus on reading materials or case studies and are designed to facilitate knowledge sharing, experiences, and discussion of important concepts and information. Each student must post a minimum of 3 responses: an original posting by midnight on Sunday each week and then two responses to postings from your classmates by midnight on Tuesday of each week. Although these are the deadlines, please help contribute to engaging and informative discussions by posting as early in the week as possible. The discussion grading rubric is as follows:

Original posting by Sunday and response to classmate by Tuesday, with entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	9-10 points
Original posting and/or response to classmate did not meet the deadlines, but contained entries that were thorough and thoughtful, reflecting a comprehensive knowledge of the discussion item and a concerted effort to facilitate a meaningful interaction and dialogue with classmates.	7-8 points
Original posting by Sunday and response to classmate by Tuesday, but with entries that were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate meaningful interaction and dialogue with classmates.	5-6 points
Original posting and/or response to classmate did not meet the deadlines, and also were not of graduate student quality. Responses were inadequate, and did not reflect a comprehensive knowledge of the discussion item. There was minimal effort to facilitate a meaningful interaction and dialogue with classmates.	3-4 points
Either no entry or very poor quality/effort.	0-2 points

Course Technology Requirements

All course content will reside in Canvas.

- <http://online.usu.edu>
 - Your username is your A#, and your password is your global password (the same one you use for Banner or Aggiemail).
- For [Canvas](#), [Passwords](#), or any other computer-related technical support contact the [IT Service Desk](#).
 - 435 797-4357 (797-HELP)
 - 877 878-8325
 - <http://it.usu.edu>
 - servicedesk@usu.edu

LSL Interdisciplinary Seminar COMD 6850 - Fall Semester

Professor: Sarah Law
Office: ECERC 154
E-Mail: sarah.law@usu.edu
Day/Time: F 12:00-12:50

Office Hours: By appointment
Phone: 435-797-4464
Dept. Web: www.comd.usu.edu
Credit: 1 credit hour

COURSE DESCRIPTION

The purpose of this course is to introduce graduate students in deaf education, speech-language pathology, and audiology to effective research and evidence-based practices in their services to children who are deaf or hard of hearing (DHH) and their families. Interdisciplinary collaboration, including culturally competent parent-professional partnerships, will be emphasized as students from all three disciplines learn effective strategies for implementing LSL services in a cohesive and productive manner.

This course addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
	DHH.2.K1			DHH.5.K2	DHH.6.S2 DHH.6.S4	DHH.7.K1 DHH.7.K2 DHH.7.K3 DHH.7.S1 DHH.7.S2 DHH.7.S3 DHH.7.S4 DHH.7.S5	1a,1b, 2a-e, 3a-f, 4a-e, 5a-f, 6a-e, 7a-h, 8a-d, 9a-e

Course Objectives – Aligned with CEC/CED Professional Standards

Course Objectives

Students will acquire skills necessary to work in interdisciplinary team and collaborate to better understand integrated service delivery.

Students will develop skills to explore research in the field to identify evidence-based best practices.

Students will develop specific LSL skills, and points of view needed by professionals who serve children who are DHH and their families.

Listening and Spoken Language Specialist (LSLS) Domains of focus for this class:

Domain 2	Auditory Functioning
Domain 3	Spoken Language Communication
Domain 5	Parent Guidance, Education, and Support
Domain 6	Strategies for Listening and Spoken Language Development
Domain 7	History, Philosophy, and Professional Issues

FALL 2019 TOPIC OUTLINE (Schedule is subject to change)

Week	Date	Discussion Topics
1	8-30	Interpreting and making recommendations from assessment data

2	9-6	LSL as a spoken language philosophy and communication modality; respect in communication options
3	9-13	SLP, deaf education, and audiology scope of practice
4	9-20	Why family-centered? Philosophies and practices of family engagement in 0-5 services.
5	9-27	Early Hearing Detection and Intervention (EHDI) services and the National Center for Hearing Assessment and Management (NCHAM)
6	10-4	Cultural competence in service delivery
7	10-11	Interdisciplinary collaboration and the value of an interdisciplinary team
8	10-18	NO CLASS – Fall Break
9	10-25	The audiology clinic – what SLP's and deaf educators should know
10	11-1	Making diagnostic audiology services LSL-focused
11	11-8	**Practicum Share
12	11-15	**Practicum Share
13	11-22	LSLS Certification – AGBell
14	11-29	NO CLASS – Thanksgiving Break
15	12-6	Course wrap-up (Last day of class)

*Sometimes new articles or relevant readings are identified during the semester. I reserve the right to add or change assigned readings as needed. I will provide you with sufficient prior notice should this occur.

COURSE REQUIREMENTS AND EVALUATION:

1. Attendance and Participation (60 points): To meet the objectives of this class, attendance and active participation in seminar is required. Each student will come prepared to contribute to course discussions and activities. Students who come late, unprepared, or who fail to engage in the group discussions may not receive the full five points allocated for each seminar session.
2. Thought Papers (40 points). Each student will be required to critically and thoughtfully comment on 4 different readings during the semester and submit a written evaluation (readings are listed in Canvas). Each thought paper should be approximately one page in length in which the student evaluates and synthesizes what was read. In the thought paper the student can pose questions, describe how the information will/will not impact direct services, describe what they liked/disliked about a study, or propose a new study. The Thought Paper grading rubric is posted in Canvas.
3. Practicum Share (25 points). Students will sign up to present at one Practicum Share session. Students should take 5-7 minutes to share a practicum idea, including suggestions for implementation across all three disciplines. This is not a formal presentation, but should include copies of handouts or activity description.

Missed attendance and participation points cannot be made up unless there is a university-approved reason for missing Seminar (e.g., student is presenting at a conference). Practicum Share activities must occur on the date signed up unless

arrangements to switch with another student are made at least one week prior to scheduled time. All Thought Papers are due on the dates indicated. Late submissions will be accepted for two days (48 hours) after the due date for half credit. Papers will not be accepted if submitted 48 hrs after the due date unless specific approval provided by Dr. Nelson. PLEASE DO NOT ASK FOR EXCEPTIONS TO THESE RULES. Extreme circumstances will be considered on a case-by-case basis, but these exceptions will be rare. Vacations, weddings, computer problems and other similar explanations are not considered extreme circumstances. Medical explanations must be accompanied by a doctor's note. Otherwise it is unfair to your fellow students who are working very hard to meet assignment deadlines.

GRADING

The following university approved grading scale will be used:

94-100% = A 90-93% = A- 87-89% = B+ 83-86% = B 80-82% = B-
 77-79% = C+ 73-76% = C 70-72% = C- 60-69% = D < 60 = F

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

ASHA Knowledge And Skills Acquisition (KASA) Competencies/Course Objectives

Learner outcomes reflect those outlined in the Knowledge and Skills Acquisition (KASA) Summary Form for Certification in Speech-Language Pathology by the American Speech-Language-Hearing Association (ASHA).

1. **Standard III-F:** The student will demonstrate knowledge of current research in hearing loss and children with additional disabilities and the integration of research principles into evidence-based clinical practice.
2. **Standard III-G:** The student will demonstrate knowledge of contemporary professional issues and transdisciplinary collaboration.
3. **Standard IV-E:** The student will be competent in the treatment of individuals with auditory, balance, and related communication disorders
 - E1: *Interact effectively with patients, families, and other appropriate individuals, and professionals*
 - E4: *Counsel patients, families, and other appropriate individuals*
 - E5: *Develop culturally sensitive and age-appropriate management strategies*
 - E6: *Collaborate with other service providers in case coordination*

If you are having difficulty establishing the KASA competencies or meeting the course objectives, please see me as early in the semester as possible. It is your responsibility to seek extra help, if you need it. I encourage you to call my office and setup an appointment so we can discuss questions you might have or clarify conceptual problems with any material.

Listening and Spoken Language Core Competencies/Domains of Knowledge	
Domain 7	Ethical Requirements and Issues

	Professional development requirements and opportunities
	Evidence-based practice and research findings

For questions concerning computer settings or problems accessing material, please contact the USU Help Desk at (435) 797-4358.

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [USU Policy 403](#) further defines academic freedom and professional responsibilities.

Academic Integrity - "The Honor System"

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University ([Student Conduct](#)) addresses academic integrity and honesty and notes the following:

Academic Integrity: Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity". Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism

Plagiarism

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Course Fees

Instructors that utilize course fees should identify the amount and explain the purpose of the course fee on the syllabus. Course fees are listed in the catalog.

Grievance Process

Students who feel they have been unfairly treated [in matters other than discipline, admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: [Article VII Grievances](#)

Sexual Harassment

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact [USU's Affirmative Action/Equal Opportunity \(AA/EO\) Office](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early

in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Withdrawal Policy, "I" Grade Policy and Dropping Courses

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record (check [General Catalog](#) for exact dates). Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

No-Test Days Policy

For classes that meet for a full semester, a five-day period designated as "no-test" days precedes final examinations. During this time, no major examinations, including final examinations will be given in order that students may concentrate on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations. Approved exceptions include final papers, weekly chapter quizzes, quizzes, projects, and examinations associated with a lab that does not meet during final examinations. This policy does not apply to classes that meet only during the second 7-week session of the semester or to classes offered during the summer term. Complete information related to [Final Examination Policies](#) can be reviewed in the General Catalog.

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and some involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, students do so at their own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at <http://www.usu.edu/riskmgmt/>.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at [Counseling and Psychological Services \(CAPS\)](#). Students are also encouraged to download the "[SafeUT App](#)" to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.

SYLLABUS

LSL Practicum Workshop

COMD 6900

Professor: Sarah Law M.Ed.

Office: ECERC 150

E-Mail: sarah.law@usu.edu

Day/Time: asynchronous online

Office Hours: By appointment

Phone: 435-797-4464

Dept. Web: www.comd.usu.edu

Credit: 1 credit hours

Course Objectives-Aligned with CEC/CED Professional Standards

LSL Practicum Workshop addresses the initial specialty professional standards for candidates seeking a Masters of Education/Deaf and Hard of Hearing.

CED-CEC Standard Number (6340)							Aligned with UETS Standards, Instructional Concepts
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	
DHH.1.K2	DHH.2.K2	DHH.3.K1		DHH.5.K1	DHH.6.K2	DHH.7.S1	1a-b, 2a-c, 3a-b,
DHH.1.K4	DHH.2.K3	DHH.3.S1		DHH.5.K2	DHH.6.S3	DHH.7.S2	4a-e, 5a-d, 6a-c,
DHH.1.S2	DHH.2.S1	DHH.3.S2		DHH.5.S1	DHH.6.S4	DHH.7.S4	7 a-d, 8a-d, 9a-b,
DHH.1.S3	DHH.2.S2			DHH.5.S2		DHH.7.S5	10a-b
DHH.1.S4	DHH.2.S3			DHH.5.S4			
DHH.1.S5	DHH.2.S4			DHH.5.S5			
DHH.1.S6				DHH.5.S6			
DHH.1.S7				DHH.5.S7			
				DHH.5.S8			
				DHH.5.S9			
				DHH.5.S10			
				DHH.5.S11			

Course Objectives

Students will collaborate with professionals and families in order to best create lesson plans that are relevant to the child and family

Students will create individualized lesson plans that focus on engagement and age and stage appropriate

Students will create lesson plans that maximize audition and spoken language development

Course Description

This course is designed to support Deaf Education graduate students in how to go about planning lessons with the progress of a child with hearing loss in mind.

The course includes:

- Guidance on what various research bodies have said about what constitutes great teaching and learning and how that relates to lesson planning
- Detailed instruction and advice on how to plan for assessment and differentiation effectively
- Detailed instruction on how to imbed audition, language, speech, core standards, literacy, and cognition when lesson planning
- Concise support on how to set and deliver effective lesson objectives and outcomes

Week 1	Course Introduction
Week 2	Professionalism
Week 3	Child/Family-Centered Teaching
Week 4	LSL strategies and techniques
Week 5	Writing objectives: Audition
Week 6	Writing objectives: Receptive and Expressive Language
Week 7	Asking good questions during lesson implementation
Week 9	Writing objectives: aligning core standards
Week 10	Writing objectives: Cognition
Week 11	Classroom management and safety
Week 12	Writing objectives: Literacy
Week 13	Working collaboratively when lesson planning
Week 14	Collaboration and building trust
Week 15	Putting it all together

Evaluation

Deaf Education students registered for COMD 6900 will be graded based on:

- Attendance
- Development of lesson plans or family session planning guides
- Demonstration of assessment competencies
- Professionalism and collaboration

Deaf Education students who receive a grade of C+ or lower at the time of the midterm and/or final grading will meet with LSL faculty to develop a “Practicum Support Plan for Deaf Education Graduate Students”. Upon successful completion of the remedial process, the Support Plan will be completed and signed by the student and the supervisor. If unsuccessful, the student may be withheld from further registration, pending a careful review of his/her progress in the academic and education areas by appointed members of the Deaf Education Graduate Committee. Following the Committee members’ review, a decision about the proper course of action for the student will be made.

Criteria used for academic letter grades are:

94-100 = A 80-82 = B- 67-69 = D+

90-93 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	<62 = F
83-86 = B	70-72 = C-	

University Policies

University + Course Policies

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 ([links to an external site](#)) further defines academic freedom and professional responsibilities.

Attend Class

Although attendance is not mandatory, students are expected to attend all class sessions as listed on the course syllabus. Although your attendance is not mandatory for this class, failure to attend class regularly is likely to impair your success on the class participation/discussion as well as your future as a professional.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Sarah Law know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective clinician and educator. Make sure that you are proactive in informing Sarah Law when difficulties arise during the semester so that she can help you find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to USU's Academic Calendar for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Inform Sarah Law of Any Accommodations Needed

If anyone has special needs or disabilities, please contact the Disability Resource Center (DRC). Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the DRC. Please contact the DRC prior to or as early in the semester as possible. Alternate formats for course content (e.g., braille, large print, digital, or audio) are available with advanced notice.

Disability Resource Center (DRC) is located in Room 101 of the University Inn; their phone number is 435-797-2444

Disability-related resources for current students:

- DRC Student Handbook (Links to an external site.)
- Deaf and Hard of Hearing Student Handbook (Links to an external site.)
- Disability-Related Scholarships (Links to an external site.)
- Campus Resources (Links to an external site.)
- Documentation Guidelines (Links to an external site.)
- Online Resources for Students with Disabilities (Links to an external site.)

Grievance Process

If you have a complaint or concern regarding this course, please speak with Sarah Law first. If your complaint cannot be handled by Sarah Law, please speak with the Division Chair of Deaf Education, Dr. Lauri Nelson.

If problems appear irresolvable following these procedures, please file a grievance through the channels and procedures described in the Student Code: Article VII. Grievances (Links to an external site.).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity
- USU Selected Academic Policies and Procedures (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom. Don't cheat—it's dumb, unethical, and illegal! It is important for the student to know that engaging in academic fraud, dishonesty, and cheating on academic work is unacceptable in any form. Engaging in such behaviors can result in expulsion from the University. The University's Student Code states academic dishonesty includes, but is not limited

to: copying someone else's work, copying-and-pasting from the internet without properly citing your source, submitting the same paper in more than one course without prior approval from the instructor, failing to work independently on assignments when an instructor has designated that the task be done "individually", or using instant-messaging during an exam. Know that Sarah Law does NOT approve of the use of test banks and old tests. If you access and/or use old assignments from previous enrollees of COMD 6850, such behavior will be considered academic dishonesty and treated as such. Sometimes plagiarism is unintentional, but it is still considered academic fraud—regardless of your intentions. If you are unclear how to properly cite someone else's work, please see Sarah Law. She will gladly show you how to properly cite other people's ideas using formatting prescribed by the American Psychological Association (APA; <http://apastyle.apa.org/>)!

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish a higher level of conduct expected and required of all Utah State University students. The Honor Pledge (links to an external site.): To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: *"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."* A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Important Note: Please know that Sarah Law does not tolerate academic dishonesty and she upholds USU's policies. As a faculty member, it is her responsibility to inform the Office of Student Conduct of anyone suspected of academic dishonesty. Thus if Sarah Law suspects academic dishonesty, she will report that student without question.

Syllabus Changes

This syllabus is subject to change. I will notify the class regarding all changes. In the event of any discrepancy between this syllabus and content found in Canvas, the information in **CANVAS WILL TAKE PRECEDENCE**.

COMD 7520 Introduction to Cochlear Implants

PROFESSOR: Cache Pitt, AuD .
OFFICE/ BLDG. RM 149, ECERC
E-MAIL: cache.pitt@usu.edu

OFFICE HOURS: Friday 1-3 PM
PHONE: 797-9311
DEPT. WEB: <http://comd.usu.edu/>

PREREQUISITES

None

Learning Objectives:

1. Know how to implement person-centered care for individuals who are candidates for cochlear implantation based on the ICF model.

Meeting Time/Location:

- Online for all students for the first 5 weeks
- Audiology Students will attend live sessions all 7 weeks for one extracredit hour. ECERC
- 2 semester hours for students in the first 5 weeks and 3 semester hours for audiology students taking all 7 weeks

See the end of this document for the tentative course schedule, reading, and assignments.

COURSE DESCRIPTION

In this course you will be presented with information that will allow you to know; what isa cochlear implant, to understand the candidacy criteria for receiving a cochlear implant, to understand the current expectations of cochlear implant users, and to become familiar with the three manufacturer's in the United States. Audiology students who will take the final 2 weeks of the course on site will also learn basic programming parameters.

REQUIRED TEXTBOOK/READINGS

Chute, P. & Nevins, M. (2002) The Parents' Guide to Cochlear Implants. ISBN 1-56368-129-3

Wolfe, J. & Schafer, E. (2015) Programming Cochlear Implants, 2nd Edition. Plural Publishing. ISBN 978-1-59756-552-3

COURSE OBJECTIVES AND/ OR ASHA KNOWLEDGE AND SKILLS ACQUISITION (KASA)

Course Outcomes The student will:	Related Assessment	KASA Professional Standards (ASHA)(see KASA form for specific knowledge and skills competencies)
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State candidacy criteria for cochlear implantation for children and adults	Mid Term and Final exam and assignments	A16 C2 C3 E14 E15
State outcome expectations for children and adults with cochlear implants, including factors affecting outcomes	Mid Term exams and assignments	E15 E28
Describe how a cochlear implant works, including the surgical process, and how to troubleshoot the external equipment.	Mid Term Exam	E16
Describe the educational and the intervention aspects of cochlear implantation.	Final exam and assignments	A8 A10 A17 A18 A21 D9 E1 F3 F4 F8
Describe the communication choices of children with cochlear implants and their impact on educational placements.	Assignments	E15 F3 F4 F8
Audiology Student Portion: Hands-on Equipment Use In-depth Programming techniques Assessing Individuals for candidacy and progress monitoring	Final Exam and assignments	A5 A7 E12 E15 E16 E28 F9

Knowledge and Skills Assessment (KASA)

In this course each student will be provided with an opportunity to demonstrate required knowledge and/or skill development. These knowledge and skills will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc.). ASHA has specified that in order to be competent, you must achieve a level of 80% or better on each KASA item. If the student does not attain this level in this course, he/she will be provided with ONE additional opportunity (in the current class) to demonstrate this knowledge or skill. If the student does not pass the competency a second time, no action will be taken if another opportunity (course or clinic) remains available in which the skill can be acquired. However, if no such opportunity is available, the student will be asked to complete an exam/demonstration of the knowledge and/or skill as defined by the department. For students failing to attain the set criteria on a required

competency assessment, the department head is not able to sign the KASA form required for ASHA certification, even though the student may receive an acceptable course/clinic grade or exceed the minimum GPA.

Course Title and Number	CED-CEC Standard Number							Aligned with UETS Standards, Instructional Concepts
	<i>Standard</i> 1	<i>Standard</i> 2	<i>Standard</i> 3	<i>Standard</i> 4	<i>Standard</i> 5	<i>Standard</i> 6	<i>Standard</i> 7	
ComD 7520: Introduction to Cochlear Implants	DHH.1.K1	DHH.2.K1 DHH.2.S2					DHH.7.K1 DHH.7.S1 DHH.7.S2 DHH.7.S5	1a, 2b, 3a, 5a, 9a

COURSE FEE

There is no course fee for this course.

EVALUATION/GRADING/ASSIGNMENTS/REQUIREMENTS

- There will be three exams over the course of the semester. Two will be during the first 5 weeks for all students and a third exam for audiology students at the end of the semester. All exams will be administered via Canvas. Exams will be worth 75% of the final grade.
- There will be 8 assignments throughout the course, 5 of which will occur during the first 5 weeks for all students and 3 of which will occur during the final 2 weeks for the audiology students only. Assignments will be worth 25% of the final grade.

Grading: The following university approved grading scale will be used: 93-100 =

A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
60-69 = D
< 60 = F

COURSE POLICIES (taken directly from Syllabus Resource page on USU website)

http://www.usu.edu/aa/faculty/syllabus_resources.cfm

Academic Integrity - "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:

<http://www.usu.edu/student-services/pdf/StudentCode.pdf#Article7> (Article VII. Grievances, pages 25-30).

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course.

Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Emergency Preparedness:

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

TENTATIVE COURSE SCHEDULE/READING ASSIGNMENTS

The course is divided into two groups; Audiology students and all other disciplines. Both groups will follow the syllabus for the first 5 units. The Audiology students will complete the remainder of the syllabus. During the first 5 units there will be two power point presentations that consist of a lecture of the unit's topics. The recorded lecture is available via Canvas. At your disposal, you may download and print the slides for personal note taking. Please keep up with the lectures each week in order to maintain an appropriate pace.

Dates for individual topics and exams are ***tentative*** and may be altered based on class progress at the discretion of the professor.

Unit 1

Lectures

- Lecture 1 - History of Cochlear Implants
- Lecture 2 - Introduction to CI technology

Readings

- Chute/Nevins – chapter 3, “Options in Implant Devices”
- Wolfe & Schafer – chapter 1, “Basic Components and Operation of a Cochlear Implant
- Cochlear implants: A remarkable past and a brilliant future
- History of MedEI – available electronically

Assignment

- HOPE Session of choice

Unit 2

Lectures

- Lecture 3 CI Candidacy
- Lecture 4 Introduction to mapping

Readings

- Wolfe & Schafer – chapter 2, “Basic Terminology of Cochlear Implant Programming”
- Chute/Nevins – chapter 2, “Candidacy Evaluation”
- Wilson – “The Modern Cochlear Implant” – available electronically in course

Assignment

- “The Whole Child” – Candidacy Evaluations for Children

Unit 3

Lectures

- Lecture 5 – Troubleshooting the external processor
- Lecture 6 - Psychosocial aspects of cochlear implantation – adults and kids
-

Readings

- Wolfe & Schafer – Chapter 8, “Patient Complaints and Complications.”
- Chute/Nevins, Chapter 10, “Deaf Culture and the Cochlear Implant”
- Audiology Students Only
 - o Wolfe & Schafer – Chapter 10, “Programming Recipients Using Electric-Acoustic Stimulation”
 - o AB Sound Bytes – IDR – available electronically on course
 - o AB Sound Bytes – Electrode Clipping – available electronically on course

Assignment

- Review of Candidate materials

Exam 1

Unit 4

Lectures

- Lecture 7 - Outcomes in the Adult population
- Lecture 8 –Habilitation in the Pediatric Population

Readings

- Wolfe & Schafer – Chapter 9, “Hearing Assistance Technology (HAT) and Cochlear Implants”
- Chute/Nevins Chapter 6 - “Learning about Listening through Home Activities”
- Chute/Nevins Chapter 7 - “The Cochlear Implant as a Tool for Language Development”
- Chute/Nevins Chapter 9 - “Cochlear Implants and the Whole Child: Implications for Performance”

Movie

- Hear and Now

Assignment

- HOPE Reaching Benchmarks of Performance

Unit 5

Lectures

- The Cochlear Implant Surgical Process and Considerations
- The Cochlear Implant Team

Readings

- Chute/Nevins, chapter 4, “The Surgical Stage”
- Wolfe & Schafer – Chapter 7, “Clinical Considerations: Putting All of the Pieces Together”

Assignment

- - HOPE Session of choice

Exam 2



Audiology Students Only

Audiology students will follow the outline above, but will also include the additional topics each week to fulfill the additional course credit.

Week 1

Lecture: Completing a Clinic Prep Billing in the CI clinic

Reading: Wolfe & Schafer – Chapter 3 “Basic Principles of Programming”

Week 2

Lecture: Device Programming

Reading:

- Wolfe & Schafer – Chapter 6, “Programming Cochlear Devices.”

Assignment: CI Device Programming Binder

Week 3

Lecture: Device Programming

Reading: Wolfe & Schafer – Chapter 10 “Programming Recipients Using Electric-Acoustic Stimulation”

Week 4

Lecture: Device Programming

Reading: Wolfe & Schafer – Chapter 4 “Programming Advanced Bionics Implants”

Assignment: CI Device Programming Binder

Week 5

Lecture: Device Programming

Reading: Wolfe & Schafer – Chapter 6 “Programming Med-EI Cochlear Implants”

Week 6

Lecture: Speech Perception Tasks in the CI clinic CI Candidacy Evaluations & CI Candidacy

Reading: Wolfe & Schafer – Chapter 11 “Case Studies”

Assignment: Perform Candidacy Evaluations

Week 7

Lecture: CI Candidacy Evaluations & CI Candidacy

Reading: Chute and Nevins Chapter 5 “The Post-Implantation Stage”

Exam 3

APPENDIX B

Appendix B.1

Utah State University LSL Center-Based Practicum Competency Evaluation Form

Student Name _____ Age of Children _____
 Teacher Name _____ Practicum Dates/Length of Experience _____
Please check one: Midterm Evaluation Final Evaluation Student Self-Evaluation

Y Intro to Classroom Services: passing criteria minimum of '2' rating for all competency content areas

Y Classroom I: passing criteria minimum of '3' rating for all competency content areas

Individual Therapy I: passing criteria minimum of '2' rating for all competency content areas

Individual Therapy II: passing criteria minimum of '3' rating for all competency content areas

4 - Proficient - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

3 - Achieved – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

2 - Early Emerging – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

1 - Unsatisfactory – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

N/A - Not Applicable during this particular practicum.

N/O – Needs Opportunities to demonstrate.

Check the box that best reflects the student's competency level within each domain for the Preschool Practicum Rotation

Content	Skills
ACADEMICS COGNITION LANGUAGE	Demonstrates knowledge of state standards and the curriculum utilized by the cooperating teacher. Student applies this information to choose goals and objectives. <i>Rating: 1 2 3 4 N/A N/O</i>
	Demonstrates comprehensive knowledge of each child's individual IEP goals and incorporates these into the classroom or therapy activities. <i>Rating: 1 2 3 4 N/A N/O</i>
	Develops comprehensive and goal-oriented lesson plans based on assessment results and other information or data collected <i>Rating: 1 2 3 4 N/A N/O</i>
	Selects materials/activities that are well-organized, previously reviewed and appropriate to each child's present level of function and age. <i>Rating: 1 2 3 4 N/A N/O</i>

	<p>Uses creative, integrated, and meaningful learning experiences using a variety of methods and opportunities to reinforce concepts. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses developmentally appropriate instruction, linking new ideas to prior knowledge. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Integrates natural language learning opportunities throughout the school day. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Emphasizes student strengths while recognizing areas of instructional need <i>Rating: 1 2 3 4 N/A N/O</i></p>
AUDITORY	<p>Performs the Ling 6/7 Sounds Test effectively in all conditions (ie. bilateral, individual ear, distance, conditioned responses, detection, identification, comprehension). <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Document's technology performance for each child in the classroom and a mechanism for communicating with the child's audiologist. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates understanding of auditory perception and the listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Identifies opportunities to naturally embed auditory perception development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Can describe the connection between audiology services, optimal performance from the auditory technology, and the child's educational outcomes. <i>Rating: 1 2 3 4 N/A N/O</i></p>
TECHNOLOGY	<p>Demonstrates competency in troubleshooting cochlear implants, hearing aids, and FM systems. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands how the external controls of cochlear implants change the program, volume and sensitivity of the processor. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands the external controls of hearing aids and how to ensure appropriate function. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Understands FM technology and how to troubleshoot relative to each child's individual device, as appropriate. <i>Rating: 1 2 3 4 N/A N/O</i></p>
INSTRUCTIONAL STRATEGIES	<p>Develops appropriate lesson plans with clear goals and objectives for instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Incorporates individualized instruction for each child into the lesson plan outline. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses a variety of materials and media resources, conveying clear goals and purpose of instruction <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Nurtures critical thinking/problem solving. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Paces lesson well and has good transitions from one activity to another. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Follows an age-appropriate, logical scope and sequence of instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Creates instruction that accommodates different learning styles, needs and abilities. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Creates both short and long-term plans to ensure continuity of concept development.</p>

	<p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p style="text-align: right;">25</p>
PARENT GUIDANCE/COACHING AND PARTICIPATION	<p>Establishes productive relationships with parents/guardians in support of student learning and well-being. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Develops effective communication between center and home, with lesson plans that include appropriate supports for parent involvement. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Provides parents with handouts and other informational materials to support the parents in facilitating their child's growth and development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses effective parent coaching strategies, such as reflective questions, supportive prompts, etc. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is well prepared in each session to guide developmentally-appropriate activities, while also following the lead of the children and parents and make appropriate spontaneous adjustments. <i>Rating: 1 2 3 4 N/A N/O</i></p>
LEARNING ENVIRONMENT	<p>Helps children work productively and cooperatively with each other. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Establishes and maintains a positive learning environment. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses a variety of age-appropriate, motivational strategies to achieve learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Encourages growth of self-control and independence in children. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Organizes and manages time, environment, and activities to promote learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Provides clear and appropriate behavioral expectations. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Employs a variety of strategies to monitor behavior. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Establishes desirable relationships with all children. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Analyzes learning situations perceptively and makes decisions that enhance child development. <i>Rating: 1 2 3 4 N/A N/O</i></p>
PROFESSIONALISM AND COLLABORATION	<p>Arrives on time and is prepared with lesson plans and all materials. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is teachable and accepts feedback from cooperating teacher and faculty supervisors. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Submits high quality work on time and proactively seeks clarification or additional supports as needed. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Reflects on experiences and revises practices accordingly. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is current in knowledge of professional literature and implements research-based best practices. <i>Rating: 1 2 3 4 N/A N/O</i></p>

	<p>Works cooperatively and collaboratively with cooperating teacher, practicum supervisors.</p> <p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Effectively collaborates with other professionals (e.g., Educators, Audiologists, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child.</p> <p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates knowledge of local, state, and national resources that might be beneficial for families.</p> <p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Maintains appropriate overall professionalism (conduct, behavior, appearance, etc) with parents, teachers, colleagues.</p> <p><i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Ensures confidentiality of all children and families served.</p> <p><i>Rating: 1 2 3 4 N/A N/O</i></p>
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COOPERATING TEACHER COMMENTS

STUDENT STRENGTHS:

AREAS OF FOCUS:

STUDENT SELF-REFLECTION:

_____The student has successfully demonstrated competencies for practicum rotation

_____The student will be assigned an additional practicum placement to gain experience and to continue the development of necessary competencies

STUDENT

DATE

COOPERATING TEACHER

DATE

UNIVERSITY PRACTICUM SUPERVISOR

DATE

Utah State University
LSL Early Intervention Practicum Competency Evaluation Form

Student Name _____ Age of Children _____
 Teacher Name _____ Semester _____
Please check one: **Midterm Evaluation** **Final Evaluation** **Student Self-Evaluation**

To fulfill the early intervention rotation requirements, graduate students must demonstrate the competencies listed below, earning a minimum rating of 3 for all skills listed.

4 - Proficient - Performance exceeds expectations and demonstrates proficiency for the described skill. The student actively facilitates program excellence and positive change appropriate for a pre-service teacher.

3 - Achieved – Competency and performance expectations have been achieved; the student consistently demonstrates competence either independently or with supports appropriate for a pre-service teacher.

2 - Early Emerging – Performance is on track toward meeting expectations. However, more practice is needed, and the student should meet with the practicum supervisor to develop an action plan to increase skill level. The student may be required to extend the practicum assignment into the next semester.

1 - Unsatisfactory – Performance does not meet the expectations of a beginning teacher. The student is required to complete a Remediation Plan with the practicum supervisor, and it may be necessary to extend the practicum assignment into the next semester.

N/A - Not Applicable during this particular practicum.

N/O – Needs Opportunities to demonstrate.

Choose the rating number that best reflects the student's competency levels for the Early Intervention Practicum Rotation

Content	Skills
PARENT COACHING	Develops comfortable and effective rapport with parents/families. <i>Rating: 1 2 3 4 N/A N/O</i>
	Facilitates family-to-family connections <i>Rating: 1 2 3 4 N/A N/O</i>
	Uses effective parent coaching strategies, such as reflective questions, supportive prompts, etc. <i>Rating: 1 2 3 4 N/A N/O</i>
	Is well prepared in each session to guide developmentally appropriate activities while also following the child's and parents' lead and making appropriate spontaneous adjustments. <i>Rating: 1 2 3 4 N/A N/O</i>
	Facilitates discussions and provides suggestions for families to implement goals within daily routines according to family priorities. <i>Rating: 1 2 3 4 N/A N/O</i>
	Offers handouts and other informational materials to support the parents in facilitating their child's growth and development. <i>Rating: 1 2 3 4 N/A N/O</i>
	Shows creativity in preparation to maximize child and family engagement.

	<p><i>Rating: 1 2 3 4 N/A N/O</i> 2{</p> <p>Integrates natural language learning opportunities throughout each session. <i>Rating: 1 2 3 4 N/A N/O</i></p>
AUDITORY	<p>Demonstrates understanding of auditory perception and a listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Develops auditory targets based on this listening hierarchy of development. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Identifies opportunities to naturally model and embed listening skill development throughout each session. <i>Rating: 1 2 3 4 N/A N/O</i></p>
TECHNOLOGY	<p>Effectively coaches parents to understand and troubleshoot their child's technology, including age-appropriate listening checks and/or LING training. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Comfortably responds to parent questions related to hearing technology. <i>Rating: 1 2 3 4 N/A N/O</i></p>
INSTRUCTIONAL STRATEGIES	<p>Demonstrates comprehensive knowledge of each child's IFSP goals and incorporates these individual goals as an integrated component of the session. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates knowledge of birth-3 developmental milestones. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Utilizes appropriate data collection strategies to document progress and to support planning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Sessions are paced well with good transitions from one activity to another. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Demonstrates effective understanding and use of LSL strategies. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Follows an age-appropriate, logical scope and sequence of instruction. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Uses developmentally appropriate instruction and links new ideas to prior knowledge <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Plans sessions that accommodate different learning styles, needs, and abilities. <i>Rating: 1 2 3 4 N/A N/O</i></p>
LEARNING ENVIRONMENT	<p>Establishes and maintains a positive learning environment. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Organizes and manages time, environment, and activities to promote learning. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>In partnership with parents, helps to foster age-appropriate child behaviors, and appropriately manages challenging behaviors. <i>Rating: 1 2 3 4 N/A N/O</i></p>
PROFESSIONALISM AND COLLABORATION	<p>Arrives on time and is prepared with lesson plans and all materials. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Is teachable and accepts feedback from cooperating teacher and faculty supervisors. <i>Rating: 1 2 3 4 N/A N/O</i></p> <p>Reflects on session experiences and revises practices accordingly. <i>Rating: 1 2 3 4 N/A N/O</i></p>

Effectively collaborates with other professionals (e.g., Early Interventionist, Audiologist, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child.

Rating: 1 2 3 4 N/A N/O

Demonstrates knowledge of local, state, and national resources that might be beneficial for families.

Rating: 1 2 3 4 N/A N/O

Ensures confidentiality of all children and families served.

Rating: 1 2 3 4 N/A N/O

Maintains an appropriate level of professionalism (conduct, behavior, appearance, etc) with parents, teachers, colleagues, and other professionals.

Rating: 1 2 3 4 N/A N/O

Is respectful in all interactions; responsive to emails and requests from cooperating teacher and/or supervisors.

Rating: 1 2 3 4 N/A N/O

COOPERATING TEACHER COMMENTS

STUDENT STRENGTHS:

AREAS OF FOCUS:

STUDENT SELF-REFLECTION:

_____The student has successfully demonstrated competencies for practicum rotation

_____The student will be assigned an additional practicum placement to gain experience and to continue the development of necessary competencies

STUDENT

DATE

COOPERATING TEACHER

DATE

UNIVERSITY PRACTICUM SUPERVISOR

DATE

COMD 6360 Comprehensive Lesson Plan	Exemplary 4	Proficient 3	Emerging 2	Unsatisfactory 1
Task 1				
Context: Children Case Histories, School, Classroom and Curricular Contexts, Impact on Learners Development	Case histories of each child in the classroom, descriptions of school, classroom, and curricular contexts are detailed and indicate a good understanding of all factors impacting the learner's ability to develop listening and spoken language. Descriptions indicate how this knowledge will impact the candidate's teaching.	Case histories and descriptions of school, classroom, and curricular contexts are rich and indicate a good understanding of many factors impacting the learner's ability to develop listening and spoken language.	Case histories and descriptions of school, classroom, and curricular contexts vary in depth and richness, indicating a good understanding of some but not all of the contextual factors impacting the learner's ability to develop listening and spoken language.	Case histories and descriptions of school, classroom, and curricular contexts are missing or are at the surface level only, suggesting a limited understanding of contextual factors impacting the learner.
Task 2				
Lesson Plan: Instruction Goals and Objectives Cognitive Questions (CQ) Materials	Details high, worthwhile, and appropriate learning goals/objectives based on detailed knowledge of student needs. Detailed use of Listening and Spoken Language Strategies used to develop auditory perception and spoken language CQ(s) is open-ended and encourages higher-order thinking. CQ(s) help students conceptualize the theme of the lesson and challenge students to think critically. . CQ(s) also prompts students	Details appropriate learning goals/objectives based on knowledge of student needs. Listening and Spoken Language Strategies are listed to use to develop auditory perception and spoken language CQ(s) is open-ended and encourages higher-order thinking. CQ(s) help students conceptualize the theme of the lesson and challenge students to think critically	Goals/Objectives are vaguely articulated, of limited significance, and loosely related to the instruction or student needs. Few listening and spoken language strategies are listed. CQ(s) is open-ended and encourages some higher-order thinking.	Goals/Objectives may not be goals/objectives at all, but rather activities. When stated, they are vague, trivial, inappropriate, and/or not connected to the instruction and/or student needs. Little to no understanding of listening and spoken language strategies, auditory perception, and spoken language development CQ(s) is too simple will not help students think critically.

	<p>to develop a plan of action and construct their knowledge by connecting the topic to what they've learned previously.</p> <p>All materials necessary for children and teacher to complete lesson clearly listed.</p>	<p>Most materials necessary for children and teacher to complete lesson are listed.</p>	<p>Some materials necessary for children and teacher to complete lesson are listed, but list is incomplete.</p>	<p>31</p> <p>Material list is missing. Use of resources & materials is limited or absent.</p>
Task 3				
Lesson Plan: Utah Core Academic Standards	<p>Cites thorough and descriptive objectives in terms of Utah Core Academic Standards and Objectives; objectives are clearly tied to all aspects of the lesson.</p>	<p>Cites somewhat descriptive objectives in terms of Utah Core Academic Standards and Objectives for most of the lesson; objectives adequately meet.</p>	<p>Few objectives in terms of Utah Core Academic Standards and Objectives; objectives somewhat meet the goals of the lesson.</p>	<p>Does not cite Utah Core Academic Standards and Objectives as a part of lesson planning; inadequate objectives to meet goals of the lesson plan.</p>
Task 4				
Lesson Plan: Incorporate Individual IEP Goals Assessment	<p>Plans and designs instructional strategies that align with each child's IEP goals and benchmarks and considers classroom/school context and each child's background and preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is clearly delineated and authentic. It can be readily used for expert, peer, and/or self-evaluation.</p>	<p>Plans and designs instructional strategies that align with each child's IEP goals and benchmarks and considers classroom/school context and preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is present. It can be readily used for expert, peer, and/or self-evaluation.</p>	<p>Plans instructional strategies that align with each child's IEP goals and benchmarks but does not consider classroom/school context and/or preassessment data.</p> <p>The method for assessing individual learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.</p>	<p>Plans instructional strategies that do not align with each child's IEP goals and benchmarks.</p> <p>Method for assessing individual learning and evaluating instruction is missing.</p>
Task 5				
Lesson Plan: Parent Guidance and Participation	<p>Details how families will receive information on individual learning objectives, information, and training on carry-over ideas for the home environment to support and monitor learning at home.</p>	<p>Details how families will receive information on how they can support and monitor learning at home. This information is grade-level specific and relevant to each child's educational process. The teacher provides</p>	<p>Limited details on how families will receive information on how they can support learning at home and create an environment conducive to learning. There are some resources and opportunities for</p>	<p>There is no information on how to support student learning at home.</p>

	<p>This information is specific to each child's learning needs. The teacher provides this information in a systematized and traditional way, including modeling and providing in-person support to families on implementing these activities at home.</p>	<p>some modeling and in-person guidance on these learning activities.</p>	<p>families to get information and ask questions about teaching and learning. This information is general and not specific to their individual child.</p>	<p>32</p>
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Appendix B.3

Utah State University						
Preservice Teacher Evaluation Form						
Listening and Spoken Language Deaf Education Student Teaching						
<p>This is a summative evaluation of the teacher candidate's performance at the conclusion of the student teaching experience. The evaluation is based on the Utah Effective Teaching Standards and the Utah Teaching Observation Tool (version 3.0). Additionally, students must demonstrate competencies for serving children who are deaf or hard of hearing, as shown in specialization ratings. A score of Preservice Proficient for any criteria indicates proficient performance for a teacher candidate. To pass student teaching, teacher candidates must score 2 or 3 on all items. Some items cannot be judged without conferring with the teacher candidate. Judgments based on conference are indicated with 'x'.</p>						
Teacher Candidate:		Not effective	Developing	Approaching	Preservice Proficient	Judgement Based on Conference
Teaching Placement:						
Semester/Date:						
Student Teaching Supervisor / Evaluator:						
The Learner and Learning						
1a	Creates developmentally appropriate and challenging learning experiences based on each learner's strengths, interests, and needs.	0	1	2	3	
1b	Collaborates with families, colleagues, and other professionals to promote student growth and development.	0	1	2	3	
2a	Understands individual learner differences and holds high expectations of students.	0	1	2	3	
2b	Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	0	1	2	3	
2c	Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.	0	1	2	3	
2d	Creates a learning culture that encourages individual learners to persevere and advance.	0	1	2	3	
2e	Incorporates tools of language development into planning and instruction for English language learners and supports development of English proficiency.	0	1	2	3	
3a	Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.	0	1	2	3	
3b	Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry.	0	1	2	3	
3c	Uses a variety of classroom management strategies to effectively maintain a positive learning environment.	0	1	2	3	
3d	Equitably engages students in learning by organizing, allocating, and managing the resources of time, space, and attention.	0	1	2	3	

3e	Extends the learning environment using technology, media, and local and global resources.	0	1	2	3	3 ⁴
3f	Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in various real-world contexts.	0	1	2	3	
Instructional Practice						
4a	Knows the content of the discipline and conveys accurate information and concepts.	0	1	2	3	
4b	Demonstrates an awareness of the Utah Core Standards and references them in short- and long-term planning.	0	1	2	3	
4c	Engages students in applying methods of inquiry and standards of evidence of the discipline	0	1	2	3	
4d	Uses multiple representations of concepts that capture key ideas.	0	1	2	3	
4e	Supports students in learning and using academic language accurately and meaningfully.	0	1	2	3	
5a	Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that match learning objectives and engage the learner in demonstrating knowledge and skills.	0	1	2	3	
5b	Engages students in understanding and identifying the elements of quality work and provides them with timely and descriptive feedback to guide their progress in producing that work	0	1	2	3	
5c	Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	0	1	2	3	
5d	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	0	1	2	3	
5e	Documents student progress and provides descriptive feedback to students, parents, and other stakeholders in a variety of ways.	0	1	2	3	
5f	Understands and practices appropriate and ethical assessment principles and procedures.	0	1	2	3	
6a	Plans instruction based on the Utah Core Standards.	0	1	2	3	
6b	Individually and collaboratively selects and creates learning experiences that are appropriate for reaching content standards relevant to learners and based on principles of effective instruction.	0	1	2	3	
6c	Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning	0	1	2	3	
6d	Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	0	1	2	3	
6e	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	0	1	2	3	
7a	Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	0	1	2	3	

7b	Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.	0	1	2	3	3 ⁵
7c	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	0	1	2	3	
7d	Uses a variety of instructional strategies to support and expand each learner's communication skills.	0	1	2	3	
7e	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills	0	1	2	3	
7f	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	0	1	2	3	
7g	Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	0	1	2	3	
7h	Uses a variety of questioning strategies to promote engagement and learning.	0	1	2	3	
Professional Responsibility						
8a	Independently and in collaboration with colleagues, uses a variety of data to evaluate the outcomes of teaching and learning and to reflect on and adapt planning and practice.	0	1	2	3	
8b	Actively seeks professional, community, and technological learning experiences within and outside the school as supports for reflection and problem solving.	0	1	2	3	
8c	Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences to build stronger relationships and create more relevant learning experiences.	0	1	2	3	
8d	Actively investigates and considers new ideas that improve teaching and learning and draws on current education policy and research as sources of reflection.	0	1	2	3	
8e	Develops a professional learning plan based on individual needs and the needs of learners, schools, and educational communities.	0	1	2	3	
9a	Prepares for and participates actively as a team member in decision-making processes and building a shared culture that affects the school and larger educational community	0	1	2	3	
9b	Participates actively as part of the learning community, sharing responsibility for decision making and accountability for each student's learning, and giving and receiving feedback.	0	1	2	3	
9c	Advocates for the learners, the school, the community, and the profession.	0	1	2	3	
9d	Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	0	1	2	3	
9e	Engages in professional learning to enhance knowledge and skill, to contribute to the knowledge and skill of others, and to work collaboratively to advance professional practice.	0	1	2	3	

10a	Is responsible for compliance with federal and state laws, State Board of Education administrative rules, state assessment policies, local board policies, and supervisory directives.	No	Yes	36
10b	Avoids actions which may adversely affect ability to perform assigned duties and carry out the responsibilities of the profession, including role model responsibilities.	No	Yes	
10c	Takes responsibility to understand professional requirements, to maintain a current Utah Educator License, and to complete license upgrades, renewals, and additional requirements in a timely way.	No	Yes	
10d	Maintains accurate instructional and non-instructional records.	No	Yes	
10e	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.	No	Yes	
10f	Develops appropriate student-teacher relationships as defined in rule, law, and policy.	No	Yes	
10g	Maintains professional demeanor and appearance as defined by the local education agency (LEA).	No	Yes	

Specialization Competencies for Serving Children who are Deaf or Hard of Hearing

Demonstrates comprehensive knowledge of each child's individual IEP goals and incorporates these into the classroom goals and activities	0	1	2	3	
Effectively collaborates with other professionals (e.g., audiology, SLP, OT, PT) to ensure that services are integrated and cohesive to best serve the child.	0	1	2	3	
Demonstrates understanding of auditory perception and a listening hierarchy of development.	0	1	2	3	
Develops auditory targets based on a hierarchical model (e.g., CASLLS, TASL) and on normal stages of development in audition.	0	1	2	3	
Identifies opportunities to embed listening skill development throughout the school day, across all activities and environments.	0	1	2	3	
Performs the Ling 6/7 Sounds Test effectively in all conditions (ie. bilateral, individual ear, distance, conditioned responses, detection, identification, comprehension).	0	1	2	3	
Demonstrates competency in troubleshooting cochlear implants, hearing aids, and FM systems.	0	1	2	3	
Understands how the external controls change the program, volume and sensitivity of the processor.	0	1	2	3	
Understands the external controls of hearing aids and how to ensure appropriate function.	0	1	2	3	
Understands FM technology and how to troubleshoot relative to each child's individual device, as appropriate.	0	1	2	3	
Can describe the connection between audiology services, optimal performance from the auditory technology, and the child's educational outcomes.	0	1	2	3	

CURRICULUM VITAE

Lauri Harwood Nelson, PhD

TITLE Professor and Deaf Education Division Chair

ADDRESS Utah State University
 Dept of Communicative Disorders and Deaf Education
 2620 Old Main Hill
 Logan, UT 84322-2620
 lauri.nelson@usu.edu / 435-797-8051

EDUCATION

<u>Degree</u>	<u>Year</u>	<u>Institution</u>	<u>Department/Specialization</u>
B.S.	1984	Utah State University	Communicative Disorders
M.S.	1986	University of Utah	Clinical Audiology
Teaching License	2000	University of Utah	Special Education/Deaf Education
Endorsement	2000	University of Utah	Deaf/Hard of Hearing Endorsement
Ph.D.	2007	University of Utah	Special Education

CURRENT APPOINTMENT

Utah State University
Department of Communicative Disorders and Deaf Education
Logan Utah

2020 - Present Professor
 2016 - Present Deaf Education Division Chair
 2011 - Present Director, LSL Deaf Education Graduate Training Program
 2008 - Present Leadership Team, Sound Beginnings
 2015 - 2020 Associate Professor
 2008 - 2014 Assistant Professor
 2008 - 2010 Director, Sound Beginnings

PROFESSIONAL EXPERIENCE

2006 - 2008 Clinical Research Scientist
 Advanced Bionics Corporation
 Valencia CA

2002 - 2006 Clinical Audiologist/Aural Habilitation Specialist
 Cochlear Implant Program Coordinator
 Primary Children's Medical Center
 Salt Lake City UT

2002 - 2006 Adjunct Faculty – Sensory Impairment Consortium
 University of Utah / Department of Special Education
 Salt Lake City UT

1993 - 2007 Audiologist
 Infant Hearing Screening, Program Development and Coordinator
 Lakeview Hospital
 Bountiful UT

- 2000 - 2001 Itinerant Teacher – Department of Deaf Education
Davis County School District
Farmington UT
- 1999 - 2000 Consultant for Students who are Deaf/Hard of Hearing
Salt Lake City School District
Salt Lake City UT
- 1999 - 2000 Itinerant Teacher – Deaf Education: Oral Program
Utah Schools for Deaf and Blind
Salt Lake City UT
- 1997 - 1999 Clinical Audiologist
Infant Hearing Screening Program Coordinator
St. Mark's Hospital
Salt Lake City UT
- 1986 - 1998 Clinical Pediatric Audiologist for various physician and ENT groups

Professional Certification and Licensure

Licensed Audiologist
Utah Division of Occupational & Professional Licensing

Previously licensed educator - special education with DHH Endorsement. (No longer eligible since not active teacher in K-12 setting).

EXTERNAL FUNDING

Competitive Awards

- Nelson, L.** (2019). Listening and Spoken Language Tele-Intervention Services for Children who are DHH and their Families. *Oberkötter Foundation*. Role: **Principle Investigator**. Award amount: **\$300,000**.
- Nelson, L.** (2018). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$62,100**.
- Nelson, L.** and Lucero, R. (2017). Personnel Preparation for Early Childhood Deaf Educators. *Office of Special Education Programs, US Department of Education*. Role: **Principle Investigator**. Award amount: **\$1,245,249**.
- Nelson, L.** (2017). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$83,327**.
- Nelson, L.** & Munoz, K. (2016). Multi-State Tele-Intervention for Children who are DHH Learning Listening and Spoken Language. *Oberkötter Foundation*. Role: **Principle Investigator**. Award amount: **\$279,860**.
- Nelson, L.** (2016). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$86,399**.
- Nelson, L.** (2014). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$171,968**.

- Nelson, L.** (2013). Personnel Preparation for Teachers of Preschool Children Who Are Deaf or Hard of Hearing. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$86,056**.
- Nelson, L.** (2012). Personnel Preparation for Early Childhood Deaf Educators. *Office of Special Education Programs, US Department of Education*. Role: **Principle Investigator**. Award amount: **\$1,247,502**.
- Nelson, L.,** & Callow-Heusser, C. (2012). Personnel Preparation for Teachers of Preschool Children Who Are DHH. *Utah State Office of Education*. Role: **Principle Investigator**. Award amount: **\$92,692**.
- Blaiser, K., White, K., Munoz, K., & **Nelson, L.** (2012). LSL Emphasis for Deaf Educators, Speech-Language Pathologists, and Audiologists. *Oberkottner Foundation*. Role: Co-Investigator. Award amount: **\$341,000**

Non-Competitive Awards

- Nelson, L.,** & White K. (2012). Otoacoustic Emissions: An Evaluation of False Negative Response Rate. *National Center for Hearing Assessment and Management*. Role: Co-Principle Investigator. Award amount: **\$10,000**.
- White, K., **Nelson, L.,** and Munoz, K. (2011). Funding for educational and clinical staff at Sound Beginnings. *Utah State Schools for the Deaf and Blind*. Role: Co-Principle Investigator. Award amount: **\$2,184,714** (over four years 2011-2015).

Prior to Joining USU

- Nelson, L.** (1999). Grant awarded for research and development in cochlear implants. *Cochlear Corporation, Inc.* Award amount: **\$12,000** plus expenses for conference.
- Nelson, L.** & Robins, K. (1999). Award granted by the University of Utah for Distance Education Development *Technology Assisted Curriculum Center*. Award amount: **\$2,500**.

RESEARCH

Peer Reviewed Publications (*USU Student Co-Authors)

- Nelson, L.H.,** *Gotcher, S.C., Smith, L. (2020). Getting started with home visits: Recommendations for serving families of children who are deaf or hard of hearing. *The Journal of Early Hearing Detection and Intervention*, 5(2), 26-39. <https://doi.org/https://doi.org/10.26077/6f42-118b>
- Nelson, L.H.,** Anderson, K., *Whicker, J., Barrett, T., Munoz, K., & White, K. (2020). Classroom listening experiences of students who are DHH using LIFE-R. *Speech Language and Hearing Services in Schools*, 51(3), 720-733. https://doi.org/10.1044/2020_LSHSS-19-00087
- *Whicker, J.J., Munoz, K., Pearson, N.J., Landon, T.J., **Nelson, L.H.,** White, K.R., & Twohig, M.P. (2020). Hearing care and management priority among parents of children with Down syndrome. *International Journal of Audiology*. Published online at <https://doi.org/10.1080/14992027.2020.1836407>
- Munoz, K., *Larsen, M., **Nelson, L.,** Leopold, S., & Twohig, M. (2019). Pediatric amplification management: Parent experiences monitoring children's aided hearing. *Journal of Early Hearing Detection and Intervention*.
- Nelson, L.,** *Stoddard, S., *Fryer, S., & Munoz, K. (2019). Increasing engagement of children who are deaf or hard of hearing during parent-child storybook reading. *Communication Disorders Quarterly*. First published online at <https://doi.org/10.1177/1525740118819662>

- *Whicker, J.J., Munoz, K., & **Nelson, L.H.** (2019). Parent challenges, perspectives and experiences caring for 4 (children who are deaf or hard-of-hearing with other disabilities: A comprehensive review. *International Journal of Audiology*, 58(1), 5-11.
- Muñoz, K., *Price, T., **Nelson, L.**, & Twohig, M. (2019). Counseling in Pediatric Audiology: Audiologists' Perceptions, Confidence, and Training. *Journal of the American Academy of Audiology*. *Journal of American Academy of Audiology*, 30(1), 66-77. Epub Dec 2017. Doi: 10.3766/jaaa.17087.
- Muñoz, K., **Nelson, L.**, & *Herald, K. (2018). Pediatric hearing device management: Professional practices for monitoring aided audibility. *Journal of Early Hearing Detection and Intervention*, 3(1), 2-20.
- *Coleman, C., Munoz, K., *Ong, C., *Butcher, G., **Nelson, L.**, & Twohig, M. (2018). Opportunities for audiologists to use patient-centered communication during hearing device monitoring encounters. *Seminars in Hearing*, 39, 32-43.
- *Finai, J., Munoz, K., *Ong, C., *Butcher, G., **Nelson, L.**, & Twohig, M. (2018). Teaching counseling in audiology: How supervisors can support students to increase use of skills. *Seminars in Hearing*, 39, 44-51.
- *Caballero, A., Muñoz, K., White, K.R., **Nelson, L. H.**, Domenech-Rodriguez, M., & Twohig, M. (2017). Pediatric hearing aid management: Challenges among Hispanic families. *Journal of American Academy of Audiology*, 28(8), 718-730.
- Munoz, K. F., *Ong, C., Borrie, S., **Nelson, L. H.**, and Twohig, M. P. (2017). Audiologists' communication behavior during hearing device management appointments. *International Journal of Audiology*, 56(5), 328-336. Published online February 2017; doi: 10.1080/14992027.2017.1282632.
- Nelson, L. H.**, White, K. R., Baker, D. V., *Hayden, A., & Bird, S. (2017). The effectiveness of commercial desiccants and uncooked rice in removing moisture from hearing aids. *International Journal of Audiology*, 56(4), 226-232. Published online November 2016; doi: 10.1080/14992027.2016.1253877.
- Nelson, L. H.**, *Herde, L., Munoz, K., White, K. R., & Page, M. D. (2017). Parent perceptions of their child's communication and academic experiences with cochlear implants. *International Journal of Audiology*, 56(3), 164-173. Published online October 2016; doi: 10.1080/14992027.2016.1244866.
- Muñoz, K., *Kibbe, K., Preston, E., *Caballero, A., **Nelson, L.H.**, White, K., & Twohig, M. (2017). Paediatric hearing aid management: A demonstration project for using virtual visits to enhance parent support. *International Journal of Audiology*, 56(2), 77-84. Published online September 2016; doi:10.1080/14992027.2016.1226521.
- White, K. R., **Nelson, L. H.**, & Munoz, K. (2016). How many babies with hearing loss will be missed by repeated newborn hearing screening with otoacoustic emissions due to statistical artifact? *Journal of Early Hearing Detection and Intervention*, 1(2), 56-62.
- Munoz, K., **Nelson, L. H.**, & Barker, B. (2016). A review of internet resources related to spoken language intervention for Spanish-speaking parents of children who are deaf or hard of hearing. *Journal of Early Hearing Detection and Intervention*, 1(2), 72-77.
- Nelson, L. H.**, *Wright, W., & Parker, E. W. (2016). Embedding music into language and literacy instruction for young children who are deaf or hard of hearing. *Young Exceptional Children*, 19(1), 27-38. Published online January 2015; doi:10.1177/1096250614566539
- Muñoz, K., *Rusk, S., **Nelson, L.H.**, Preston, E., White, K., Barrett, T., & Twohig, M. (2016). Pediatric Hearing Aid Management: Parent Reported Needs for Learning Support. *Ear and Hearing*, 37(6), 703-709. doi:10.1097/AUD.0000000000000338
- Muñoz, K., **Nelson, L. H.**, Blaiser, K., *Price, T., & Twohig, M. (2015). Improving support for parents of children with hearing loss: Provider training on use of targeted communication strategies. *J of American Academy of Audiology*, 26(2), 116-127. doi: 10.3766/jaaa.26.2.2.

- Nelson, L. H.** (2014). Deaf education services in southern regions of Vietnam: A survey of teacher perceptions and recommendations. *Deafness and Education International*, 17(2), 76-87.
- *Storey, K., Muñoz, K., **Nelson, L.H.**, Larsen, J., & White, K. (2014). Ambient noise impact on accuracy of automated hearing assessment. *International Journal of Audiology*, 53(10), 730-736. Published online June 2014; doi: 14992027.2014.920110.
- Nelson, L. H.**, *Powell, K., Bloom, S. E., & Lignugaris/Kraft, B. (2014). Development of basic concepts in early education programs for children who are deaf or hard of hearing in listening and spoken language classrooms. *Volta Review*, 114(1), 7-27.
- Nelson, L. H.**, Ngoc, T. T. K., Chung, N. T., & Callow-Heusser, C. (2014). The impact of specialized training for teachers of the deaf to facilitate listening and spoken language skills of children who are deaf or hard of hearing in underdeveloped countries. *International Journal of Educational Research and Development*, 3(4), 66-75.
- Nelson, L. H.**, *Poole, B., & Munoz, K. (2013). Preschool teachers' perceptions and use of hearing assistance technology in educational settings. *Language, Speech, and Hearing Services in Schools*, 44(3), 239-251; doi: 10.1044/0161-1461(2013/12-0038).
- Nelson, L. H.**, White, K., & *Grew, J. (2012). Evidence for website claims about the benefits of teaching sign language to infants and toddlers with normal hearing. *Infant Child Development*, 21(5), 474-502; doi: 10.1002/icd.1748.
- Munoz, K., **Nelson, L. H.**, *Goldgewicht, N., & O'Dell, D. (2012). Early hearing detection and intervention: Diagnostic hearing assessment practices. *American Journal of Audiology*, 20(2), 123-131; doi: 10.1044/1059-0889(2011/10-0046).
- *Larsen, R., Munoz, K., DesGeorges, J., **Nelson, L. H.**, & Kennedy, S. (2012). Early hearing detection and intervention: Parent experiences with the diagnostic hearing assessment. *American Journal of Audiology*, 21(1), 91-99.
- Nelson, L. H.**, Bradham, T. S., & Houston, K. T. (2011). The EHDI and early intervention connection. *Volta Review*, 111(2), 133-149.
- Nelson, L. H.**, Houston, K. T., Hoffman, J., & Bradham, T. S. (2011). Interdisciplinary collaboration in EHDI programs. *Volta Review*, 111(2), 267-279.
- Muñoz, K., **Nelson, L. H.**, Bradham, T. S., Hoffman, J., & Houston, K. T. (2011). Integrating the medical home into the EHDI process. *Volta Review*, 111(2), 151-164.
- Muñoz, K., Bradham, T. S., & **Nelson, L. H.** (2011). A Systematic analysis of audiological services in EHDI. *Volta Review*, 111(2), 121-132.
- Hoffman, J., Muñoz, K., Bradham, T. S., & **Nelson, L. H.** (2011). Loss to follow-up: Issues and recommendations. *Volta Review*, 111(2), 165-180.
- Nelson, L.H.**, & Johnston, S.S. (2003). Children with cochlear implants in the inclusive early childhood classroom. *Young Exceptional Children*, 7(1), 2-10.

Book Chapters

- Nelson, L. H.** & Munoz, K. (2019). Audiologic rehabilitation. In R. B Gillam and T. P Marquardt (Eds.) *Communication Sciences and Disorders: From Science to Clinical Practice – 4th Ed.* Jones and Bartlett.
- Nelson, L. H.** & Trautwein, B. (2017). Instructional planning: Evidence-based assessment & intervention. In S. Lenihan (Ed.), *Preparing to Teach, Committing to Learn: An Introduction to Educating Children who are*

Nelson, L. H. & Munoz, K. (2015). Audiologic rehabilitation. In R. B Gillam and T. P Marquardt (Eds.) *Communication Sciences and Disorders: From Science to Clinical Practice – 3rd Ed.* Jones and Bartlett.

Nelson, L. H., Lenihan, S., & White, K. R. (2014). Preparation of teachers for children who are deaf or hard of hearing. In P. T. Sindelar, E. D. McCray, M. Brownell, and B. Lignugaris/Kraft (Eds.) *Handbook of Research on Special Education Teacher Preparation*. Routledge Education, 334-352.

Editor-Reviewed Publications (*USU Student Co-Authors)

Pitt, C., *Sawin, T., **Nelson, L.**, Preston, E., & Muñoz, K. (2016). Cochlear implant selection process: Audiologist practices. *Perspectives of Hearing and Hearing Disorders in Children*, 1, 29-36. doi:10.1044/persp1.9.29

Pitt, C., *Heitzinger, C., **Nelson, L.**, Preston, E., & Muñoz, K. (2016). Cochlear implant recipients: Device selection preferences and experiences. *Perspectives of Hearing and Hearing Disorders in Children*, 1, 4-20. doi:10.1044/persp1.SIG9.4

Other Scholarly Products

Teacher Training Curriculum in Nakuru, Kenya (2013). Using wordless books as a tool for language and literacy instruction in the classroom. In collaboration with *RaFikis, SLC Rotary*.

Audiology and Hearing Health Training Curriculum for Physicians in South Vietnam (2012). In collaboration with *Global Foundation for Children with Hearing Loss*.

Vietnam Audiology Technician and Teacher Training Curriculum (2012). In collaboration with *Global Foundation for Children with Hearing Loss*.

Audiology Personnel Training Curriculum: South Vietnam (2011). In collaboration with *Global Foundation for Children with Hearing Loss*.

Peer Reviewed National Presentations (*USU Student Co-Presenters)

*Missel, A., Milman, L., Amundson, D., **Nelson, L.**, Off, C., Rees, E., Murdock, A., & Sproul, R. (2021). Tele-connect aphasia group (TAG): Continuing language treatment after an intensive comprehensive aphasia program (ICAP). *American Speech and Hearing Association (ASHA)*. Virtual Conference.

*Saeli, A., **Nelson, L.**, & Law, S. (2020). It isn't snack, it's language with food. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

*Gotcher, S., **Nelson, L.**, & Smith, L. (2020). Reflective Questions to Promote Parent Engagement in Early Intervention Services. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

*Beerbower, E. & **Nelson, L.** (2020). Talking about summer: A summer resource notebook for listening and spoken language preschool teachers. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

*Giles, B. & **Nelson, L.** (2020). Supporting pragmatics of a child who is deaf or hard of hearing: A guide for parents. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

- *Peak, M. & **Nelson, L.** (2020). The importance of parent involvement: Incorporating goals into everyday routines. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- *Hunsaker, H., Cook-Ward, K., & **Nelson, L.** (2020). Using social media as a tool to spread awareness of deaf education services. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- *Cogswell, J. & **Nelson, L.** (2020). A music resource to support auditory perception development in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.
- *Lewis, A. & **Nelson, L.** (2019). Tell me a story, sing me a song: Musical theater for children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- *Empey, K., **Nelson, L.**, & Munoz, K. (2019). Ling 6 sound test: Parent and professional views and practices. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- *Cook-Ward, K. & **Nelson, L.** (2018). Longitudinal outcomes of children who are DHH who attend an LSL preschool. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- *Coleman, C., *Finai, J., Munoz, K., & **Nelson, L.** (2018). Listening and spoken language: Graduate student training to maximize listening and spoken language outcomes in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- *Simonson, W., *Broadhead, K., **Nelson, L.**, & Munoz (2018). Creating Language Activities for Engaging Parents of Children Who are Deaf or Hard of Hearing in Daily Language Development. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- *Orrock, D., *Finai, J., *Coleman, C., Munoz, K., & **Nelson, L.** (2018). An interprofessional education model for Utah State University graduate students. *Early Hearing Detection and Intervention (EHDI) National Conference*. Denver, CO.
- Nelson, L. H.**, & Parker, E. W. (2017). Promoting Literacy Development in Children who are DHH in Underserved Regions Using Readily Available Materials and During Everyday Activities. *Coalition for Global Hearing Health (CGHH) International Conference*. Miami, FL.
- *Zaddack, A., & **Nelson, L. H.** (2017). Signs of Autism Spectrum Disorders in Children with Hearing Loss and Practical Suggestions for Audiologists. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.**, Parker, E. W., *Huish, A., & *Price, M. (2016). Developing a specialized training program for working professionals to increase knowledge and skills to serve children who are DHH. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- *Mulder, M., & **Nelson, L. H.** (2016). Using LENA measurements to improve children's environment and language opportunities. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- *Miller, L., **Nelson, L. H.**, & Martin, N. (2016). Parents and pragmatics: A resource to support social emotional development in children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- *Abraham, C., **Nelson, L. H.**, Martin, N., & Devey, A. (2016). Strategies for implementing family support programs for children developing listening and spoken language. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.
- *Nebeker, J., **Nelson, L. H.**, Parker, & E. W. (2016). Strategies for supporting para-professionals who work with young children who are DHH in LSL classrooms. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

- Nelson, L. H.**, *Herde, L., Munoz, K., White, K., & Page, M. (2015). Communication, academic, and social experiences of cochlear implant users. *American Speech and Hearing Association (ASHA) National Conference*. Denver, CO. 4
- *Carlton, A., *Hess, L., & **Nelson, L. H.** (2015). The language of mathematics: Early childhood mathematics for children who are deaf or hard-of-hearing and the role of parental involvement. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Herde, L., **Nelson, L. H.**, Page, M., Munoz, K., & White, K. (2015). A survey of academic and social experiences of cochlear implant users. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Peters, S., **Nelson, L. H.**, & Munoz, K. (2015). LENA measurements of language facilitation strategies utilized by parents during storybook reading. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Hendrix, A., **Nelson, L. H.**, & Parker, E. W. (2015). Self-advocacy skills of children who are deaf or hard of hearing: Teacher perceptions in preschool and inclusive general education settings. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Smith, L., **Nelson, L. H.**, Martin, N., & Walker, C. (2015). The impact on vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Fryer, S. & **Nelson, L. H.** (2015). Parent-child book reading: Using home literacy units to foster language development in children who are DHH. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.
- *Brown, M., Callow-Heusser, C., & **Nelson, L. H.**, & Parker, E. W. (2015). Evaluation of child preferences for adult narrator or child narrator on *Reading for All Learners* iPad app. *Council for Exceptional Children National Conference*. San Diego, CA.
- *Smith, L., **Nelson, L. H.**, Martin, N., & Walker, C. (2015). Vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Council for Exceptional Children National Conference*. San Diego, CA.
- *Price, M., *Huish, M., & **Nelson, L. H.** (2014). A survey of preschool and kindergarten teachers' perspectives of pragmatic skills of children who are DHH aligned with Common Core Standards. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- *Wright, W., **Nelson, L. H.**, & Parker, E. W. (2014). Strategies for incorporating music into the literacy curriculum for children who are deaf or hard of hearing. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- *Slater, L. & **Nelson, L. H.** (2014). Literacy strategies using picture books featuring children with hearing technology. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Nelson, L. H.**, & White, K. (2014). Incidence of false negative otoacoustic emissions. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Simonsmeier, V. & **Nelson, L.** (2014). Diagnosing Autism Spectrum Disorders in children with hearing loss: How the DSM-5 can benefit children and families. *Early Hearing Detection and Intervention (EHDI) National Conference*. Jacksonville, FL.
- Simonsmeier, V. & **Nelson, L.** (2014). Autism Spectrum Disorders in children with hearing loss. *American Speech and Hearing Association (ASHA) National Conference*. Orlando, FL.
- *Huish, M., *Price, M., & **Nelson, L. H.** (2014). Teacher perceptions of pragmatics development of children who are deaf or hard of hearing. *Council for Exceptional Children National Conference*. Philadelphia, PA.

- *Wright, W., **Nelson, L. H.**, & Parker, E. W. (2014). Incorporating music into the literacy curriculum for children who are deaf or hard of hearing. *Council for Exceptional Children National Conference*. Philadelphia, PA.
- *Beckert, T., **Nelson, L. H.**, & Parker, E. (2014). Generalizing familiar language: Daily routine literacy kits for home-based therapy. *Council for Exceptional Children National Conference*. Philadelphia, PA.
- *Storey, K., Munoz, K., **Nelson, L.**, & White, K. (2014). Accuracy of the KUDUwave in noisy environments. *Conferece of Coalition for Global Hearing Health*. Oxford, UK.
- *Hayden, A., **Nelson, L. H.**, & White, K. (2013). A comparison of humidity probe measurements of traditional and nontraditional moisture removal from hearing aids. *American Speech and Hearing Association (ASHA) National Conference*. Chicago, IL.
- *Storey, K., Munoz, K., & **Nelson, L. H.** (2013). Accuracy of automated hearing assessment in the presence of background noise. *American Speech and Hearing Assoc (ASHA) National Conference*. Chicago, IL.
- *Weiss, J., **Nelson, L. H.**, & Parker, E. (2013). Supporting paraprofessionals in LSL classrooms. *Early Hearing Detection and Intervention (EHDI) National Conference*. Phoenix, AZ.
- Nelson, L.** & *Hayden, A. (2012). Humidity probe measurements of hearing aid moisture removal strategies. *American Speech and Hearing Association (ASHA) National Conference*. Atlanta, GA.
- *Poole, B., **Nelson, L.**, & Muñoz, K. (2011). Current practices of FM use in preschool children with hearing loss. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.** & Pitt, C. (2011). Cochlear implant benefit in a child with apparent absence of an auditory nerve. *13th Symposium on Cochlear Implants in Children*. Chicago, IL.
- *Larsen, R., Munoz, K., DesGeorges, J. & **Nelson, L.** (2011). Challenges in obtaining an infant diagnostic hearing evaluation: The parent perspective. *Early Hearing Detection and Intervention (EHDI) National Conference*. Atlanta, GA.
- Nelson, L. H.**, *Poole, B., & Muñoz, K. (2010). Current practices in FM use for preschoolers with hearing loss. *American Speech and Hearing Association (ASHA) National Conference*. Philadelphia, PA.
- Muñoz, K., & **Nelson, L. H.** (2010). Successes and challenges to providing timely infant diagnostic hearing assessments. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Muñoz, K., DesGeorges, J., Forsman, I., Kennedy, S., & **Nelson, L. H.** (2010). Parent experiences with the infant hearing testing process. *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Bradham, T., Hutsell-Guignard, G., Muñoz, K., Hoffman, J., Houston, K. T., & **Nelson, L. H.** (2010). Calling the SWOT team: We are ready for you! *Early Hearing Detection and Intervention (EHDI) National Conference*. Chicago, IL.
- Nelson, L. H.**, Houston, K. T., & Muñoz, K. (2009). Transdisciplinary services for children with cochlear implants: A model of graduate student training and professional implementation for excellence in service delivery. *12th Symposium on Cochlear Implants*. Seattle, WA.
- Nelson, L. H.** & Houston, K. T. (2008). Transdisciplinary graduate training to meet the needs of young children with hearing loss. *Assoc of College Educators of the Deaf and Hard of Hearing*. New Orleans, LA.
- Nelson, L.** & Johnston, S. (2003). Strategies for enhancing communication skills in children with cochlear implants in natural environments. *Division for Early Childhood 19th Annual International Conference*. Washington, D.C.
- Nelson, L.** & Johnston, S. (2002). Cochlear implants in the classroom. *Division for Early Childhood 18th Annual International Conference*. San Diego, CA.

Invited International Presentations or Workshops

- Nelson, L.** (2016). Early Intervention and Preschool Services, Assessment, and Data Collection to Monitor Child Outcomes. *Saipan, Northern Mariana Islands.*
- Nelson, L.** (2015). Deaf Education Professional Development at Ngala School for the Deaf. *RaFikis Educational and Vocational Training Program, Ngala School for the Deaf.* Nakuru, Kenya.
- Nelson, L.** (2013). Developing a Literacy Framework in Deaf Education Classrooms. *RaFikis Educational and Vocational Training Program, Ngala School for the Deaf.* Nakuru, Kenya.
- Nelson, L.** (2012). *Paediatric 1 Children's Hospital Physician Training Program*, Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Pediatric Audiological Diagnostic Test Battery.
 - Diseases of the Ear and Audiological Management
 - Auditory Brainstem Response Testing and Objective Measures
 - Pediatric Amplification: Hearing Aids and Cochlear Implants
 - Aural Habilitation Protocols Following Placement of Hearing Technology.
- Nelson, L.** (2012). *Thuan An Center Audiology and Teacher Training Program.* Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Audiology Diagnostic Protocols and JCIH Recommendations.
 - Audiology in the Educational Setting
 - Implementation of Auditory Learning within the Classroom and the Integration of Audiology
- Nelson, L.** (2011). *Thuan An Center Audiology Training Program.* Global Foundation for Children with Hearing Loss, Ho Chi Minh City, Vietnam. Presentation series:
- Audiology: Carpe Diem.
 - Introduction to Cochlear Implants
 - Hearing Aids: Components, Management, Troubleshooting
 - Diagnostic Audiology: Auditory Brainstem Response Testing.
 - Diagnostic Audiology: Evoked Potentials and Otoacoustic Emissions
 - Behavioral Audiometric Testing and Conditioned Play Audiometry
 - Audiology for Parents
 - Auditory Development and Perception
 - Newborn and Early Childhood Hearing Screening
 - Anatomy and Physiology of the Hearing Mechanism

Invited Local Presentations or Workshops

- Nelson, L.** (2021). Promoting language and literacy through daily routines and activities. *Engaging Families in Education: Virtual Parent-Teacher Conference for Families with Children who are Deaf, DeafBlind, and Hard of Hearing.* Sanderson Center, Utah.
- Munoz, K., Twohig, M., Blaiser, K., & **Nelson, L.** (2013). Parent training and support: Providing a foundation for effective daily management for children with hearing loss. *Utah State University.* Logan, UT.
- Nelson, L.** (2011). Cochlear Implants: Practices and Recommendations. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.
- Nelson, L.** (2011). Audiology, Speech Acoustics, and Collaboration Opportunities Among Professionals. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.
- Nelson, L.** (2011). Cochlear Implants: Assessment and Management. *Davis County School District Teacher Training Workshop Series.* Farmington, UT.

- Nelson, L.** (2011). Evidence-Based Practices for Literacy Development in Children who are Deaf or Hard of Hearing. *Davis County School District Teacher Training Workshop Series*. Farmington, UT.
- Nelson, L.** (2010). Multiple Disabilities and Children with Hearing Loss. *Davis County School District Teacher Training Workshop Series*. Farmington, UT.
- Nelson, L. & Houston, T.** (2010). Educational & Habilitation Issues for Children with Hearing Loss. *Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) Video-Conference Workshop*. Logan, UT.
- Nelson, L. & Houston, T.** (2009). Educational & Habilitation Issues for Children with Hearing Loss. *Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) Video-Conference Workshop*. Logan, UT.
- Nelson, L.** (2005). Cochlear implants: Candidacy, programming, and troubleshooting. *Annual Utah Conference for Audiologists*. Utah State Department of Health.
- Nelson, L. & Johnston, S.** (2004). Parent implemented intervention for increasing correct production of target phonemes in children with hearing impairments. *Effective Practices Conference, University of Utah, Department of Special Education*. Salt Lake City, UT.
- Nelson, L.** (2004). Cochlear implants and aural habilitation. *Audiology and Speech Language Pathology Continuing Education*. Utah State Office of Education.
- Nelson, L.** (2003). Cochlear implants: Candidacy, mapping, and aural habilitation. *Audiology and Speech Language Pathology Continuing Education*. Davis County School District.
- Nelson, L.** (2001). Auditory processing disorders. *Speech/Language Pathology Continuing Education Presentation*. Davis County School District.
- Nelson, L.** (2001). Otoacoustic emissions – what are they and how do they work? *National Center for Hearing Assessment and Management (NCHAM), Quarterly Screeners Conference*. Ogden, Utah.
- Nelson, L.** (1993, 1997). Early Identification of Infant Hearing Loss. *Inservice and Technical Training*. Lakeview Hospital and St. Mark's Hospital Nursing Staff.
- Nelson, L.** (1993, 1997). Medical Necessity of Early Identification of Infant Hearing Loss. *Inservice and Technical Training*. Lakeview Hospital and St. Mark's Hospital Physician Staff.

EDUCATIONAL LEADERSHIP

2016 – Present Tele-Intervention Program Oversight

The Tele-Intervention (TI) program provides services to families in which the service provider and the family are not in the same location but are connected using video conferencing technology. I have primary responsibility for the growth, expansion, and oversight of this program, including development of intervention materials, privacy-compliant program protocols, and service-delivery procedures. This program provides direct services to children who are DHH and their families and serves as a graduate training practicum opportunity for LSL deaf education, SLP, and audiology students.

2015 – Present Division Chair, Deaf Education

The Deaf Education Program at USU offers teacher training in either Bilingual-Bicultural (ASL/English) or Listening and Spoken Language (LSL) to earn a Master of Education degree. Responsibilities in this role include program oversight, facilitation of Division meetings, and collaboration with Department Head and other department personnel to perform necessary duties for the Division.

2010 - Present **Director, Listening and Spoken Language Deaf Education Graduate Training Program**

The Listening and Spoken Language Deaf Education program is an interdisciplinary approach to graduate student training with online coursework and a campus-based practicum site (Sound Beginnings) to promote increased collaboration and understanding of services provided within and across the disciplines of speech/language pathology, audiology and listening and spoken language deaf education programs.

Responsibilities in this role include all program management and oversight, student recruitment and admissions, coursework, practicum, and student mentoring.

2010 - Present **Director, Deaf or Hard of Hearing Endorsement Training Program**

The Listening and Spoken Language Deaf or Hard of Hearing Endorsement program is for currently licensed teachers or speech-language pathologists who are non-degree-seeking professionals, but who would like additional training in serving children who are DHH in the classroom setting. Responsibilities in this role include all program management and oversight, student recruitment and admissions, coursework, and student mentoring oversight.

2008 - Present **Leadership Team, Sound Beginnings**

Sound Beginnings is an early intervention and preschool program located on the USU campus, serving children from birth through age 6. Responsibilities in this role include close collaboration with other members of the leadership team in serving children and families, and to facilitate evidence-based practicum experiences for students in the graduate training program.

TEACHING

Courses Developed and Taught at USU

- ComD 6320 Language and Literacy in Children who are DHH (3 credit hours)
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6340 Foundations of Listening and Spoken Language (3 credit hours)
Role: Major edits and redevelopment of existing online course; course instructor
- ComD 6360 Preschool Curriculum: Language and Cognition (3 credit hours)
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6580 Family-Centered Practices for Children with Hearing Loss (3 credit hours)
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6730 Multiple Disabilities and Syndromes (3 credit hours)
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6770 Audiology and Teachers of Children who are DHH (3 credit hours)
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6850 LSL Seminar (1-2 credit hours)
Role: Major edits and redevelopment of existing course; course instructor
- ComD 6900 Technologies in the Classroom (1 credit hour).
Role: Developed full course (all content in asynchronous online format); course instructor
- ComD 6700 LSL Practicum: (1-3 credit hours)
Role: Developed all practicum assignments and requirements, practicum supervisor
- ComD 5610 Introduction to Deaf Education (3 credit hours) (co-teach)
Role: Course instructor; edits to LSL units, course co-instructor
- ComD 5070 Speech Science (3 credit hours) (co-teach)

- ComD 5330 Aural Rehabilitation
Role: Major edits and redevelopment of existing course; course instructor

Courses Taught at University of Utah

- Speech Acoustics for Teachers of Children who are D/HH (Sp Ed 6960) (3 credit hours)
Role: Developed full course; course instructor
- Human Exceptionalities (Sp Ed 3010 / 5010) (3 credit hours)
Role: Course instructor
- Functional Communication (Sp Ed 5030 / 6030) (3 credit hours)
Role: Course instructor

Graduate Student Mentoring (as of May 2021)

Served as Chair or Committee Member		
Discipline	Role	Number of Students
Deaf Education Students	Chair	35
Audiology Students	Chair	2
SLP Students	Chair	1
Deaf Education Students	Committee Member	7
Audiology Students	Committee Member	24
SLP Students	Committee Member	4
Total		73

Student Project Details for Projects Served as CHAIR

Deaf Education, Audiology, and SLP Student Projects and Outcomes: COMMITTEE CHAIR					
Student Name	Thesis or Project Title	Projects Resulted in:			
		Journal Article	Conference Presentation	Website Materials	Classroom Supports
38. Cogswell	A music resource to support auditory perception development in children who are deaf or hard of hearing		X	X	
37. Saeli	It isn't snack, it's language with food.	In preparation	X		
36. Ramos	A summer curriculum for parents of young children who are DHH			X	
35. Beerbower	Talking about summer: A summer resource notebook for listening and spoken language preschool teachers		X	X	X
34. Giles	Supporting pragmatics of a child who is deaf or hard of hearing: A guide for parents		X	X	
33. Peak	The importance of parent involvement: Incorporating goals into everyday routines		X	X	
32. Gotcher	A compilation of research experiences (Plan A)	Under review	X		

31. Hunsaker	Using social media as a tool to spread awareness of deaf education services		X		50
30. Hull	First 100 days survival kit for parents of children with hearing loss			X	
29. Lewis	Tell me a story, sing me a song: Musical theater for children who are DHH		X	X	
28. Empey	Parent and professional views and practices of the Ling 6 Sound Test (survey study)	In prep	X		
27. Cook	Academic and language outcomes of early listening and spoken language intervention services	In prep	X		
26. Ensign	Navigating the hearing loss diagnosis			X	
25. Warburton	Experience books to facilitate authentic learning in children who are DHH			X	X
24. Zaddack	Parent support for children with Autism who are DHH: Online training resources		X	X	
23. Abraham	Parent support programs to facilitate language during natural home routines for children 0-5 who are DHH		X		X
22. Mitchell	Improving paraprofessional training to support preschool teachers in special education and deaf education		X	X	
21. Barker	Tele-Intervention services for children who are DHH: Parent support materials			X	
20. Miller	Pragmatic and social/emotional skills of children who are DHH: Parent and teacher resource materials		X	X	
19. Mulder	LENA to inform services for children who are DHH: An exploratory study		X		
18. Herde	A survey of academic and social experiences of cochlear implant users	X	X		
17. Hess	Early childhood math development in children who are DHH: Enhancing parent opportunities to develop foundational math skills		X	X	
16. Carlton	The language of mathematics: Early childhood mathematics for children who are DHH and the role of parental involvement		X	X	
15. Peters	Increasing engagement of children who are DHH during parent-child storybook reading	X	X		
14. Hendrix	Self-advocacy skills of children who are DHH: Teacher perceptions in preschool and inclusive general education settings		X		
13. Smith	The impact on vocabulary development in children who are DHH when music is integrated into the early childhood curriculum		X		X
12. Fryer	Parent-child book reading: Using home literacy units to foster language development in children who are DHH		X	X	
11. Waldron	Embedding language in snack for children with disabilities				X
10. Wright	Instructional strategies using music in preschool classrooms of children who are DHH	X	X		
9. Huish	Pragmatic skills of children who are DHH: The mainstream kindergarten teacher's perspective		X		
8. Wilson	The pragmatic language development of children who are DHH in LSL preschool programs		X		
7. Beckert	Generalizing familiar language: Daily routine literacy kits for home-based services		X		X

6. Slater	Children's picture books depicting characters who use assistive hearing technology		X		5 ¹ X
5. Noyce	Instructional strategies for implementing Utah's Early Childhood Core Standards				X
4. Poole	Preschool teachers' perceptions and use of hearing assistance technology in educational settings.	X	X		
3. Hayden	The effectiveness of commercial desiccants and uncooked rice in removing moisture from hearing aids	X	X		
2. Lambert	Evaluation music pitch perception in preschool age children				X
1. Powell	Development of basic concepts in early education programs for children who are DHH in LSL classrooms	X			

Interdisciplinary Student Mentoring and Projects Served as COMMITTEE MEMBER

Deaf Education Students	Audiology Students			SLP Students
B. Stucki	M. Larsen	C. Ritter	C. Kasin	A. Missel
M. Scadden	J. Whicker	K. Chandler	M. Larsen	N. Jones
<u>S. Vincent</u>	A. Caballero	C. Kasin	T. Price	K. Allen
E. Cavazos	K. Herald	H. Jones	K. Storey	M. Edwards
L. Graham	A. Meibos	B. Larsen	S. Rusk	K. Willis
C. Miller	J. Finai	K. Barwick	N. Goldgewicht	
<u>M. Brown</u>	C. Coleman	L. Hankins	S. Cordingly	
	C. Heitzinger	K. Kibbe	T. Sawin	

Hear to Learn Website

In collaboration with support provided by the National Center for Hearing Assessment and Management and with my colleague, Dr. Karen Munoz, we developed a comprehensive website, called Hear to Learn (<http://heartolearn.org>) that provides parent-friendly videos, materials, and research information in both English and Spanish. I have primary responsibility for the "Materials" page of this website (<http://heartolearn.org/materials/index.html>) and have contributed to other content areas.

Multimedia Open-Access Course for Professional Development

Lead author in developing four Online Training Modules for general and special educators, entitled *Hearing Technology and Spoken Language Strategies for Serving Young Children with Hearing Loss in General Education*. These modules provided educational professionals with additional knowledge in serving children who are DHH in the general education classroom setting. Modules developed were:

- 1) **Hearing Technologies:** Understanding, using, and troubleshooting hearing technology (e.g., hearing aids, cochlear implants, assistive listening devices).
- 2) **Language and Literacy:** Implementing evidence-based strategies for promoting speech, language, and literacy development using an LSL approach.
- 3) **Listening and Learning:** Enhancing listening skills development and auditory learning strategies in the preschool classroom setting.
- 4) **Collaborating with LSL Professionals:** Increasing interdisciplinary collaboration among professionals who serve pre-school children who are DHH and who use LSL for communication and academic development.

Modules included recorded powerpoint lectures, several video attachments, including segments depicting experiences and recommendations of children and parents, video demonstrations of LSL teaching strategies, a teacher in-service training specific to having a child who is DHH in the general education classroom, a video demonstration of a hearing aid listening check, and others. The modules also included teacher handouts, articles, other written references, as well as an online quiz at the end of each module. The modules were approved as a continuing education option available to all educators through the Utah State Office of Education OnTrack Professional Learning Center. Participants who completed all four modules earned either (1) USOE Professional Development Credit or (14) Re-licensure points.

SERVICE

2008 - Present	Chaired or co-chaired search committees for speech language pathologist, teachers, and tenure-track faculty positions in Communicative Disorders and Deaf Education and Sound Beginnings staff.
2016	LSL teacher and parent curriculum and assessment training program – Early Hearing Detection and Intervention Coordinator. Saipan, Mariana Islands, U.S. Territory.
2015-2016	Council for Exception Children, DHH Special Interest Infant/Toddler Group Committee Member
2015	Teacher training program / humanitarian service – Ngala School for the Deaf. Nakuru, Kenya. (Two-week parent and professional training workshop)
2013 - 2016	Children’s Hearing Aid Pilot Program (CHAPP) Advisory committee. Utah Department of Health. Pilot program HB 157 (2013); amended program HB 18 (2015).
2013	Teacher training program / humanitarian service – Ngala School for the Deaf. Nakuru, Kenya. (Two-week parent and professional training workshop)
2010-2013	AGBell Board Member, Utah Chapter
2011-2012	Teacher and physician training program / humanitarian service – Global Foundation for Children with Hearing Loss. Ho Chi Minh City, Vietnam. <ul style="list-style-type: none"> • 2011 (Four-week parent and professional training program) • 2012 (Two-week parent and professional training program) • 2012 (Three-week parent and professional training program)
2010-2012	Council for Teacher Education, representative for Department of Communicative Disorders and Deaf Education, for teacher education and licensing requirements.

Reviewer for Federal Research Grant Applications

2019	Institute for Education Sciences. Ad hoc reviewer. Washington DC.
2018	Institute for Education Sciences. Ad hoc reviewer. Washington DC.
2017	Institute for Education Sciences. Full panel reviewer. Washington DC.
2016	Institute for Education Sciences. Full panel reviewer. Washington DC.

Reviewer for Professional Journals:

- Language, Speech, and Hearing Research (ASHA)
- Language, Speech, and Hearing Services in Schools (ASHA)
- International Journal of Audiology
- ASHA Sig 9: Perspectives on Hearing and Hearing Disorders in Childhood
- Speech, Language and Hearing Journal
- American Journal of Audiology
- Early Childhood Research Quarterly
- Journal of Educational, Pediatric, and (Re)Habilitative Audiology

Awards and Recognition

2016	Researcher of the Year, Department of Communicative Disorders and Deaf Education
2014	Teacher of the Year, Department of Communicative Disorders and Deaf Education

- 2010 Nominated by Department Head in Communicative Disorders and Deaf Education for the Utah State University Diversity Award.
- 1984 Voted by faculty as the “Outstanding Graduate” in the Department of Communicative Disorders at Utah State University.

CURRICULUM VITAE
Sarah Law M.Ed.

TITLE Clinical Assistant Professor

ADDRESS Utah State University
Department of Communicative Disorders and Deaf Education
2620 Old Main Hill
Logan UT, 84322
sarah.law@usu.edu / 435-797-4464

EDUCATION

<i>Degree</i>	<i>Year</i>	<i>Institution</i>	<i>Department/Specialization</i>
B.S.	2008	University of Utah	Special Education/Deaf and Hard of Hearing/K-12
M.Ed.	2012	University of San Diego	Special Education/Deaf and Hard of Hearing/Listening and Spoken Language/Birth-21

PROFESSIONAL APPOINTMENTS

- 2019-Current* Utah State University
Logan, Utah
Clinical Assistant Professor
- 2018-2019* Utah Schools for the Deaf and Blind

- 2010-2018 Utah Schools for the Deaf and Blind
Salt Lake City, UT
Listening and Spoken Language Preschool Deaf Educator
- 2008-2010 Utah Schools for the Deaf and Blind
Salt Lake City, UT
Listening and Spoken Language Elementary Deaf Educator

TEACHING (95% evaluative weight)

Teaching Load

- ComD 6340 Auditory Learning and Spoken Language (3 credit hours)
Role: Major edits and redevelopment of existing online course; course instructor
- ComD 6350 LSL Early Elementary and Itinerant Support (3 credit hours)
Role: Major edits and redevelopment of existing online course; course instructor
- ComD 6360 Preschool Curriculum: Language and Cognition (3 credit hours)
Role: Minor edits of existing course; course instructor
- ComD 6850 LSL Interdisciplinary Seminar (3 credit hours)
Role: Minor edits of existing course; course instructor

Practicum Supervision and Support

- ComD 6700 LSL Practicum
Role: Major edits and redevelopment of existing online course; course instructor, Major edits to all practicum assignments and requirements, practicum supervisor
Developed and designed asynchronous online course to streamline organization and student engagement.
 - Created new assignments and made modifications to existing assignments.
 - Supervised students in all practicum placements
 - Monitoring students' self-reflections
- Audiology and Speech-Language Pathology LSL Practicum
Role: Developed full course (all content in asynchronous online format; course instructor, Major edits to all practicum assignments and requirements, practicum supervisor
Developed and designed asynchronous online course to streamline organization and student engagement.
 - Created new assignments and made modifications to existing assignments.
 - Supervised students in all practicum placements
 - Monitoring students' self-reflections
- ComD 6900 LSL Practicum Workshop

Role: Developed full; course instructor

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The purpose of this course is to provide graduate students an opportunity to write in-depth lessons plans with my guidance as professional educator. Weekly dedicated small group discussions between myself and graduate students, gives learners a chance to discuss the unique needs of their current practicum placements and their lesson plan ideas and determine how to connect individual needs, standards and best-practices.

Graduate Student Mentoring

Develop close, individualized professional relationships with each graduate student to assist in the nurturing of the student's personal, scholarly and professional development. In-depth mentorship that enables students to:

- acquire a body of knowledge and skills
- develop techniques for networking and collaborating
- gain perspective on how their discipline operates academically, socially, and politically unique to the field of deaf education, particularly listening and spoken language.

Student Mentoring Leading to Peer-Reviewed Presentations

Saeli, A., Nelson, L., & Law, S. (2020). It isn't snack, it's language with food. *Early Hearing Detection and Intervention (EHDI) National Conference*. Kansas City, MO.

Young, T., Fogelstrom, C., Law, S., & Nelson, L.(2021). Making Connections with a Virtual Parent Discussion Group. *Early Hearing Detection and Intervention (EHDI) National Conference*. Virtual Conference

Students Currently Mentoring (as of May 2021)	
<i>Distance Students</i>	
Zilke	CCHAT: Sacramento, CA
Werley	CCHAT: Sacramento, CA
Hill	CCHAT: Sacramento, CA
Miller	Clarke Schools for Hearing and Speech: Philadelphia, PA
Johnson	Utah Schools for the Deaf and Blind: Salt Lake City, UT
Riding	Utah Schools for the Deaf and Blind: St. George, UT
<i>On-Campus Students</i>	
Kilpack	Sound Beginnings: Logan, UT
Job	Utah Schools for the Deaf and Blind: Salt Lake City, UT
Pearce	Utah Schools for the Deaf and Blind: South Weber, UT

SERVICE (5% evaluative weight)

Reviewer for Professional Graduate Textbook

2021 *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide* and the authors are Sylvia Rotfleisch and Maura Martindale.

Department Service

2021 Committee member of search committee for teachers, staff positions at Sound Beginnings.

State / National Service

2016-Current AGBell Member, Utah Chapter

Elizabeth W. Parker

PROFESSIONAL EXPERIENCE:

Clinical Instructor **2012 – present**
Utah State University
Communicative Disorders/Deaf Education
Listening & Spoken Language Program

Responsibilities:

- Supervision of student teachers in Masters Program
- Supervision of practicum for students seeking endorsement
- Mentoring for teachers seeking endorsement in deafness

Aural Habilitation Specialist **2010 -- 2012**
Utah Schools for the Deaf & the Blind

Responsibilities:

- Instruction to young deaf students in spoken communication and listening skills in one on one setting
- Instruction in “oracy” to ASL/English students in small group settings
- Assessment of student skills in speech and listening skills
- Writing IEP goals in speech and listening; attending IEP meetings
- Communicating with parents and professionals on the team with updates on students’ progress
- Mentoring of teachers seeking LSL strategies

Program Director **2006 – 2010**
Utah Schools for the Deaf & the Blind

Responsibilities:

- Supervision of 35 teachers of the deaf in Auditory/Oral, Total Communication, ASL/English schools and Outreach Services, preschool through high school
- Supervision of 40 support personnel, interpreters, teacher aides, secretaries and job coaches
- Preparing and managing budget for the Division
- Running IEP meetings for over 200 students and their families

Supervisor of Student Teachers of the Deaf & Hard of Hearing 1990 – 2005
Utah State University

Responsibilities:

- Placement, supervision and evaluation of graduate students in the area of deaf education.
- Liaison between Utah State University's teacher preparation program and schools for the deaf throughout the western United States.

Accomplishments:

- Supervised and prepared over 100 student teachers
- Wrote and developed a student teacher handbook
- Conducted cooperating teacher workshops
- Supervised the housing program placing student teachers in the homes of families with deaf children

Clinical Instructor
Utah State University

1995 – 2005

Courses:

- Teaching Speech to Deaf Children
- Strategies for Teaching Deaf Children
- Seminar for Student Teachers
- Adaptations of Curriculum for Children Who are Deaf or Hard of Hearing
- Teaching Multi-Disabled Deaf Students

Speech Consultant
Jean Massieu School of the Deaf

2000 – 2005

Responsibilities:

- Assessments, consultation and private instruction for Deaf students in an ASL/English setting
- Instruction in phonemic awareness to hearing and deaf students
- Evaluating the individual spoken communication needs for individual students

Accomplishments:

- Wrote and implemented the Student Speech Record (an attachment to Spoken Communication) to evaluate students' progress in speech
- Implemented a positive approach to the teaching and learning of speech for deaf students

**International Team Leader
YouthLINC
RaFIKis**

2001 – present

Responsibilities:

- Planned and coordinated an annual service project to a school for the deaf in Nakuru, Kenya
- Organized committees in educational, cultural, medical and vocational training
- Directed teacher workshops for the Kenyan teachers of the deaf
- Coordinated the team leaders for two other international trips
- Served on the Executive Board

Accomplishments:

- Developed a Participant Handbook preparing students and staff for international travel and service
- Successfully and safely conducted nine trips to Kenya, positively affecting the lives of over 300 American students and 200 Kenyan deaf students and many others in the Nakuru community
- Built life-long relationships between American and Kenyan young people as well as the community leaders in Kenya and bridged friendships between deaf and hearing people internationally

**Classroom Teacher
Auditory/Oral Program
Utah Schools for the Deaf & the Blind**

1980 – 1990

Responsibilities:

- Taught an average of eight students per year, preschool through sixth grade, over ten years
- Served as Communication Specialist, responsible for school-wide testing
- University Cooperating Teacher for student instruction in speech pathology, audiology and for student teachers of the deaf

**Student Teacher Supervisor
Multi-University Consortium**

1990 – 1993

Instructor and supervisor over student teaching for a consortium of universities in Utah for teacher preparation in the area of deafness

**Communication Specialist
Utah School for the Deaf**

1994 – 1999

Part-time consultant preparing teachers and instructing students in the area of speech, liaison between co-enrollment program, Total Communication Department of the Utah School for the Deaf and Granite School District

Private Tutor

1980 – 2004

Individual student instruction in speech, listening and spoken language skills

EDUCATION:

1980	B.S.	Special Education	University of Utah
1981	M.Ed.	Special Education	University of Utah
1981		Deaf Education Endorsement	

SUPPLEMENTAL EDUCATION:

1981	Speech Development for Deaf Children	Utah School for the Deaf
1981	Listening and Speech Development	Utah State Board of Education
1982	Acoupedics	University of Northern Colorado
1982	Language Acquisition	Utah State Board of Education
1983	Precision Teaching	Utah State University
1992	American Sign Language	Salt Lake Community College
2001	American Sign Language	Salt Lake Community College

PUBLICATIONS AND PRESENTATIONS:

Parker, E.; Koike, K.J.M.; ***“Musical Stimulation in Speech Training for Deaf Children”***, 1984

Parker, Elizabeth; ***“Musical Stimulation”*** presentation at AG Bell Association Convention, Chicago, 1985

Klein, D.H. & Parker, E.W.; **Spoken Communication for Students Who Are Deaf or Hard of Hearing; A Multidisciplinary Approach**, 2003

Klein, D.H. & Parker, E.W.; ***“Speech Tool Belt for Students with Hearing Loss,”*** ADVANCE, Journal for Speech-Language Pathologists, vol.42, no. 14, October 18, 2004

Parker, E.W.; ***“Out of the Clinic and Into the Classroom”*** presentations:

- Council of American Instructors of the Deaf (CAID), Vancouver, WA 2002
- Association of College Educators of the Deaf and Hard of Hearing (ACE-DHH), San Antonio, TX, 2003
- American Speech and Hearing Association (ASHA), Chicago, IL 2003

Parker, E.W.: ***“Deaf Education in Kenya”***:

- ACE-DHH, Banff, Canada, 2005
- Utah Deaf Education Summit, Park City, UT
- Rotary Club Meetings
- Kiwanis Club Meetings

Parker, E.W.; ***“Using Humor in Coping with Stress”***

- Deaf/Blind Conference for Interveners
- Fogelstrom, C. and Parker, E.: **Building 3-D Relationships in a 2-D World**
- Presented at virtual conference of EHDI (Early Hearing Detection & Intervention), 2021.

PROFESSIONAL AFFILIATIONS:

- “Join Together” National PT3 Grant, Team Leader, Faculty Technology Competence
- Alexander Graham Bell Association for the Deaf
- Council for Exceptional Children
- Division of Children with Communicative Disorders, President, 1982
- Council of American Instructors of the Deaf
- Utah Education Association
- National Education Association

Curriculum Vitae
Cache Pitt, AuD, CCC-A

Education

B.S.	University of Wyoming – Laramie, Wyoming Graduation with honors	1997
M.S.	University of Wyoming – Laramie, Wyoming Graduation with honors	1999
AuD	Pennsylvania College of Optometry, school of Audiology	2007

Professional Appointments

Clinical Associate Professor/Clinical Education Coordinator Utah State University	2017 - present
Clinical Assistant Professor Utah State University	2008-2017
Pediatric/Cochlear Implant Audiologist Primary Children’s Medical Center	2005-2008
Cochlear Implant Consultant to Jean Weingarten Peninsula Oral School for the Deaf. Contracted position as employee of Let Them HEAR Foundation	2004-2005
Cochlear Implant/Pediatric Audiologist California Ear Institute at Stanford/ Let Them HEAR Foundation/Project HEAR	2001-2005

Clinical Fellowship Year Audiologist California Ear Institute at Stanford	1999
Clinical Fellowship Year Audiologist Hearing Zone	1999

Clinical Licensure

Certificate of Clinical Competence in Audiology	2001 - current
Utah Audiology License (5875099-4101)	2005 - current

Publications

* Indicates a graduate student at Utah State University

Pitt, C, Muñoz, K, Schwartz, S, *Kunz, J, The Long-Term Stability of the Electrical Stapedial Reflex Threshold. Otology and Neurotology. Vol 42, No 1, 2021, pages 188-196

*Reynolds, B, Leopold, S, Munoz, K. **Pitt, C**, Family involvement in adult hearing evaluation appointments: Patient perspectives. American Journal of Audiology, Dec 2019 Vol 28: 857-865

Munoz, K, **Pitt, C**, CHARGE Syndrome. Pediatric Audiology Casebook. Textbook Chapter. Printed 2019

Munoz, K, *McLeod, H, **Pitt, C**. Preston, E, Shelton, T, Twohig, M, Recognizing Emotional Challenges of Hearing Loss. The Hearing Journal Issue 28, pages 718-730, January 2017

Pitt, C, *Sawin, T, Nelson, L, Preston, E, Muñoz, K Cochlear Implant Selection Process: Audiologist Practices. Perspectives of the ASHA Special Interest Groups. SIG 9, Vol 1 (Part 2), 2016

Pitt, C, *Heitzinger, C, Nelson, L, Preston, E, Muñoz, K. Cochlear Implant Recipients: Device Selection Preferences and Experiences. Perspectives of the ASHA Special Interest Groups. SIG 9. Vol 1 (Part 1), 2016.

*Meibos, M, Muñoz, K, White, K, Preston, E, **Pitt, C**, Twohig, M. Audiologist Practices: Parent Hearing Aid Education and Support. Journal of the American Academy of Audiology. Vol 27:324-332 (2016).

*Mansfield, M, Munoz, K, Harward, R, Corbin-Lewis, K, Houston, T, **Pitt, C**. Written Resources for Parents of Children Recently Diagnosed with Hearing Loss. Volta Voices. Vol 18 Issue 5 Sept/Oct 2011

Warren III F, Wiggins R, **Pitt C**, Harnsberger H, Shelton C. Apparent Cochlear Nerve Aplasia: To Implant or Not to Implant. Otology & Neurotology September 2010. 31(7):1088-94

Primus, M., **Pitt, C**. Six Methods to Assist Parents in Understanding Their Child's Hearing Loss: An Evaluation. The Hearing Review, February 2000: Vol. 7 No 2: 16, 18, & 56.

Presentations

* Indicates a graduate student at Utah State University

Peer-Reviewed Presentations

Pitt, C., Munoz, K.F., *Kunz, J.M. "The Long-Term Stability of the Electrical Stapedial Reflex Threshold; A Retrospective Chart Review". CI2019 American Cochlear Implant Alliance, Miami, Florida. July 2019

Pitt, C., "Troubleshooting Difficult Cases: Impedance Fluctuations and Sudden Decline in CI Benefit of 3 Teens", CI2018 Emerging Issues In Cochlear Implantation, American Cochlear Implant Alliance, Washington DC. March 9, 2018

Pitt, C., *Kunz, J. M., Munoz, K. F., "The Electrical Stapedial Reflex Threshold Over Time", Poster Presentation. American Cochlear Implant Alliance, American Cochlear Implant Alliance, San Francisco, CA. July 26, 2017 - July 29, 2017

Pitt, C., *Sawin, T., Device Selection Practices of Cochlear Implant Audiologists in the United States. Poster Presentation. Audiology Live, Amsterdam, The Netherlands, November, 2015.

Pitt, C., *Heitzinger, C., Device Selection Practices of Cochlear Implant Recipients in the United States. Poster Presentation. Audiology Live, Amsterdam, The Netherlands, November, 2015.

Pitt, C., The Effects of Cochlear Implant Surgery on Unaided Hearing; A Case Review. Poster Presentation. American Cochlear Implant Alliance CI 2014 Symposium, Nashville TN, December 2014

Pitt, C., *Reed, S., Influence of Speech Perception Testing as the Sole Indicator of Cochlear Implant problems: a Case Review", Poster Presentation. Cochlear Implant Alliance CI 2013 Symposium, Washington DC, October 25, 2013.

Munoz, K, Preston, E, **Pitt, C.** Integrating Evidence-Based Pediatric Audiology Services into Routine Care. Poster Presentation. American Speech and Hearing Association, November 15, 2013.

Pitt, C., Nelson, L. Cochlear Implant Benefit in a Child with Apparent Absence of an Auditory Nerve. Poster Presentation. 13th Symposium on Cochlear Implants in Children. Chicago, IL July 2011

Pitt, C., *Hankins, L, Training of Cochlear Interventionists: has it Kept Up with Cochlear Implant Technology. Poster Presentation. 13th Symposium on Cochlear Implants in Children. Chicago, IL July 2011

Pitt, C., *Hankins, L, Houston, T, Muñoz, K, Nelson, L. Cochlear Implants: Intervention for Early Interventionists. Poster Presentation. Early Hearing Detection in Infants (EHDI) Annual Meeting. February 2011

Pitt, C. Comparison of NRT Thresholds and T-Levels Using a Stimulus Pulse width of 37 microseconds. Poster presentation at the 10th International Conference on Cochlear Implants and Other Implantable Auditory Technologies, San Diego, CA April 2008.

Tonokawa, L.L., **Pitt, C.**, Highlander, R. Cochlear Implant Outcome Predictors for Adults with Congenital Hearing Loss, poster presentation at the 8th International Cochlear Implant Conference, Indianapolis, Indiana, May 2004.

Tonokawa, L.L., **Pitt, C.**, Highlander, R. Binaural Amplification, Cochlear Implant with Hearing Aid, Podium Presentation presented at the 9th Symposium, Cochlear Implants in Children, Washington D.C. April 2003.

Primus, M., **Pitt, C.** Methods of Counseling Parents of Hearing-Impaired Children, poster presentation, American Speech-Language and Hearing Association conference, San Francisco, CA, 1999.

Invited Presentations

Pitt, C. “Programming Challenging Cases” Panelist. ACIA 2020 Orlando Florida, March 2020

Pitt, C., “Masking: A Tool for the Accurate Diagnosis of Hearing Loss” Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 22, 2017.

Pitt, C., “Interdisciplinary Collaboration: A Critical Component of the Treatment of Children with Hearing Loss” Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 21, 2017.

Pitt, C., “Programming Cochlear Implants”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 20, 2017.

Pitt, C., “Cochlear Implant Candidacy in the Pediatric Population”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 20, 2017.

Pitt, C., “The Case History as a Part of an Audiologist’s Test Battery”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 18, 2017.

Pitt, C., “An Introduction to Visual Reinforcement Audiometry and Conditioned Play Audiometry; an Audiologist’s Tools for Testing Hearing in Children”, ENT Society of Mongolia 2017 Annual Meeting, Ulaanbaatar, Mongolia, September 17, 2017

Pitt C., “The Pediatric Auditory Brain and Language Development”, ENT Society of Mongolia 2017 Annual Meeting, Ulaanbaatar, Mongolia, September 17, 2017

Pitt, C., “Pediatric Audiology Case Reviews: Profound Hearing Loss & Usher’s Syndrome”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 13, 2017.

Pitt, C., “Visual Reinforcement Audiometry and Conditioned Play Audiometry: Pediatric Audiology Testing Techniques”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 12, 2017.

Pitt, C., “Equipment Calibration and Using Correction Factors”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 12, 2017.

Pitt, C., “Language and the Auditory Brain”, Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 11, 2017.

Pitt, C., “How People Choose their Device” – MedEl Audiology Advisory Board Meeting, Salt Lake City, UT, November 5, 2015

Pitt, C., “Cochlear Implant Candidacy and Technology Update for the Audiologist”, Utah Speech and Hearing Association, March 2015.

- Pitt, C., “Cochlear Implant Technology Update”, Sound Beginnings Parent Support Meeting, February 2015.
- Pitt, C., “Device Selection Practices of CI Clinics and CI Recipients”, American Cochlear Implant Alliance annual conference. Nashville Tennessee, December 2014.
- Pitt, C., “Challenging Cases and Solutions”, Advanced Audiology Training, San Francisco, CA, September 26, 2014.
- Pitt, C., “Cochlear Implant Candidacy Update – A Case Review”, Utah State University, December 7, 2013
- Gifford Rene, Ratigan Jennifer, Shapiro William, DeJong Melissa, **Pitt Cache**. Cochlear Implant Grand Rounds, AudiologyNOW! 2013, Anaheim CA, April 5 2013
- Pitt, C., “Cochlear Implant Candidacy Update”, Utah State University, January 31, 2013
- Pitt, C, Cochlear Implant Troubleshooting and Maintenance, Utah School for the Deaf Continuing Education, January 2012
- Pitt, C, When Hearing Aids are Not Enough, Hearing Health Fair, Cochlear Corporation, September, 2011
- Pitt, C., Introduction to Cochlear Implants. Rotary Club presentation, Logan, UT November 2010.
- Pitt, C, Introduction to Cochlear Implant Technology. Utah Speech and Hearing Association Annual Conference. March 2010
- Pitt, C. Cochlear Implants, the Past to the Present. Virtual Summit at Jackson 2009. Audiology Online. November 2009
- Pitt, C. I’m Lost! I need a Map. An introduction to cochlear implant mapping. Utah Alexander Graham Bell Association Conference. November 2009
- Pitt, C. Introduction to Cochlear Implants. Audiology Workshop. Listening and Spoken Language Grant. Idaho Falls, ID November 2009
- Pitt, C. Pediatric Cochlear Implantation. Infant Pediatric Audiology Training Grant. Logan, UT April 2009
- Pitt, C. Pediatric Cochlear Implant Candidacy. Audiology Training Grant, LSSL. Logan, UT. May 2009
- Pitt, C. Introduction to Cochlear Implants. Cochlear Corporation Cochlear Implant Awareness Campaign. Ogden, UT May 2009
- Pitt, C. Beyond the Booth, Audiology for the Real World. Utah Alexander Graham Bell Association Annual Conference. November 2008
- Pitt, C. Houston, K.T. Sound Beginnings, Meeting Communication Needs. Intermountain Speech and Hearing Association Convention, Salt Lake City, UT, October 2008.
- Pitt, C. Evaluation of the Pediatric Patient. Utah Speech and Hearing Association Convention, Salt Lake City UT, March 2008.

Pitt, C. Pediatric Audiology, Cochlear Implants in Children. Audiology Grand Rounds. Utah Speech and Hearing Association Convention, Layton UT, March 2007.

Pitt, C. Cochlear Implants in Children. Shangri-La Medical School. Healthcare in Children Conference, Shangri-La China, March 2006

Pitt, C. Cochlear Implants in Children. Kunming Medical School. Healthcare in Children Conference, Kunming China, March 2006.

Pitt, C. Pediatric Audiologic Evaluation. Let Them Hear Cochlear Implant Symposium, Stanford University, CA, June 2003.

Teaching

Instructional Courses

Introduction to Cochlear Implantation (COMD 7520). Utah State University. 2009 to present.

Advanced/Intermediate Clinical Practicum (COMD 7400 & 7300). Utah State University 2008-present.

Clinical Application of eSRT measures for fitting M levels for Advanced Bionics Recipients at Utah State University. A recorded course for Advanced Bionics Corporation for employee training. April, 2015

Instructional Courses – Guest Instructor

Guest Instructor, Utah State University, COMD 2600/2400 Online, Introduction to Communication Disorders, Introduction to Audiology and Audiology as a Career Path. Recorded in Logan, UT October 2019

Guest Instructor, Utah State University, COMD 2600, Introduction to Communication Disorders, Introduction to Cochlear Implants, Logan, UT. 2015, 2016, 2017, 2018, 2019

Guest Instructor, Utah State University, Seminar in Communicative Disorders and Deaf Education, Listening and Spoken Language Seminar, COMD 6850 Cochlear Implant and FM System troubleshooting. March 2014, 2015, 2016.

Guest Instructor, University of Utah, CSD 7640 Cochlear Implants, Cochlear Implant Programming from the Audiologist's Perspective, April 2012

Guest Instructor, Utah State University, COMD 4770/6770 Audiology and Teachers of the Deaf and Hard of Hearing, Introduction to Pediatric Cochlear Implantation, Logan, UT, November 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

Guest Instructor, University of Utah, Department of Otolaryngology, Pediatric Cochlear Implant Candidacy, Salt Lake City, UT, January 2007

Guest Instructor, Utah Schools for the Deaf and Blind, Cochlear Implant Candidacy and Rehabilitation in Children, Ogden UT, September 2006

Guest Instructor, University of Utah, Department of Otolaryngology, Pediatric Cochlear Implant Candidacy, Salt Lake City, UT, October 2005.

Guest Instructor, San Francisco State University, Department of Communication Disorders, Pediatric Cochlear Implant Candidacy and Cochlear Implant Technology Update, San Francisco, CA, April 2004.

Guest Instructor, San Jose State University Deaf Education, Cochlear Implant Technology and Aural Rehabilitation, East Palo Alto, CA February 2004.

Guest Instructor, Stanford University ENT Residents Program, Pediatric Audiology, Palo Alto, CA, October 2001.

Grants

Intermountain Healthcare Community Partner Fund. \$5000.

Awards

Richard Seewald Award. Hear the World foundation. Collaborative award shared with the participants in Global Foundation for Children with Hearing Loss Workshop in Mongolia. September 2017.

President's Award. Utah Alexander Graham Bell Association. For "Outstanding contributions supporting the mission of AG Bell-Utah". November 2009

Service

Reviewer, Perspectives of the ASHA Special Interest Groups, "Expanding Cochlear Implant Criteria: Real World Applications and Outcomes " October 2017

Pediatric Audiology for Children with Hearing Loss Workshop I, Ulaanbaatar, Mongolia, September 8-24, 2017

Reviewer, Ear and Hearing, EANDH-D-17-00227, "Effect of probe-tone frequency on ipsilateral and contralateral electrical stapedius reflex measurement in children with cochlear implants", September 2017

Reviewer, Ear and Hearing, EANDH-D-16-00097, April 2016.

Leonardo After Hours "Bionic Human", panel of experts working with implantable devices in the human body. March 10, 2016.

MedEl Audiology Advisory Board 2010-present

MedEl Pediatric Advisory Board 2016 – present

National Public Radio Brigham Young University, Radio Interview "Cochlear Implants". April 20, 2012

Cochlear Corporation Consultation Meeting, March 2012

Cochlear Implant Candidacy Evaluation/Hearing Aid Fitting. Hua Xia School for the Deaf, Kunming China. 2004

Cochlear Implant Mapping Consultant. Hua Xia School for the Deaf, Kunming China. 2005.

Cochlear Implant Mapping Consultant/Audiologic Evaluation. Hua Xia School for the Deaf, Kunming China and Shangri-La Medical School, Shangri-La China.

CURRICULUM VITAE

Nicole Jacobson (formerly Martin), **MS, CCC-SLP, LSLs Cert. AVEd**

Utah State University

Department of Communicative Disorders and Deaf Education

2620 Old Main Hill

Logan, UT 84321-2620

nicole.jacobson@usu.edu

435/797-9235

Education

- | | | |
|------|------|--|
| 1994 | B.S. | Brigham Young University
Special Education
Minor: Music |
| 2008 | B.S. | Utah State University
Communicative Disorders |
| 2010 | M.S. | Utah State University
Communicative Disorders: Speech-Language Pathology
Emphasis: Graduate Studies in Auditory Learning and Spoken Language |

Current Appointment

- | | | |
|--------------|---|---|
| 2019-present | Clinical Assistant Professor, Utah State University | |
| 2015-present | Director | Sound Beginnings at Utah State University |
| 2010-present | Clinical Supervisor | Department of Communicative Disorders and Deaf Education
Speech-Language Pathology: Listening and Spoken Language emphasis
Deaf Education: Listening and Spoken Language emphasis |

2010-present Speech-Language Pathologist, LSL approach
Sound Beginnings at Utah State University

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2010-present Preschool Classroom Teacher, LSL approach
Sound Beginnings at Utah State University

Consulting

2020-present Mentorship to professionals in the Hearing Oral Program of Excellence for
Listening and Spoken Language Certification from the AG Bell Academy of
Listening and Spoken Language.

Professional Experience

2007-2008 Assistant to Speech-Language Pathologist
Preston Idaho School District
Served child with cochlear implant

1996-1997 Special Education Teacher
Mt Diablo California School District

1993-1994 Special Education Teacher Intern
Provo School District

Professional Certification and Licensure

Listening and Spoken Language Specialist, Certified Auditory-Verbal Educator
Alexander Graham Bell Association for the Deaf and Hard of Hearing

Certificate of Clinical Competence in Speech-Language Pathology
American Speech-Language Hearing Association

Professional Educator License for the State of Utah
Special Education Mild/Moderate Disabilities, K-12
Speech-Language Pathologist
***Expired 6/30/2017, in process of renewing

Licensed Speech-Language Pathologist
Utah Division of Occupational & Professional Licensing

Peer-Reviewed Presentations (*USU Student)

Jacobson, N., *Mork, D., Fairbourn, S., Johnson, A. (2021, March.) Supporting Medical Homes and Community Partners to Connect Families of Children who are Deaf/Hard of Hearing to Services. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference.*

*Stucki, B., & **Jacobson, N.** (2020, March). Supporting Families: The Family Connections Program at Sound Beginnings. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference.* Kansas City, MO.

Price, M., & **Martin, N.** (2017, February). Putting parents in the driver's seat: empowering parents with tools to facilitate their infant/toddler's spoken language development. *Early Hearing Detection and Intervention (EHDI) National Conference.* Atlanta, GA.

Martin, N., & Nelson, L. (2016, March). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

*Miller, L., Nelson, L., & **Martin, N.** (2016, March). Parents and pragmatics: a resource to support social emotional development for children who are deaf or hard of hearing. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

*Abraham, C., Nelson, L., Devey, A., & **Martin, N.** (2016, March). Strategies for implementing family support programs for children developing listening and spoken language. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. San Diego, CA.

Martin, N. (2015, November). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *American Speech-Language Hearing Association (ASHA) annual convention*. Denver, CO.

Blaiser, K., & **Martin, N.** (2015, March). Utilizing language samples for clinical decision making. *Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.

*Smith, L., Nelson, L. H., **Martin, N.,** & Walker, C. (2015). Vocabulary development in children who are DHH when music is integrated into the early childhood curriculum. *Council for Exceptional Children National Conference*. San Diego, CA.

Nelson, L., *Smith, L., & **Martin, N.** (2015, March). Music: a tool for expressive and receptive vocabulary for children who are deaf or hard of hearing. *Poster session presented at the Early Hearing Detection and Intervention (EHDI) National Conference*. Louisville, KY.

Wolter, J.A., *Atwood, B., *Berger, H., ***Martin, N.,** & *Pike, K. (2010, November). Dynamic assessment of morphological awareness and third-grade literacy achievement. *Poster session presented at the annual convention of the American Speech-Language Hearing Association*. Philadelphia, PA.

Invited Presentations (*USU Student)

Jacobson, N. (2021 March). Reading to build your child's spoken language. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.

Nelson, L. & **Jacobson, N.** (2021 March). Promoting language and literacy through daily routines and activities. *Virtual Parent and Teacher Conference, Division of Services of the Deaf and Hard of Hearing*. Taylorsville, UT.

Jacobson, N. (2020 November). Response to Toxic Stress: Supporting resilience in young children and their caregivers to promote long-term health and learning outcomes. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.

Jacobson, N. (2020, October). Beyond Bloom, Maslow, and Vygotsky: What research shows about scaffolds needed today for child development. *Utah Schools for the Deaf and Blind Outreach Conference*.

Jacobson, N. & Smith, L. (2020, May). Listening and spoken language (LSL) intervention for school-aged children who are deaf/hard of hearing. *Logan School District Speech-Pathology Team Conference*. Logan, UT.

Jacobson, N. (2020, May). Listening and spoken language intervention for infants and young children who are deaf/hard of hearing. *Franklin County Medical Center*. Preston, ID.

Jacobson, N. (2019, September). The parents' role in the interdisciplinary team for their child's LSL development. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT

- Martin, N.** (2019, June). Self-advocacy and self-determination: setting up our children for independent success. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Martin, N.** (2019 February). Parents know best: empowering parents with tools to facilitate their infant/toddler's spoken language development. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2018, September). Using language samples to effectively plan and evaluate intervention for children with hearing loss. *Guest Lecture, COMD 6360 Preschool Curriculum Graduate Course, Utah State University*. Logan UT.
- Martin, N. & *Stucki, B.** (2018, April). Mainstream Success. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2017, October). Listening and spoken language intervention for children who are deaf or hard of hearing. *Guest Lecture, COMD Introduction to Communicative Disorders, Utah State University*. Logan UT.
- Blaiser, K., & **Martin, N.** (2016, December). Utilizing language samples for clinical decision making. *National Center for Hearing Assessment and Management (NCHAM) Webinar*. Logan, UT.
- Martin, N.** (2016, October). Recognizing benefit & monitoring progress. *Parent Seminar, Sound Beginnings Family Education and Support Group*. Logan, UT.
- Martin, N.** (2016, January). Helping our children with hearing loss develop self-advocacy & independence. *Parent Seminar, Sound Beginnings Family Education and Support Group*. Logan, UT.
- Nelson, L., & **Martin, N.** (2015, June). Social-emotional development in children who are deaf or hard of hearing. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Chin-See Tyler, N., Edwards, E., **Martin, N.**, Pitt, C., & Smoot, J. (2015). Interdisciplinary approach to facilitating development of listening and spoken language for children with hearing loss. *Utah Speech-Language Hearing Association*. Ogden, UT.
- Martin, N.** (2014) Making experience books to facilitate language development. *Family Support Seminar, Sound Beginnings Preschool at Utah State University*. Logan, UT.
- Martin, N.** (2014, June). Literacy: empowering your child for lifelong learning, part 2. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- Martin, N.** (2013, June). Literacy: empowering your child for lifelong learning. *Parent Seminar, Sound Beginnings Summer Camp at Utah State University*. Logan, UT.
- *Martin, N.** (2010, February). Communication with Aphasic Patients. *Rehabilitation Interdisciplinary Team, Utah Valley Regional Medical Center*. Provo, UT.
- Houston, T., *Allen, K., *Atwood, B., *Edwards, M., *Jones, N., & ***Martin, N.** (2008). Living, Learning & Listening: Language Development-Morning, Noon & Night? *Alexander Graham Bell Association, Utah Chapter Conference*. Provo, UT.

Teaching: Graduate Courses: Utah State University

Spring 2019 Preschool Curriculum: Language and Cognition

Student Mentoring

- 2021 LSL Launch, summative clinical education experience: Jennifer Dietrick, Madison Hepler, Maddie Parker, Megan Reed, Hannah Rueckert 71
- 2020 Undergraduate student capstone project mentor: Dana Mork
- 2019-2020 Graduate Student project committee head: Brittany Stucki
Deaf education: Listening and Spoken Language emphasis
- 2011-2017 Thesis committees
Deaf education: Listening and Spoken Language emphasis
- 2010-present Guest presenter/co-presenter
Seminars: Graduate Studies in Auditory Learning and Spoken Language

Professionally-Related Projects/Service

- 2021-5 Peer Review of Textbook: Rotfleisch, S., & Martindale, Maura. *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide*. Plural Publishing.
- 2021-4 Advisory Committee meeting for the Sound Beginnings Program.
- 2021-1 Peer Review of Book Proposal: Rotfleisch, S., & Martindale, Maura. *Listening and Spoken Language Therapy for Children with Hearing Loss: A Practical Auditory-Based Guide*. Plural Publishing.
- 2018-present Professional Mentor for professionals seeking Listening and Spoken Language Certification: Kaytie Cook, Claire Annis, Alex Lewis, Caitlin McCaslin
- 2009-present Camp Director, Coordinator of Children's Activities
Sound Beginnings Summer Camp at Utah State University for families of children with hearing loss
- 2010-present Guest presenter/co-presenter
Family Education and Support Group Seminars for parents of children with hearing loss

Cassandra Fogelstrom, M.Ed., LSLS Cert. AVEd

3530 27th Pl. W. #429 n Seattle, WA 98199 n 801-520-7393
cassandra.parker@gmail.com

EXPERIENCE

UTAH STATE UNIVERSITY

Logan, UT

8/2019- Present

Tele-Intervention Specialist/Auditory Verbal Educator

- Currently provide Auditory Verbal services to families of children with hearing loss across the United States.
- Primary responsibilities include:
 - o Meeting with families in their natural environment, using a virtual platform, to coach parents/caregivers on implementing strategies and techniques to promote the development of their infant/toddler's listening, spoken language, cognitive and social interactional skills.
 - o Documenting progress using developmental checklists and other informal and formal diagnostic assessments to monitor each child's development in all areas
 - o Communicating with families to identify family priorities and needs in addition to sharing information related to strategies, techniques and the child's progress
 - o Participating in team meetings and collaborating with other professionals throughout the United States
 - o Serving as cooperating teacher for graduate students in the listening and spoken language program
 - o Facilitating weekly Virtual Parent Discussion Group with parents around the United States and Canada

Listening and Spoken Language Specialist Auditory Verbal Educator Mentor

8/2018- Present

- Currently provide mentoring in the area of auditory verbal therapy to professionals who are seeking certification as an auditory-verbal practitioner.
- Primary responsibilities include:
 - o Guiding and coaching professionals to adhere to the Auditory-Verbal Education principles as designated by the Alexander Graham Bell Academy for Listening and Spoken Language
 - o Observing professionals conduct structured therapy and educational sessions for families who have a child with hearing loss using listening and spoken language
 - o Guiding professionals in gaining expertise in auditory techniques and strategies
 - o Providing feedback and coaching to help professionals understand the practice of auditory verbal education
 - o Preparing candidates for the written Listening and Spoken Language Specialist Auditory Verbal Educator/Therapist exam
 - o Conducting bi-weekly virtual book club for all mentees

Adjunct Instructor in the Department of COMDDE: Listening and Spoken Language Graduate Studies 8/2014-8/2019

- Developed and taught *Early Elementary and Itinerant Support for Children who are Deaf or Hard of Hearing using Listening and Spoken Language* for endorsement students in the Communicative Disorders & Deaf Education Department.
- Primary responsibilities included:
 - o Developing a 16-week asynchronous online course that provides theoretical knowledge and practical strategies to support special educators and Speech-Language Pathologists in providing listening and spoken language (LSL) services to children who are Deaf or Hard of

- o Hearing in the general education setting
- o Developing lesson plans keeping in mind the target course content
- o Creating a course syllabus
- o Selecting course materials, adhering to the university guidelines
- o Creating and assigning student assignments/quizzes/exams
- o Grading students according to their performance.

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LISTEN AND TALK

Seattle, WA

8/2017- 12/2019

Birth to Three Specialist: Auditory Verbal Educator

- Provided specialized intervention services for families who have a child or children with hearing loss, from birth to 3 years of age, who have chosen the communication modality of listening and spoken language.
- Primary responsibilities included:
 - o Meeting with families in their natural environment to coach parents/caregivers on implementing strategies and techniques to promote the development of their infant/toddler's listening, spoken language, cognitive and social interactional skills.
 - o Services included a 50:50 model of in-home sessions and virtual / tele-intervention sessions
 - o Documenting progress using developmental checklists and other informal and formal diagnostic assessments to monitor each child's development in all areas
 - o Communicating with families to identify family priorities and needs in addition to sharing information related to strategies, techniques and the child's progress
 - o Completing annual reports and participating in Individualized Family Service Plans (IFSPs) and Transition meetings
 - o Participating in team meetings and collaborating with other professionals throughout the state of Washington
- Participated in Work Groups and Committees to further develop the organization and staff. Committees included:
 - o Tele-Therapy Committee:
 - Providing a cohesive tele-practice operating system within the Birth-3 Program
 - Working with counties in Washington State to create a tele-practice program
 - Building and creating a training and teaching program for outside organizations to utilize, train and coach staff to successfully deliver tele-practice services
 - o LSLS Mentoring Committee:
 - Developing a cohesive LSLS mentoring program within the organization
 - Providing LSLS mentoring to internal and external learning partners
 - Participating in webinars and training to help develop the LSLS mentoring program

ESCONDIDO UNION SCHOOL DISTRICT Escondido, CA

7/2012- 8/2017

Specialized Academic Instructor in Listening and Spoken Language: Grades 1-5

- Taught in a special day classroom consisting of 14 Deaf or Hard of Hearing (DHH) students, grades 1 through 5, who use cochlear implants or hearing aids to access listening and spoken language.
- Primary responsibilities included:
 - o Designing, modifying and adapting multi-grade curricula for all subject areas.
 - o Instructing students with various hearing ages, language and audition levels.
 - o Creating IEP goals to include language, audition, speech and academics aligned with the Common Core.
 - o Implementing IEP goals into all subject areas, lessons and routines.
 - o Providing ongoing formal and informal diagnostic assessments in order to monitor progress and adapt teaching methods.
 - o Daily collaboration with general education teachers, Speech-Language Pathologist, Educational Audiologist and parents.

UTAH SCHOOLS FOR THE DEAF AND BLIND

Orem, UT

7/2011 to 7/2012

1st Grade Teacher in Co-Enrolled Listening and Spoken Language Classroom

- Co-taught with the regular education teacher in a 1st grade classroom consisting of 7 DHH students and 21 students with typical hearing.
- Primary responsibilities included:
 - o Continually designing, assessing and implementing individual IEP goals while in the general education classroom as well as during individual therapy.
 - o Adapting and modifying all lessons depending on each individual child's language skills and needs.
 - o Providing ongoing formal and informal diagnostic assessments in order to monitor progress and develop skills in a developmentally appropriate manner.
 - o Regularly collaborate with general education teacher and parents to maximize the language, listening, cognitive and social benefits that a co-enrolled classroom can achieve.

Kindergarten Teacher in Self-Contained Listening and Spoken Language Classroom

7/2010 to

7/2011

- Taught 6 DHH students who used cochlear implants and/or hearing aids in a language rich self-contained classroom.
- Primary Responsibilities included:
 - o Implementing IEP goals into every lesson while also promoting listening skills, cognitive skills, spoken language and social interaction.
 - o Continually evaluating and assessing each child's skills in order to meet the needs of every student during different lessons and/or activities.
 - o Establishing an environment which accommodates the differing ways children learn while adapting and modifying the curriculum in order for it to be accessible to each student.
 - o Maintaining a cooperative working relationship with all parents, co-workers and other school personnel.

Student Teacher in 2nd Grade Co-Enrolled Listening and Spoken Language Classroom

8/2009 to

5/2010

- Gradually took over the roles and responsibilities of the classroom teacher.
- Primary responsibilities included:
 - o Assisting and observing the implementation of lessons, the adaptations for diverse learners and/or language levels, and the writing of language, auditory skills and speech goals for students' individualized education plans.
 - o Implementing each students individualized education plans into lessons for math, reading, social studies and science
 - o Designing lessons to include students with differing language abilities
 - o Collaborating with regular education teachers to aide them in teaching students who have a hearing loss;
 - o Writing IEP goals in the areas of language, auditory skills and speech and participated in the IEP meetings

Instructional Classroom Aide in a Kindergarten and 2nd Grade Partially-Mainstreamed Listening and Spoken Language Classroom

10/2006 to

7/2009

- Worked as an instructional classroom aide in a partially mainstreamed kindergarten listening and spoken language classroom.
 - Primary responsibilities included:
 - o Working with individual students or small groups to reinforce language or academic skills introduced by the teacher
 - o Operating, caring for, and helping teach students to care for their own hearing aids or cochlear implants
 - o Assisting with the supervision of students throughout the school day
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EDUCATION AND CREDENTIALS

ALEXANDER GRAHAM BELL ACADEMY FOR LISTENING AND SPOKEN LANGUAGE August 2015-
Present

STATE OF WASHINGTON EDUCATION CERTIFICATE August 2017-
Present

STATE OF CALIFORNIA EDUCATION SPECIALIST INSTRUCTION CREDENTIAL (LEVEL II) August
2013- Present

DEAF AND HARD OF HEARING AUTHORIZATION

This authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary or secondary disability of deaf or hard-of-hearing or deaf-blind and services to students with a hearing loss that manifests itself in conjunction with additional disabilities including unilateral or bilateral, whether fluctuating, conductive, sensorineural, and/or auditory neuropathy, to students from birth through age 22, and classes organized primarily for adults in services across the continuum of program options available.

ENGLISH LEARNER AUTHORIZATION

The following instructional services may be provided to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults. If the prerequisite credential or permit is a designated subjects adult education teaching credential, a child development instructional permit, or a child development supervision permit, English language development instruction is limited to the programs authorized by that NONE credential or permit; (2) specially designed content instruction delivered in English in the subjects, programs and at the grade levels authorized by the prerequisite credential or permit. This English learner authorization also covers classes authorized by other valid, non-emergency credentials or permits held, as specified in Education Code Section 44253.3.

UNIVERSITY OF SAN DIEGO/JOHN TRACY CLINIC

MA in Special Education: Deaf and Hard of Hearing
4.0

GPA:
May

2012 Course of Study:

Audiology-Diagnostics, taught by Carol Flexer, PhD, CCC-A, LSLS Cert AVT

Multiple Perspectives, taught by Jane Freutel, MA, CED, LSLS Cert AVT

Early Intervention theory, taught by Jill Muhs, M.S.Ed

Auditory-Verbal Foundations, taught by Mary McGinnis, Cand PhD, CED, LSLS Cert AVT

Audiology- Amplification, taught by Carol Flexer, PhD, CCC-A, LSLS Cert AVT

Early Intervention Practicum, taught by Jill Muhs, M.S.Ed

Language in Early Childhood, taught by Richard and Laura Kretschmer

Auditory-Verbal Principles, taught by Shava Feinstein

Early Childhood Curricula, taught by Renee Polanco, M.S. Ed, LSLS Cert. AVEd

Providing Support to Families, taught by Ida Guillermo

Research Design & Methodology, taught by Jerome Ammer, PhD

Auditory Verbal Practicum, taught by Mary McGinnis, Cand PhD, CED, LSLS Cert AVT

Early Childhood Practicum, taught by Renee Polanco, M.S. Ed

Language in Elementary School, taught by Richard and Laura Kretschmer

Elementary Curricula, taught by Theana Kezios, M.Ed

Elementary Practicum, taught by Theana Kezios, M.Ed

UNIVERSITY OF UTAH

BA in Special Education: Deaf and Hard of Hearing

3.7 May 2010 Course of Study:

Orientation to Teaching Students who are Deaf and Hard of Hearing

Audiology and Listening Technology of Students Who are

Deaf or Hard of Hearing Speech Acoustics for Teachers of

Children who are Deaf and Hard of Hearing Linguistics of

American Sign Language

Grammar Workshop

Intermediate American Sign Language

Teaching Speech and Listening Using Auditory Verbal Strategies

Teaching Spoken Language to Deaf and Hard of Hearing

Children: Birth-School Age ASL/English Instructional

Strategies

Effective Practices: Programming & Instruction for Students who are Deaf

and Hard of Hearing Student Teaching: Students who are Deaf and Hard of

Hearing

GPA:

REFERENCES AVAILABLE UPON REQUEST

Marianne I. Huish

DEAF EDUCATOR

Annie.huish.usu.edu / 801-520-1868

EDUCATION

BS, Family Life Studies

Utah State University - Logan, UT

May 2012

BS, Communicative Disorders and Deaf Education

Utah State University - Logan, UT

May 2012

MS, Communicative Disorders and Deaf Education

Utah State University - Logan, UT

May 2014

Emphasis: Listening and Spoken Language. Maintained a 3.86 GPA while completing various practicum rotations that involved working with children who are DHH and completing a teaching certificate. Masters project included research and questionnaire sent to mainstream kindergarten teachers to better understand the pragmatic skills of children who are DHH.

DEAF EDUCATION EXPERIENCE

Teacher of the Deaf, Sound Beginnings - Logan, UT

2020 - Current

- Teach children ages 4-6 in a classroom setting who are DHH and use LSL.
- Writing and completing goals and objectives to enhance LSL strategies in individual children.
- Graduate supervision and training.
- Collaboration with an interdisciplinary team, including parents, SLPs and Audiologists.
- Enhance learning experiences for children by utilizing technology (e.g. SMART board) in the classroom.
- Worked through the COVID-19 pandemic, where change was often and sudden. Related opportunities included adding more children to my classroom in the middle of the school year and teaching online through Zoom technology.
- Participation in the national EHDI conference, March 2021.

LSL Practicum Mentor, USU - Logan, UT

2014, 2015 - 2019

- Guided current professionals (e.g. SLPs, Special Educators) in a mentor setting who were earning an endorsement through USU in DHH/Listening and Spoken Language.
- Guidance included, but was not limited to, monitoring child development, writing and carrying out goals and objectives, teaching using current and best practice skills, and monitoring/maintaining hearing technology devices.
- Participated in EHDI conferences, where best practice skills were enhanced.
- Utilized Zoom technology to mentor most of the students.

Teacher of the Deaf, Sound Beginnings - Logan, UT**2015**

- Taught children ages 3-5 in a classroom setting who are DHH and use listening and spoken language (LSL).
- Wrote and completed goals and objectives to enhance LSL strategies in individual children.
- Collaborated with interdisciplinary teams, including parents, co-workers, and related service providers.

ACHIEVEMENTS & ACTIVITIES

Oral Presenter, Council for Exceptional Children Convention, 2014

Oral Presenter, Early Hearing Detection and Intervention

Convention, 2014 Recipient, Outstanding Deaf

Education Researcher, 2014

CURRICULUM VITAE
KALI L MARKLE, AuD, CCC-A
MARCH 2021

PERSONAL INFORMATION:

Work

2026 Old Main Hil
Logan, UT 84322

Phone: 435-797-2503

Fax: 435-797-7519

Work Email: Kali.Markle@usu.edu

Home

149N 300W
Providence, UT 84332

Citizenship: United States

EDUCATION AND PROFESSIONAL APPOINTMENTS

EDUCATION:

2016 *AuD., Audiology, Indiana University, Bloomington*

2013 *B.A., Speech Language Pathology, San Diego State University, San Diego*

ACADEMIC APPOINTMENTS:

2018-present *Assistant Clinical Professor Communicative Disorders and Deaf Education, Utah State University, Logan, USA*

2016-2018 *Assistant Professor of Clinical Otolaryngology, Head & Neck Surgery, University of Southern California, Los Angeles, USA*

CLINICAL APPOINTMENTS:

2018-present *Pediatric Audiologist Utah State University Pediatric and Cochlear Implant Clinic*

2015-2018 *Pediatric Audiologist Caruso Family Center for Childhood Communication*

LICENSURE, CERTIFICATIONS

LICENSURE:

2018-present *UT 10861775-4101, Utah, Active Dispensing Audiologist*

2016-2018 *AU3163, California, Dispensing Audiologist*

SPECIALTY CERTIFICATION:

2021-present *Certificate Holder of Audiology Precepting (CH-AP), Active certified member*

2016-present *Certificate of Clinical Competence in Audiology (CCC-A), Active certified member*

HONORS, AWARDS:

2013 *Dean's Award: Undergraduate Oral Presentation San Diego State University Student Research Symposium: 5500 Campanile Dr, San Diego, CA 92182*

2012 *Provost's Award: Undergraduate Poster Presentation San Diego State University Student Research Symposium: 5500 Campanile Dr, San Diego, CA 92182*

SERVICE

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PROFESSIONAL SERVICE:

2018-Present	Audiology Oversight	Newborn Hearing Screening, Cache Valley & Brigham City Hospitals
2017-2018	Member, Conference Committee	California Academy of Audiology

PROFESSIONAL SOCIETY MEMBERSHIPS:

2017-Present	American Cochlear Implant Alliance (ACIA)
2016-Present	American Academy of Audiology (AAA)
2016-Present	American Speech-Language and Hearing Association (ASHA)
2015-2018	California Academy of Audiology (CAA)
2013-2016	Academy of Audiology (SAA)

COMMUNITY SERVICE:

2021	Audiologist	Integrated Assessment In-service	Presenter
2021	Audiologist	Up to 3 In-service	Presenter
2019	Audiologist	Up to 3 In-service	Presenter
2019	Audiologist	Hispanic Health Fair	Supervisor for screenings
2017	Audiologist	Hearing Loss Association of America-Santa Barbara Chapter	Presenter
2015	Graduate Student	World Special Olympics, Los Angeles	Audiologist Screener
2015	Graduate Student	USC Caruso Family Center, Los Angeles	Listening and equipment check
2015	Graduate Student	Redbird Mission Clinic, Kentucky	Audiologist
2014-2015	Graduate Student	Hearing Conservation, Bloomington	Audiologist
2014-2015	Graduate Student	Children's Health Expo, Bloomington	SLP screener
2014	Graduate Student	School District, Bloomington	Audiologist screener
2014	Graduate Student	Indiana Special Olympics, Terre Haute	

RESEARCH AND SCHOLARSHIP

MANUSCRIPT REVIEW:

2017-Present	Audiology & Neurotology
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MAJOR AREAS OF RESEARCH INTEREST

Research Areas

1. Pediatric Audiology
2. Auditory Processing

PUBLICATIONS:

REFEREED JOURNAL ARTICLES:

Munoz, K. F. Edelman, S. Ong, C. W. Aungst, H. Markle, K. & Twohig, M. P. (2020). Parent perceptions of person-centered care: A randomized controlled trial of the Childhood Hearing Loss Question Prompt List for Parents. *Journal of Early Hearing Detection and Intervention*, 5(2), 40-46. DOI: <https://doi.org/10.26077/0c39-ac5c>

Goldsworthy, R., Markle, K. (2018) How age and hearing loss affect speech reception for the developing child
Journal of Speech, Language, and Hearing Research [pending edits]

ABSTRACTS AND PRESENTATIONS:

- Markle, K., "Evidence Based Assessment for Children with Listening Difficulties", Idaho Educational Services for the Deaf and the Blind. Utah State University, Zoom. January 29, 2021.*
- Markle, K., "Evidenced Based Assessment for Children with Listening Difficulties", Idaho Educational Services for the Deaf and Blind, Utah State University, Zoom. December 18, 2020.*
- Markle, K., Mecham, J., Gillam, R., "Assessment and Intervention of Auditory Processing Disorders", USHA Conference, Utah Speech and Hearing Association, Salt Lake City, Utah. March 6, 2020.*
- Mecham, J., Gillam, R., Gillam, S. L., Markle, K., Nagaraj, N., Magimairaj, B., "Assessment and Intervention for Auditory Processing Disorders (APD)", USU Seminar, Communicative Disorders and Deaf Education Utah State University, Utah State University. December 6, 2019.*
- Markle, K "Beyond the Classroom" Industry Presentation in conjunction with Cochlear Americas, American Cochlear Implant Alliance Conference, 2018*
- Gutierrez-Clellan, G., Simon-Cerejido, G., Markle, K., "The Use of Verbs of Motion in the Expression of Trajectories in Space by Bilingual English-Spanish Children" American Speech-Language and Hearing Association Conference, 2013*

Jeanette Smoot

(435) 730-4969

280 E 500 N Upstairs, UT 84321

jeanettesmoot@gmail.com

Education

Master of Science Communicative Disorders and Deaf Education, Utah State University, 2011

- Completed the Graduate Studies Program in Auditory Learning and Spoken Language, requiring specialized course work and clinical practicum hours in addition to standard program criteria, with final GPA of 3.8
- Awarded The Joanne Lillywhite Christensen Scholarship for Academic Distinction in Speech-Language Pathology and The Lucile Kunz Yerger Scholarship for Outstanding Clinical Performance in Professional Preparation

Bachelor of Science in Communicative Disorders and Deaf Education, Utah State University, 2009

- Graduated Magna Cum Laude
- Actively participated in multiple campus and community service organizations such as Best Buddies, Rotoract, National Student Speech-Language-Hearing Association (NSSLHA) and USU Student Alumni Association

Employment

Sound Beginnings Preschool, 2011-Present

- Providing speech and language services to preschool aged children with hearing loss
- Administering, scoring, interpreting assessments, formulating IEP goals, regularly conferencing with classroom teachers, audiologists, parents and additional service providers
- Coaching parents in therapy sessions and designing home programs to promote generalization of skills across environments
- Supervising and mentoring graduate students from Speech Language Pathology, Deaf Education and Audiology graduate programs as they complete individual therapy rotations
- Collaborating in organization and execution of annual Summer Camp for families of children with hearing loss, as well as smaller scale events to educate and empower these families

National Certifications

American Speech and Hearing Association—Certificate of Clinical Competence 2012-Present

AG Bell Academy— Listening and Spoken Language Specialist, Auditory Verbal Educator, 2018-Present

Lauren Smith Teacher of the Deaf

Work Experience

Utah State University Sound Beginnings Teacher of the Deaf (ages birth-6 years old)

July 2018-Current

Arizona School for the Deaf and Blind-Early Childhood (ASDB) Teacher of the Deaf for children
(ages birth to 3 years old)

August 2015-July 2018

Teaching Experience

- Coached parents on strategies for targeting individual goals (children age 0-6 years old) in homes and via tele-intervention (5 years)
- Mentored over 25 student teachers in lesson planning, individual service plan creation, and implementation of intervention techniques in intensive one-on-one school aged setting, preschool, kindergarten, home visits, and tele-intervention.
- Empowered parents to teach their children and interact with audiologists and other professionals.
- Led practical training sessions for coworkers in listening and spoken language strategies.
- Trained 4 newly hired teachers.
- Created presentations for families regarding knowledge of aspects of hearing loss.
- Collaborated with audiologists for accurate booth testing for CI and hearing aid users.
- Educated 10 teams of early intervention professionals about hearing loss as we collaborated to create and implement IFSP's for a caseload of 30+ children.
- Organized events for the families supported by ASDB, 300+ attendees.
- Organized educational experiences for parents attending a family summer camp for children with hearing loss.
- Managed class organization and parent communications for classes held for children birth-five years old.
- Implemented Kindergarten curriculum and intervention on individual service plan goals.
- Implemented Preschool state standards and intervention on individual service plan goals.

Presentation Experience

Smith, L. "Transitioning from Emergency to Ongoing Tele-intervention Services." Guest webinar for the National Center for Hearing Assessment and Management. October 2020

Smith, L. Smoot, J. "Speech Babble: An Intervention Technique for Children who are Deaf or Hard of Hearing." Guest lecture for Master candidate students in Deaf Education, Speech Pathology, and Audiology doctorate candidates. October 2019

Smith, L. "Helping Parents Interpret their Test Results to Friends, Family, or Professionals." Guest webinar for the National Center for Hearing Assessment and Management. October 2019.

Smith, L. "Music: A Teaching Strategy for Children Who are Deaf or Hard of Hearing." Guest lecture for the parents in the Parent Infant Program at Utah School for the Deaf. June 2019.

Smith, L. "Coping with Grief Related to the Diagnosis of Hearing Loss." Sound Beginnings parents and alumni. Guest webinar for the National Center for Hearing Assessment and Management. October 2019.

Education

M.Ed. Communicative Disorders & Deaf Education
Utah State University Logan, UT

May 2015
GPA 3.87

B.S. Communicative Disorders and Deaf Education
Utah State University, Logan, UT

June 2011
Summa Cum Laude

JACKLYN CLAIRE ANNIS

1004 W. Tuscany View Rd. B14 Midvale, UT 84047 | (714) 878-1572 | claire_warburton@yahoo.com

Education Masters of Education, Communication Disorders and Deaf Education

Hearing Impairment Endorsement

Area of Concentration: Listening and Spoken Language

Licensure in Early Childhood Education 0-5 Special Education

Utah State University, 2017

GPA: 3.72

Bachelor of Science, Communication Disorders

Utah State University, 2015

Licensure & Certifications Current Early Childhood 0-5 Special Education Teaching License
Hearing Impairment Endorsement issued by the Utah State Office of Education

Service Learning Scholar – Utah State University – May 2015

Prospective Listening and Spoken Language Specialist Certified Auditory-Verbal Educator – January 2022

Work Experience Teacher of the Deaf/Hard of Hearing – Sound Beginnings – June 2018 – Present

Special Education Inclusion Teacher – Lewiston Elementary – August 2017 – May 2018

children's needs met

- Implemented Individualized Education Plans for children ages 4-5 with a variety of developmental needs (speech, behavior, and cognitive)
- Developed and tracked individualized goals set for each child to meet specific needs.
- Led IEP eligibility meetings and created safe environments for parents to be supported and
- Trained classroom aides to follow through with implementation and tracking for individual students for short term goals
- Served 20+ children ages 3-5 with hearing loss
- Developed and monitored auditory, language, speech, social-emotional, and cognitive goals for individualized service plans
- Worked with a variety of hearing technology (Phonak, ReSound, Oticon, MED-EL, Cochlear America, and Roger FM systems).
- Implemented use of SMARTboard technology in the classroom
- Developed a variety of digital resources for distance learning
- Regularly coached parents to use LSL strategies and implement home carryover with daily routines
- Held 12+ weekly parent support groups with new topics discussed weekly
- Worked as a cooperating teacher/mentor for 15+ graduate student teachers in my classroom to facilitate lesson plans and data maintenance

Presentations

- Auditory Skill Development Through Movement (EHDI Conference Poster Presentation 2020)
- Integrating LSL Strategies for Daily Living (heartolearn.org)
- Facilitating Effective Hearing Device Use (heartolearn.org)

SHARON V. FAIRBOURN

rfairbournuk@yahoo.com • 435-553-5276

893 West 2325 South, Perry, Utah 84302

CERTIFICATIONS

Completed Certificate of Clinical Competence through American Speech-
Language Hearing Association *October 2017*

Listening and Spoken Language Auditory Verbal Therapy/Auditory Verbal
Educator certification July 2020

EDUCATION

Masters in Communication Disorders and Deaf Education May 2016
Utah State University, Logan, Utah – 3.9 GPA

Bachelor of Science in Communication Disorders May 2014
Utah State University, Logan, Utah – 4.0 GPA

Associate of Science June 1996
Snow College, Ephraim, Utah – 3.9 GPA

CLINICAL EXPERIENCE

Sound Beginnings at Utah State University – *Utah State University, Logan, UT* *July 2020 – Present*

Oversees the parent-toddler class and early intervention home visits. Coaches parents and empowers them with the strategies and resources they need to help their child succeed.

Utah Schools for the Deaf and Blind – *Utah* *Mar 2016 – July 2020*

Assessed and treated children with hearing loss and vision impairments presenting with speech sound and language delays/disorders. Provided treatment using Listening and Spoken Language and Aided Language Stimulation strategies to encourage communication verbally and non-verbally. Mentored and supervised an SLT in treating children and understanding assessments and diagnosis. Provided parent therapy and coaching to children 3 to 10.

Wasatch Peak Physical Therapy/Davis Hospital – *Layton, Utah* *Jan 2016 – Mar 2016*

Adult: Assessed language, speech, cognition, and swallowing; assisted with modified barium studies; Provided treatment for aphasia, apraxia, cognition, and dysphagia.

Pediatric: treated children with phonological and speech sound disorders

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Speech-Language-Hearing Clinic – *Utah State University, Logan, UT*

Jan 2014 – Dec 2015

Adult: Assessed language and motor speech disorders; Provided treatment for the following disorders: aphasia, apraxia, acquired stuttering, speech sound disorder.

Pediatric: Assessed and treated children with a variety of articulation, language, and pragmatic disorders of varying degrees of severity. Trained and implemented the PODD AAC system.

Sound Beginnings Preschool – *Utah State University, Logan, UT*

Jul 2014 – Dec 2015

Pediatric: Assessed and treated children with hearing loss presenting with articulation and language disorders of varying degrees of severity.

Green Acres Elementary-SLP Placement – *Ogden, UT*

Sep 2015 – Dec 2015

Pediatric: Assessed and treated children with severe to profound disabilities, speech sound disorder, language, and fluency disorders. Worked with a variety of communication modalities.

Up to Three Early Intervention – *Box Elder County, UT*

Summer 2015

Pediatric: assessed and treated children ages 0-3 with articulation and language disorders of varying degrees of severity, implemented augmentative communication, and worked on some feeding.

VOLUNTEER EXPERIENCE

School Board member – *Promontory School of Expeditionary Learning - Perry, UT* *Jun 2016-Oct2019*

Oversees, writes, and edits school policies, including special education policies, ensures that the mission and charter of the school is carried out.

SLP Volunteer – *Promontory School of Expeditionary Learning*

Jan 2013 – May 2014

Planned and carried out therapy sessions for various speech and language disorders, obtained language samples and assisted with Kindergarten screenings.

Founding Board Member – *Promontory School of Expeditionary Learning*

Jan 2010 – Jun 2014

Assisted in writing the school's charter, including the special education section. Led the writing of the school's special education manual. Helped in the development of the RTI program. Led the initial admission and registration process, collected and entered student records into SIS. Assisted in the hiring of the initial staff including the director, teachers, special education professionals and office staff.

Volunteer – *Head Start, Brigham City, Utah*

Nov 2013 – May 2014

Worked with children who were at risk during small group time, rug time and playtime. 87

OTHER

Student Clinician of the year (2015-2016)



DEPARTMENT OF COMMUNICATIVE
DISORDERS AND DEAF EDUCATION

Deaf Education

Listening and Spoken Language

Graduate Student Handbook

Utah State University

Department of
Communicative
Disorders and Deaf
Education



Master of Education Program Standard Operating Procedures
Program Description
Practicum Requirements and Student Competencies

Mission and Goals

The mission of the Listening and Spoken Language (LSL) Deaf Education Graduate Training Program is for students to gain skills and competencies to deliver evidence-based LSL services, to effectively partner with parents, caregivers, and their professional colleagues, and to help children who are deaf or hard of hearing (DHH) to achieve their full potential.



Program goals are to:

- Foster an interdisciplinary graduate training experience across deaf education, audiology, and speech-language pathology;
- Provide coursework that incorporates family-centered, evidence-based practices and the latest research in preparing future professionals with the skills and strategies for supporting children who are DHH and their families in developing listening and spoken language;
- Offer comprehensive practicum and student teaching opportunities for students to gain hands-on service delivery experiences, ensuring the timely application of content knowledge;
- Facilitate participation in ongoing research examining listening, speech, language, and academic outcomes of children with hearing loss; and
- Encourage life-long learning and continuous renewal in serving children who are DHH and their families.

Introduction



When children who are DHH are identified early and provided with appropriate, comprehensive family-centered early intervention services from properly-trained professionals, they can show age-appropriate speech, language, academic, and social-emotional development similar to their hearing peers. The LSL graduate training program at USU provides future professionals with the skills, strategies, and hands-on training experiences needed to support children who are DHH in spoken language development, with the goal of successful entry into a general education K-12 setting. This goal is accomplished through a progressive approach to graduate

student training that ensures that deaf education students, along with their speech-language pathology and audiology student colleagues, obtain foundation breadth in family-centered LSL early intervention services, research-based best practices in academic curriculum design and implementation, knowledge in supporting and troubleshooting hearing technology, competence in cultural and linguistic diversity, and effective practices in providing services to children with disabilities, including an understanding of state and federal laws.

Distance Learning

The LSL Deaf Education program welcomes students who are not campus-based to earn the Master of Education degree and the Utah 0-21 Deaf Education teaching license with the LSL Endorsement through distance learning. For eligibility to participate in the distance program, students must have access to an approved early intervention or educational facility to fulfill practicum requirements. Students who currently hold a teaching license in their state, and who do not wish to complete the requirements for the Utah 0-21 Deaf Education license, are able to do so by substituting a practicum assignment with the student teaching semester.



Programs of Study and Teaching Licensure Options

Students in the LSL Deaf Education graduate training programs earn a **Master of Education (M.Ed.) Degree in Communicative Disorders and Deaf Education.**

In addition to earning the M.Ed., students must either already hold a teaching license, or complete requirements to earn a teaching license as part of the program of study. Three Program of Study options are available:

Track 1: M.Ed. + Utah 0-21 Deaf Education Teaching License with LSL Endorsement

Track 2: M.Ed. only (*this option is available only for students who already hold a teaching license*)

Track 3: M.Ed. + Utah 0-21 Deaf Education Teaching License with LSL Endorsement + Utah 0-5 Early Childhood Special Education Teaching License with DHH Endorsement

Track 1											
Deaf Education Listening and Spoken Language Master of Education (M.Ed.)											
0-21 Deaf Education Teaching License with LSL Endorsement											
Program of Study 2021-2023											
Summer Semester - Year 1				Fall Semester - Year 1				Spring Semester - Year 1			
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6340	Auditory Learning and Spoken Language <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.			ComD 6360	Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>F 12:00-12:50 (video connect available for off-campus students)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
			ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6700	LSL Practicum <i>arranged</i>	3			
Credit Hours		1	Credit Hours		11	Credit Hours		12			
Summer Semester - Year 2				Fall Semester - Year 2				Spring Semester - Year 2			
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	Complete Either Sequence A or Sequence B				Complete Either Sequence A or Sequence B				
			<i>Sequence A</i>				<i>Sequence B</i>				
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Student Teaching (including PPAT) <i>arranged</i>	9			
			ComD 6700	LSL Practicum <i>arranged</i>	3						
			ComD 6900	Educational Project <i>arranged</i>	3						
Credit Hours		5	Credit Hours		10	Credit Hours		12			
								Total Program Credit Hours		51	

Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education and the 0-21 Deaf Education Teaching License with the LSL Endorsement issued by the Utah State Board of Education Licensing Division.

Track 2											
Deaf Education Listening and Spoken Language Master of Education (M.Ed)											
Program of Study											
Summer Semester - Year 1			Fall Semester - Year 1			Spring Semester - Year 1					
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6360	Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
<i>Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.</i>			ComD 6340	Auditory Learning and Spoken Language <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>F 12:00-12:50 (video connect available for off-campus students)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6700	LSL Practicum <i>arranged</i>	3			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
Credit Hours		1	Credit Hours		11	Credit Hours		12			
Summer Semester - Year 2			Fall Semester - Year 2			Spring Semester - Year 2					
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	ComD 6900	Educational Project <i>arranged</i>	1	ComD 6700	LSL Practicum <i>arranged</i>	3			
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6700	LSL Practicum <i>arranged</i>	3	ComD 6900	Educational Project <i>arranged</i>	2			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1						
Credit Hours		5	Credit Hours		8	Credit Hours		8			
									Total Program Credit Hours 45		
<i>Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education.</i>											

Track 3											
Deaf Education Listening and Spoken Language Master of Education (M.Ed) with Utah Early Childhood Special Education Teaching License and Utah Deaf Education Teaching License											
Program of Study											
Summer Semester 2021			Fall Semester 2021			Spring Semester 2022					
ComD 6850	LSL Interdisciplinary Seminar	1	ComD 6360	LSL Preschool Curriculum: Language and Cognition <i>Online asynchronous</i>	3	ComD 6770	Audiology and Teachers of DHH <i>Online asynchronous</i>	3			
<i>Students who have not taken ASL I (or equivalent) prior to entering the program will need to register for ComD 3010: ASL I prior to start of second year fall semester.</i>			ComD 6340	Auditory Learning and Spoken Language for Children with Hearing Loss <i>Online asynchronous</i>	3	ComD 6900	Interdisciplinary Implementation of IDEA <i>F 12:00-12:50 as scheduled, plus online</i>	2			
			ComD 6850	LSL Interdisciplinary Seminar <i>(Fri 12:00-12:50)</i>	1	ComD 6580	Family-Centered Practices for Children who are DHH <i>arranged</i>	3			
			ComD 6700	LSL Practicum <i>arranged</i>	2	ComD 6700	LSL Practicum <i>arranged</i>	2			
			ComD 6900	LSL Practicum Workshop <i>arranged</i>	1	ComD 6900	LSL Practicum Workshop <i>arranged</i>	1			
			SpEd 5010	Applied Behavior Analysis I: Principles, Assessment, Analysis <i>(Tues 1:30-4:15)</i>	3	SpEd 5040	Foundation of Effective Assessment and Instruction <i>(Tues 4:30-6:00, w/ online)</i>	3			
									SpEd 5050	Applied Behavior Analysis II: Applications <i>(Thurs 1:30-4:15)</i>	3
						SpEd 5820	Young Children with Disabilities in Community Environments <i>(Mon 1:30-3:15)</i>	4			
Credit Hours			1	Credit Hours			13	Credit Hours			21
Summer Semester 2022			Fall Semester 2022			Spring Semester 2023					
ComD 6730	Multiple Disabilities and Syndromes <i>Online asynchronous</i>	2	ComD 6320	Language and Emergent Literacy in Children who are DHH <i>Online asynchronous</i>	3	ComD 6350	LSL Early Elem and Itinerant Support <i>Online asynchronous</i>	3			
ComD 7520	Cochlear Implants <i>Online asynchronous</i>	2	ComD 6700	LSL Practicum <i>arranged</i>	2	ComD 6700	LSL Practicum <i>arranged - half semester</i>	2			
ComD 6900	Assessment Workshop <i>Online asynchronous</i>	1	ComD 6900	Educational Project <i>arranged</i>	1	SpEd 5530	Technology for Teaching Exceptional Learners <i>(Tues 1:30-4:15, Second half of semester)</i>	3			
			SpEd 5880	Assessment for Early Childhood Special Education <i>(Fri 8:00-10:00 - alternating 5840)</i>	2	SpEd 6030	Special Education Student Teaching <i>arranged - half semester</i>	3			
			SpEd 5840	Practicum: Working with Young Children with Autism <i>(Fri 8:00-10:00 - alternating 5880)</i>	1						
Credit Hours			5	Credit Hours			9	Credit Hours			11
							Total Program Credit Hours		60		
Upon completion of this program, students will earn:											
<i>Upon program completion, students will earn a Master of Education (M.Ed.) in Communicative Disorders and Deaf Education, 0-5 Early Childhood Special Education Teaching License with the DHH Endorsement, and 0-21 Deaf Education Teaching License with LSL Endorsement. Licensure issued by the Utah State Board of Education.</i>											

Interdisciplinary Philosophy

A unique aspect of the USU graduate training program is the opportunity that deaf education, audiology, and SLP students have of taking content-specific coursework and participating in supervised hands-on practicum experiences during **every semester of their program**...and learning together in the process! These experiences, which start with observation and progress to increasingly more independent provision of services, provide a critical foundation of developing competence and excellence in providing services to children and families.



A key component of the LSL program is for students to learn effective interdisciplinary collaboration among deaf education, audiology, speech-language pathology, special education, and general education colleagues. For example, deaf education teachers should understand the services provided by a speech-language pathologist and know how to integrate and complement the classroom goals with each child's individual goals. Deaf education teachers and speech-language pathologists also must be knowledgeable about current hearing technology (e.g., digital hearing aids, cochlear implants, FM systems), how to use and troubleshoot these devices, and how to effectively partner with audiologists. Pediatric audiologists should recognize the connection between speech and language acquisition and effectively programming hearing technology. Improvements in technology have

resulted in dramatically improved success in communication, language acquisition, and academic skill development for educational achievement in mainstream classroom settings. However, such success is dependent on having professionals who are well trained in the specialized auditory skills, hearing technology, and teaching strategies necessary for optimal child outcomes.

Practicum experiences are directly linked to the coursework goals and student competencies so that students are better able to connect theory to practice. This model of intensive hands-on experiences is possible primarily because of **Sound Beginnings**, a campus-based practicum site for students. Sound Beginnings provides early intervention, individual therapy, audiology, preschool and kindergarten services to children who are DHH and their families, housed in a 10,000-square-foot state-of-the-art facility. Students complete their practicum requirements in Sound Beginnings or in an approved program with an off-campus collaborator. Whether on campus or via distance learning, students come together as an integrated cohort – we all have much we can learn from one another!!



Practicum Requirements and Expectations

In the LSL Deaf Education program, we believe the most effective way for students to learn is by **DOING!** The program was designed for students to have a hands-on practicum placement **every semester** of their program. Whether completing the program on the USU campus in Sound Beginnings, or at one of our partner locations as a distance student, you can expect ongoing, consistent support from LSL faculty. In your practicum, you will have a Cooperating Teacher and a Faculty Supervisor:

Cooperating Teachers. Each semester, students will have different practicum placement assignments and will always have an experienced professional to provide 1:1 guidance and mentoring. These professionals are called **Cooperating Teachers** and may be teachers of the deaf, speech-language pathologists, or audiologists. They are carefully selected based on their experience in teaching children using evidence-based LSL strategies and who follow LSL principles. It is their responsibility to ensure the children under their care receive optimal services. Therefore, they will guide lesson plan development consistent with their service delivery priorities. Each cooperating teacher must provide final approval of students' lesson plans and will then provide invaluable guidance as students implement the lesson plan and provide direct services. Teachers in Sound Beginnings, as well as those at our partner schools, complete an [online training module](#) to bring unity and consistency to their mentoring and expectations.

Faculty Supervisors. Students will also have a Faculty Supervisor who will be involved in all aspects of practicum. Alongside the cooperating teacher, the faculty supervisor will provide mentoring in lesson plan development for the specific practicum assignment placement but will also help to reinforce concepts and theories for expanded learning and generalization. The faculty supervisor will discuss implementation of effective strategies and best practices both within each specific placement AND across a variety of hypothetical scenarios. This is important for concept generalization to help prepare students to serve children with many different language, educational, and instructional needs. Students will see collaboration among all USU professionals as cooperating teachers and faculty supervisors help to identify student learning needs and priorities. Faculty supervisors will obtain input from cooperating teachers to evaluate student performance and to identify any areas of need students may have in developing and demonstrating the required competencies associated with each practicum rotation. The faculty supervisor provides the general oversight for student practicum experiences and will issue final practicum grades.

Practicum Rotations

Over the two-year program, students will complete practicum "rotations" in four main areas: **Classroom, Individual Therapy and/or Parent-Child Therapy, Early Intervention, and Audiology.** Although each rotation has a minimum number of contact hours, fulfillment of practicum requirements is based on demonstration of competencies. See practicum details below and the competency requirements in Appendix A.

Total direct service practicum clock hours over the 2-year graduate program are:

- *Track 1* = 487 hours
- *Track 2* = 375 hours
- *Track 3* = 487+ hours (depending on special education placement)

Additional practicum assignments may be required as needed to demonstrate competencies.



Classroom Services

All students will be assigned a full semester *Introduction to Classroom Services* placement and a full semester of *Classroom I* placement during year one or fall semester of year two. Student should expect to meet approximately one hour per week with their cooperating teacher for lesson planning. Students will also join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services. Students will turn in self-reflection evaluations every other week, with faculty observations occurring on alternate weeks.



- Intro to Classroom Services: 2 hours per day, 2 days per week
- Classroom I: 4 hours per day, 2 days per week

During year two, students who are completing Track 1 will complete a Student Teaching semester, including completion of all requirements for the Praxis Performance Assessment for Teachers (PPAT). Students who are completing Track 2 will complete a Classroom II practicum assignment.

- Student Teaching (Track 1): 4 hours per day, 4 days per week **-OR-**
- Classroom II (Track 2): 4 hours per day, 2 days per week

Total direct service classroom clock hours are 280-392 (depending on program of study track). This does not include planning, prep, or supervisor meetings.

Individual Therapy and Parent-Child Therapy



Deaf Education students complete two semesters of Individual Therapy and/or Parent-Child Therapy (or equivalent). Students should gain competencies in supporting the child's goals - whether in the classroom or when the child is receiving individual services. Parent involvement is integral to the LSL philosophy and students must demonstrate competencies in developing a partnership with parents, respecting parents as their child's most important teacher, and facilitating effective parent coaching in service delivery. Students should expect to meet weekly with their supervisor for lesson planning. Students will also join a collaboration meeting, held twice per month, along with their SLP student colleagues to discuss implementation of goals across classroom, individual therapy, and parent-child therapy services.

- Individual Therapy I: 30 min session, 2 days per week
- Individual Therapy II: 30 min session, 2 days per week

Total direct service individual therapy clock hours are approximately 28. This does not include planning, prep, or supervisor meetings

Early Intervention / Parent Coaching

Family-centered early intervention services are central to maximizing the benefits of early identification of hearing loss, and providers should ensure that parents are well-supported in facilitating their child's growth and development. Engaging with families during the 0-3 early intervention years is an essential component of becoming an excellent service provider and students can gain valuable insights into family perspectives and priorities. The early intervention requirements consist of full semester in-person home visits, tele-intervention services, and/or parent-toddler groups, with a primary emphasis on parent coaching. The early intervention rotation requirements typically will be completed over two semesters, as shown below (or equivalent).



- In-home visits: 1 hour/week, 1 day per week
- Tele-intervention: 1 hour/week, 1 day per week
- Parent-toddler group: 1.5 hours/week, 1 day per week

Total direct service early intervention clock hours are approximately 49. This does not include planning, prep, or supervisor meetings.

Audiology and Cochlear Implant Clinic

As an interdisciplinary training program, USU offers deaf education students the unique opportunity to better understand clinical audiology services, including screening assessments, diagnostic assessments, and hearing technology evaluations and fittings. The audiology and cochlear implant clinic rotation requirements consist of:

- Observations
 - Hearing assessment, child younger than age 3 years
 - Hearing assessment, child older than age 3 years
 - Hearing Aid Fitting
 - Cochlear Implant Fitting
- Test Assistant
 - Test assistant, child younger than age 3 years
 - Test assistant, child older than age 3 years
- Video Analysis
 - Video analysis of assessments and fittings



Total observations and direct service audiology rotation requirements are approximately 18 hours. This does not include planning, prep, or supervisor meetings.

Student Teaching

Deaf Education students in Track 1 will complete a full semester of student teaching during Fall or Spring semester of year two. Please see the ***Student Teaching Guide, located in Appendix A of this Handbook, including the Student Teaching Comprehensive Evaluation form.***

Students who are in the Track 3 program of study will follow the Student Teaching requirements as described by the Department of Special Education.

Student Supports and Resources

In its programs and activities, including in admissions and employment, Utah State University does not discriminate or tolerate discrimination, including harassment, based on race, color, religion, sex, national origin, age, genetic information, sexual orientation, gender identity or expression, disability, status as a protected veteran, or any other status protected by University policy, Title IX, or any other federal, state, or local law. The following individuals have been designated to handle inquiries regarding the application of Title IX and its implementing regulations and/or USU's non-discrimination policies:

Executive Director of the Office of Equity
Alison Adams-Perlac, JD
alison.adams-perlac@usu.edu
Old Main Rm. 161
435-797-1266

Title IX Coordinator
Hilary Renshaw, JD
hilary.renshaw@usu.edu
Old Main Rm. 161
435-797-1266

For further information regarding non-discrimination, please visit <https://equity.usu.edu/>, or contact:

U.S. Department of Education
Office of Assistant Secretary for Civil Rights
800-421-3481
OCR@ed.gov

U.S. Department of Education
Denver Regional Office
303-844-5695
OCR.Denver@ed.gov

The faculty and staff in the LSL Interdisciplinary Graduate Training program are here to help students succeed. If a student begins to experience academic difficulty or would benefit from student services resources, they are encouraged to reach out to their supervisor or contact student services. Please see the following university resources:

- [Academic Success Center](#)
- [Office of Equity \(e.g., Discrimination, Sexual Misconduct\)](#)
- [Aggie Wellness: Counseling and Psychological Services](#)
- [Inclusion Center](#)
- [Disability Resource Center](#)
- [Latinx Cultural Center](#)
- [Public Safety](#)
- [Veterans Resource Office](#)
- [Student Employment](#)
- [IT Service Desk](#)

Employee Sexual Misconduct Reporting Obligations

The department has a responsibility to create a learning and working environment that is free from sexual misconduct, for this reason some people in the department are reporting employees and required to report information about sexual misconduct to the USU Office of Equity (Title IX Coordinator). This means that if an employee receives information concerning incidents of sexual misconduct, they must report it at equity.usu.edu/report. The following people are reporting employees and you are welcome to talk with them, they want to help you.

- Department Head: Karen Muñoz
- Assistant Department Head: Teresa Ukrainetz
- Deaf Education Division Chair; Lauri Nelson
- Clinic Directors: Cache Pitt; Jamie Mecham; Nicole Jacobsen
- Bilingual-Bicultural Deaf Education Area Coordinator: Curt Radford
- Business Manager: Matt Lovell
- Faculty or Staff who supervise student employees

If you would like to talk to someone confidentially about an experience of sexual misconduct, visit sexualrespect.usu.edu to learn about USU resources like [Counseling and Psychological Services \(CAPS\)](#) and the [Sexual Assault and Anti-Violence Information \(SAAVI\) office](#).

What happens when a report is submitted to the Office of Equity? You will be contacted by an individual in the Office of Equity, they will provide you with information about [USU and community support and reporting options](#), including information about [supportive measures](#) (e.g. academic accommodations, safety measures), and a case will be opened. You are not obligated to respond to the contact or accept their assistance if you are not ready for help. Your case can be re-opened in the future if you decide you want assistance at a later time. (webpage link: <https://www.usu.edu/equity/sexual-misconduct/Navigating-Title-IX-Process>).

Program and Practicum Policies

USU Faculty and Sound Beginnings Staff

The department of COMDDE and the staff in Sound Beginnings comprise a multidisciplinary team of deaf educators, speech language pathologists and audiologists who are available to support and mentor students throughout their graduate training program. Students should contact any member of the USU or Sound Beginnings team with any questions, concerns, or requests for support. Students should address USU faculty using appropriate professional titles.

People-First Language

Please be mindful of the terminology that is used when referring to individuals with disabilities. For example, rather than saying “autistic child”, we should say “a child with autism”. Likewise, we should avoid referring to the children we serve as being “hearing impaired”. Instead, please use the terms “deaf or hard of hearing” or “child with hearing loss”.

Communication

Students are expected and required to maintain good communication with their cooperating teachers and practicum supervisors. Please make sure to check your email regularly and **please be responsive to faculty communications in a timely way**. This facilitates student learning, reduces misunderstandings, is essential to successful collaboration, and is part of developing important professionalism patterns.

Absences

Students who are sick or unable to attend their scheduled practicum assignment should contact their cooperating teacher and faculty supervisor as quickly as possible. At the beginning of each semester, students should learn their cooperating teachers’ preferred methods of communication (e.g., text, email, phone) for communicating unexpected absences. Students who wish to have an excused absence from practicum must submit a request at least two weeks in advance of the scheduled absence. Students who are granted an excused absence will be required to make up any missed practicum or scheduled work assignments. Occasionally, unexpected or extenuating circumstances can occur and will be managed on a case-by-case basis.

Schedule

Students will receive their practicum assignment prior to each semester and are expected to fulfill the time requirements as defined for each experience. This includes planning and preparation, direct contact, report writing, and all pertinent meetings. It is not permissible for students to bring their own child(ren) with them to their practicum placements or to associated meetings.

Background Checks

Campus-based students are required to complete a background check prior to providing services in Sound Beginnings. For both campus-based and distance students, the background check is required for the Utah teaching license. See <https://cehs.usu.edu/teacher-education/background-check>. The background check should be completed during summer prior to fall semester of the first year.

HIPAA / FERPA Training

Students are required to complete Health Insurance Portability and Accountability Act (HIPAA) training prior to providing direct services. A link to the online training will be provided, the certification course includes a review of the HIPAA policies and procedures. Compliance with HIPAA policies are required during delivery of services and management of confidential educational or medical files in all educational and clinical training settings. HIPAA or FERPA violations are taken seriously and will be formally documented and reflected in the student’s practicum or student teaching grade. More serious sanctions could occur, as per university policy. Students are reminded to **never** discuss the private educational or medical services of children in non-secured areas (e.g., hallways, waiting area,

materials room, report-writing room). When discussing educational or medical services in secure areas, students must do so in a professional manner, using appropriate confidentiality guidelines.

Performance Expectations

If students do not meet academic and/or practicum performance requirements, he or she may be required to develop a Remediation Plan. See [Graduate Program Policies](#). The purpose of a Remediation Plan is not punitive, rather it is an effort for students and faculty to identify areas of need or supports that may be valuable for the student. However, after exhausting appropriate supports or remedies, students who fail to meet program expectations may be counseled out of the Program.

Student Concerns or Complaints

In the university environment, challenging issues involving students and/or faculty can occur. The following provides guidance in how to approach issues you encounter, starting within the department.

Student Responsibilities

Students have a responsibility for their learning, including recognizing and addressing barriers that negatively influence their learning environment. When possible, first communicate directly with the person with whom you are experiencing the problem. If the issue is not resolved by that approach, or if it is a concern that you cannot take directly to that person, there are avenues to seek further help. Based on the nature of the concern, you may consider speaking with faculty in COMDDE who have leadership roles and can provide assistance:

Role	Name	Contact Information
Department Head	Karen Muñoz	797-3701 karen.munoz@usu.edu
Assistant Dept Head & Division Chair: SLP	Teresa Ukrainetz	797-1384 teresa.ukrainetz@usu.edu
Division Chair: Deaf Education	Lauri Nelson	797-8051 lauri.nelson@usu.edu
Division Chair: Audiology	Sarah Leopold	797-3701 sarah.leopold@usu.edu
Clinic Director: Audiology	Cache Pitt	797-9311 cache.pitt@usu.edu
Clinic Director: Sound Beginnings	Nicole Jacobson	797-4490 Nicole.jacobson@usu.edu
Clinic Director: Speech-Language Pathology	Jamie Mecham	797-5531 Jamie.mecham@usu.edu

COMDDE Faculty & Staff Responsibilities

Department faculty and staff have a responsibility to address and resolve problems they personally experience, with students or faculty, directly with the person involved. If in working together the issue cannot be resolved, support from department leadership, depending on the nature of the problem, may be sought. If a problem is brought to their attention that does not involve them, it is not their job to intervene.

Expectations: Based on nature of the problem, referral to appropriate individual in leadership, or to appropriate campus support services.

COMDDE Leadership Team Responsibilities

Faculty in leadership positions have a responsibility to assist in the process of resolving issues brought to their attention through constructive engagement in the process. Actions taken will be based on the nature of the problem and may include meeting individually or convening a meeting with those involved, consultation with other leadership faculty, or referral to appropriate campus support services. Expectations: (a) listen to understand, (b) actively seek relevant facts and perspectives germane to the issue, and (c) address the issue in a timely manner. Resolution will be appropriate to the issue based on exploration of the problem. If problems persist (e.g., lack of follow through on agreed upon action, behaviors that interfere with resolution of the issue) additional steps will be taken.

College and University Assistance & Grievance Procedures

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Students can move their concerns beyond the department, to the Dean of the College of Health and Human Services or to the university level if they are not satisfied with the department response. Students may also go directly to those levels without going through the department. Students can learn about expectations, procedures, and timelines for submitting a grievance in the USU Code of Policies and Procedures for Students (<https://studentconduct.usu.edu/studentcode/index>). For matters of Student Conduct, see Article V (<https://studentconduct.usu.edu/studentcode/article5>), Academic Integrity, see Article VI (<https://studentconduct.usu.edu/studentcode/article6>), and for Discrimination and Harassment, see Article VII (<https://studentconduct.usu.edu/studentcode/article7>).

Sound Beginnings Policies and Procedures

Educational Files

Students can access the hard copy and electronic educational files of the children they serve, as needed to fulfill assignments and to identify instructional plans to meet the individual needs of each child in all service delivery settings. Under no circumstances are hard copies to leave the building; electronic access only from approved computers. Students must follow all FERPA, university, and Sound Beginnings policies related to confidentiality – and this includes keeping educational files safeguarded at all times.



Photo and Video

Students are not permitted to use their personal cell phones to take photos or videos of children in Sound Beginnings or during any virtual visits without the expressed, written consent of Nicole Jacobson, the Sound Beginnings Director. All pictures & videos of children (used in presentations/posters/powerpoints) must similarly be cleared by the Sound Beginnings Director.

Cubicles

Campus-based graduate students have cubicle space located on the 3rd floor. Feel free to make your cubicle your own, in a professional but inspiring manner. When we have tours, it is important that the cubicles look occupied and organized. Please remember that we share this space with other departments so we need to keep it quiet and well maintained.

Dress Code

Students are required to dress professionally at all times when delivering services to children enrolled in Sound Beginnings, while in the USU Speech-Language-Hearing Clinic, Pediatric Audiology clinic, or when representing USU at external practicum sites, field-based experiences, or other professional events. At any given time, students may be interacting with parents, colleagues, and other professionals or visitors. If it appears that students are dressed in the same clothing that one might wear to the beach, a night club, the gym, or when cleaning out the garage, it may be that the attire is not appropriate in the practicum or professional setting. Professional behavior is required at all times, including use of appropriate language and conducting one's self in a socially acceptable manner.

Expenses for Therapy & Educational Supplies

University policy does NOT allow for students to purchase materials and then submit the receipt for reimbursement. If materials are needed for practicum, students should first obtain approval from the practicum supervisor or cooperating teacher, and then provide a list of needed items according to Sound Beginnings protocol or the procedures in your off-

campus site. In Sound Beginnings, shopping items must be approved by the supervisor and submitted a minimum of one week ahead of time, so please plan accordingly.

Sound Beginnings Workroom Policies

- If you need help finding supplies or materials, ask SB staff.
- Clean up after yourself; throw away paper scraps, wipe glue off countertops, put away materials, etc.
- Return supplies (pens, scissors, rulers) to the containers in the middle of the work table.
- After using computer, save any necessary work, close all boxes, exit out of all windows, SIGN OUT and close emails.
- Use printer log to document copy machine usage.
- Shopping list is hanging above the white board; any needed items must go on the shopping list.
- Graduate students **MUST** get approval from teachers/supervisors before putting any items on the shopping list.
- Graduate students should use their own cubicles on the 3rd floor whenever possible so as to not crowd the workroom.
- Check the baskets in front of the work desk for lost papers/copies. Unclaimed papers will be thrown away after about a week.
- Put personal items in cabinets, hang on hooks, etc. to keep workspaces and walkways free and clear.
- **Laminator:** students are not permitted to use the laminator. If you would like materials to be laminated, you must first obtain permission from your supervisor. Then, place the project in the bin in the work room labeled "Sound Beginnings – Need to be Laminated".
- Materials developed for use in the classroom must remain the property of Sound Beginnings. Students are welcome to make a second copy of materials by going to the copy center on campus or elsewhere but we will ask students to refrain from using USU equipment or materials for personal use. The communication board in the workroom is updated every morning with absentee, visitor information, or changes to the schedule. Please check this board each morning.

Observation Rooms

- All observers/visitors coming to Sound Beginnings must be cleared by Nicole Martin, the Sound Beginnings Director and communicated to Wendy Thompson.
- Before entering the observation room in Sound Beginnings, please post the red sign on the door where it is easily visible by the teacher. This sign must remain in place during the entire observation period. When finished, please remove the sign and return it to the pocket after leaving the observation room.
- In the Sound Beginnings observation rooms, please return all headphones to the appropriate hook; pay attention to numbers.
- Please be respectful of the observation environment. When you need to communicate with someone in the observation room, please whisper. Be sure to clean up all trash, papers, etc upon leaving.

Storage Closet

- To check out items from the storage closet, please sign and date your name on the check-out sheet. This will help everyone know where items are.
- Please check out the entire box even if you only need a few items. This will help keep our sets together so items don't get lost. When you check out a box in your name, you are responsible for all the contents in the box.
- When you are finished with the items, please return the box back to its original spot on the shelf and then erase your name from the check-out sheet.
- Some materials are the personal property of staff (e.g., marked file cabinets in the observation room, some materials in the classroom). Please use these materials by permission only and be sure to return everything to their original place.

Kitchen/Family Room

- You are responsible for your own dishes— please don't leave them in the sink.
- Please clean up after yourself & your activities.
- If you use the fridge, please label all items and clear out old or unused foods.



COMDDE and Sound Beginnings Contact information 2021-2022

COMDDE LSL Graduate Training Program Faculty			
Karen Muñoz, Ed.D., CCC-A Department Head Professor	158 ECERC	(435) 797- 3701	karen.munoz@usu.edu
Lauri Nelson, Ph.D. Deaf Education Division Chair Professor	150 ECERC	(435) 797- 8051	lauri.nelson@usu.edu
Elizabeth Parker, M.Ed. Clinical Instructor	Off- campus	(801) 949- 3406	liz.parker@usu.edu
Sarah Law, M.Ed. Clinical Assistant Professor	154 ECERC	(435) 797- 4464	sarah.law@usu.edu
Nicole Jacobson, M.S., CCC-SLP LSL Cert, AVEEd Director, Sound Beginnings Clinical Assistant Professor	156 ECERC	(435) 797- 9230	nicole.jacobson@usu.edu
Cache Pitt, AuD, CCC-A Audiologist Clinical Associate Professor	149 ECERC	(435) 797- 9311	cache.pitt@usu.edu
Kali Markle, AuD, CCC-A Audiologist Clinical Assistant Professor	160 ECERC	(435) 797- 2507	kali.markle@usu.edu

Sound Beginnings Faculty and Staff			
Jeanette Smoot, M.S., CCC-SLP LSL Cert, AVT Speech-Language Pathologist	148a ECERC	(435) 797- 9229	jeanette.smoot@usu.edu

Cass Fogelstrom, M.Ed. LSLS Cert. AVEd Deaf Educator	Off-campus	(801) 520-7393	Cass.parker@usu.edu
Sharon Fairbourn, M.S., CCC-SLP LSLS Cert, AVT Speech-Language Pathologist	148a ECERC	(435) 797-9233	sharon.fairbourn@usu.edu
Annie Huish, M.Ed. Deaf Educator LSLS Cert in process	128 ECERC	(801) 520-1868	annie.huish@usu.edu
Teena Young, M.Ed. Deaf Educator LSLS Cert in process	128 ECERC	(435) 797-9226	teena.young@usu.edu
Marie Rood Teacher's Aide	140 ECERC	(435) 797-9225	marie.rood@usu.edu
Wendy Thompson Staff Assistant	Front Desk	(435) 797-9234	wendy.thompson@usu.edu
Sound Beginnings Management Team			
Karen Muñoz, Ed.D., CCC-A Department Head Professor	158 ECERC	(435) 797-3701	karen.munoz@usu.edu
Lauri Nelson, Ph.D. Deaf Education Division Chair Professor	150 ECERC	(435) 797-8051	lauri.nelson@usu.edu
Nicole Jacobson, M.S., CCC-SLP LSLS Cert, AVEd Director, Sound Beginnings Clinical Assistant Professor	156 ECERC	(435) 797-9230	nicole.jacobson@usu.edu
Karl White, Ph.D. Director, NCHAM Professor	302 ECERC	(435) 797-3013	karl.white@usu.edu

LSL Deaf Education Student Teaching Guide

Placement of Students into Student Teaching Sites

The faculty of each specialty area examine all student teaching applications for the following semester. In addition to Sound Beginnings, they identify possible student teaching sites in which:

- 1) “best practices” for teaching, management and service delivery are modeled,
- 2) the school administrator and fellow teachers recognize the cooperating teacher as a “master teacher”
- 3) the cooperating teacher is fully certified to teach the student population and has at least 3 years experience, and
- 4) within reasonable commuting distance for the student and university supervisor.

Application for Licensure

After all Track 1 coursework has been completed, students desiring licensure in Utah should submit a completed application using the [Licensure Application link](#). The link will walk you through all the requirements including ordering transcripts, completing an ethics review and ensuring current background check. Your application can begin processing through the Dean's office once your degree is posted to your transcripts (4-6 weeks).

Student Teaching License and Liability Insurance

For Utah students, the State Board of Education issues a Student Teaching License upon the recommendation of the College of Education and Human Services. A Student Teaching License authorizes the student teacher to teach in a specified school or schools under the specific direction of a qualified and certified person. The license is valid only for the student teaching period. A person may not engage in student teaching without a current student teaching license. A person employed in a position requiring state licensure that holds a current license issued by the state board is a certified employee and is covered by a liability insurance program carried by the school district.

If a student teacher is performing a service for the school district, they have liability coverage by the district. If students are in the classroom because they have chosen to go there on their own, they are not covered by liability insurance.

Student Teaching Policies

1. Attendance, Calendar and Transportation

Student Teaching is mandatory. Absences are not permitted during the student teaching experience except for personal illness or a death in the immediate family. Should such conditions merit an absence, the cooperating teacher and university supervisor should be notified immediately, since adjustments within the classroom will need to be made. If absences accrue beyond three days, the student teacher will be required to make-up the time missed during student teaching or will be required to repeat student teaching another semester.

Student teachers will follow the calendar of the district where they are assigned to do their student teaching, not the USU calendar. It is the student teacher's responsibility to locate his/her own transportation to and from assigned schools.

2. Substitute Policy

It is the policy of Utah State University's College of Education that student teachers are NOT to be used as substitutes for employed teachers, even for short periods. Any deviation from this policy must be cleared with the COMDDE department.

3. Problems and/or Grievances

Should problems or grievances develop during the student teaching experience, the cooperating teacher and university supervisor should be made aware of the situation as soon as possible. The student teacher is encouraged to discuss professional problems at any time with his/her cooperating teacher and LSL faculty supervisor.

4. Compliance with District and School Policies

The student teacher is required to adhere to district and school policy in the district where he/she has been assigned to student teach. This includes faculty meetings, teacher in-services, IEP conferences, and other teacher responsibilities before and after school hours. Student teachers must be at school one half hour before school starts and one half hour after school ends, or the district contract hours, whichever is greater.

THE ROLE OF THE STUDENT TEACHER

• Introduction

Prior to student teaching, students must register for the PPAT (Praxis Performance Assessment for Teachers).

Become familiar with the [Utah Effective Teaching Standards](#) and the competencies that must be demonstrated for effective teaching and in meeting the LSL competencies as shown in the evaluation forms.

As the student teacher, you will begin as an observer. Cooperating teachers should share objectives, lesson planning, and evaluation procedures, and discuss individual pupil problems.

As you demonstrate the ability to assume more responsibility, the assignments for designing and directing learning activities will be increased. It is recommended that you have the opportunity to observe lessons being taught in each area of the curriculum before you teach that topic independently. **This transfer of teaching should be scheduled so you are in complete charge of the classroom for a minimum of the last two thirds of student teaching. If you demonstrate the competence and initiative necessary to take charge earlier, you should be encouraged to do so.**

Grading System for Student Teaching

Student teaching uses a pass/fail grading system. Grades are based on supervisor's observations, feedback from cooperating teachers, written midterm & final evaluations from the cooperating teacher & the LSL faculty supervisor, and the student's PPAT portfolio. It is necessary for student teachers to pass student teaching in order to be endorsed for State of Utah licensure.

❖ Professionalism

- Adhere to the policies and philosophies of Sound Beginnings or the hosting school and district where you are assigned.
- Adhere to the Utah Professional Practices Advisory Commission's Standard of Professional and Ethical Conduct for Educators.
- Professional conduct is expected. Keep confidences and respect the rights of others at all times.
- Secure information pertaining to legal responsibilities for the classroom.
- Maintain a positive attitude and develop a positive learning environment for the children within the classroom and school setting.
- Demonstrate a positive regard for the culture, religion, gender and sexual orientation of individual students.
- Be responsible, courteous, and dependable.
- Professional dress is expected of all student teachers. Maintain a neat, clean, and appropriate appearance.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Use copyrighted educational materials in an ethical manner.

❖ Teaching and Management

- Develop detailed lesson plans that are approved by the cooperating teacher and reviewed by the university supervisor. Most student teachers find it very helpful to plan their lessons at least a week in advance.
- Teach students using effective instructional techniques. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.

- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Employ disciplinary measures, which conform to the instructions of the cooperating teacher.
- Take the initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Remember the cooperating teacher has the final say in the classroom.
- Know your behavior management plan. Have rules displayed in the classroom. Be sure both you and the students know what is expected.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
- Design, structure, and manage daily routines effectively including transition time, for students, other staff, and the instructional setting.

Suggestions for an Effective Student Teaching Experience

❖ Prepare in advance

- Arrange a meeting at the school to meet the principal and cooperating teacher(s). You should make an effort to get to know the physical layout as well as the policies of the school.
- Learn about the community and the people who live there.
- Become acquainted with the curriculum, textbooks, materials, and instructional techniques that are being used for the specific subject(s)/grade(s) to which you have been assigned.
- Determine what aid can be expected from the university supervisor, and have a clear understanding of what the supervisor will expect from you. Primarily this can be accomplished by:
 1. Becoming thoroughly acquainted with this [Student Teaching Handbook](#)
 2. Attend the orientation seminar conducted by the Coordinator of Student Teaching that is usually held the last week of the semester preceding the student teaching experience.
 3. Set up a meeting with your university supervisor to become aware of observation and portfolio requirements specific to your supervisor.

❖ Learn from the cooperating teacher

- Be mindful that a student teaching position is much like an apprentice within the school setting you have been assigned to. You should recognize and respect the feedback and suggestions of the cooperating teacher and the school administration.
- Be cognizant that the cooperating teacher is in legal control of the classroom and is legally responsible for it.
- Accept the cooperating teacher's decisions and respect his/her opinions concerning the materials and methods by which they are to be presented.
- Schedule time for frequent conferences with the cooperating teacher.
- Establish openness to constructive feedback, recognizing that the cooperating teacher is eager to see you succeed.
- Support the cooperating teacher in matters of school discipline.
- Establish a willingness to assume teaching responsibility.
- Establish a procedure for reviewing lesson plans with the cooperating teacher.
- Give credit to the cooperating teacher for assistance rendered.
- Understand that in an effort to resolve problem situations, you should begin with the cooperating teacher.
- Participate in non-classroom activities in which the cooperating teacher has some responsibility.

❖ Focus on teaching the students

- Your main concern should be pupil achievement rather than making a favorable impression on the cooperating teacher or university supervisor.

❖ Focus on continual improvement

- Continually reflect on and evaluate each teaching experience—determining what went well, what needs to be improved, and how you can be more effective next time.
- Stay aware of the extreme importance of your work.
- Do not demand perfection from yourself; demand continual improvement.

- Focus on the things that you can control.

❖ Focus on student teaching

- Student teachers are cautioned not to overload themselves with additional university courses, or other responsibilities such as work during your student teaching experience. The amount of work you undertake during your student teaching experience has a direct relationship on your effectiveness as a teacher. Teaching is a responsibility that must come first. The obligation to the education of school pupils cannot be taken lightly; therefore, responsibilities other than teaching should be kept minimal.

THE ROLE OF THE COOPERATING TEACHER

Model Best Practices for Instruction, Management and Organization

You have been selected to be a cooperating teacher because you model “best practices.” Remember that your classroom will be one of the models that your student teacher will have when s/he begins teaching. Take every possible opportunity to demonstrate effective practices for your student teacher and describe to him/her what you are doing and why.

Model Professionalism

Professionalism is a subtle and complex concept. Students acquire professionalism from examples more than from description. You will be an important model of how a special education teacher should act as a professional.

Give the Student Teacher Gradually Increasing Responsibility

As with any set of learners, student teachers have different needs for structure and independence, but virtually all learners benefit from a progression from simple to complex demands. Start the student teacher with easier tasks and increase his/her responsibility as his/her performance allows. The student teacher should assume your total teaching load at least the last two thirds of the semester.

Meet with Student Teacher and Provide Specific Feedback

Frequent, specific, and constructive feedback is crucial for your student teacher to attain the maximum benefit from the experience. Comment on positive aspects of the student’s teaching, management, organizational, and professional behaviors; and give specific suggestions on how these can be improved. Praise progress. Use the General Comments Sheets provided in your packet to document feedback given to your student teacher.

Suggestions for Cooperating Teachers

Prepare in advance and help the student teacher get started

In a very real sense, the progress of the student teacher through the semester actually begins before the student teacher arrives in the classroom. Effective cooperating teachers begin preparing for their student teachers prior to their arrival. You are encouraged to make the following preparations:

1. Prepare the children for the arrival of the student teacher. The children should be prepared to regard the student teacher as another teacher in the room, and to welcome the additional teacher as a person who can make a positive contribution to their learning.
2. Place a table or desk in the room for use by the student teacher. Preferably, this will not be a child’s desk.
3. Gather together materials that will help the student teacher understand curriculum and school policies (e.g., teachers’ editions of textbooks, school district and state curriculum guides, school handbook containing school policies and procedures).
4. Clear a time for a conference with the student teacher during the first day. Items to be discussed should include:
 - a. An explanation of expectations for the student teacher
 - b. A description of the instructional programs
 - teaching schedule
 - curricular objectives for each group or individual
 - specific instructional methods

- educational philosophy
 - IEP goals for each child
 - CASLLS or other ongoing progress documentation procedures
- c. A description of behavior management procedures
- overall positive management plan
 - specific sequence of steps to be used to manage specific behaviors
 - individualized management plans
5. When the student teacher arrives, formally introduce the student teacher to the children in your classroom. If possible, allow the student teacher to share some interesting facts about him/her.

Collaborate with the student teacher and increase their responsibilities

Encourage the student teacher to collaborate with you in making decisions that lead to the development of independence of his/her own teaching strategies. Prior to offering advice, encourage the student teacher to reflect about his/her planning, classroom practices, and decision-making.

Provide rationale when making suggestions to the student teacher.

Help the student teacher by providing specific feedback

Allow time for conferences with the university supervisor and the student teacher throughout the student teaching experience. Be specific when communicating with the student teacher, especially when providing feedback.

Evaluation for professional growth purposes should be characterized by three essential elements:

Prior to each student teaching placement the LSL Faculty Supervisor will meet with each Cooperating Teacher to discuss expectations and to provide evaluation forms.



Council on Education of the Deaf

Alexander Graham Bell Association for the Deaf
American Sign Language Teachers Association
American Society for Deaf Children
Association of College Educators- Deaf and Hard of Hearing
Conference of Educational Administrators of Schools and Programs for the Deaf
National Association of the Deaf
National Consortium for ASL/English Bilingual Education
OPTION Schools

Council on Education of the Deaf
c/o University of Texas Health Science Center
MC 7777
San Antonio, TX 78229

Email: executivedirector@councilondeafed.org
CED website: www.councilondeafed.org

March 21, 2022

1000 Old Main Hill
Logan, UT 84322

Dear Utah State University Listening & Spoken Language Deaf Education Program,

The Council on Education of the Deaf is pleased to recognize you as an Accredited post-secondary teacher preparation program which trains teachers of deaf and hard of hearing students. Graduates of your CED Accredited program will be eligible for CED individual Certification which represents the highest standard for teachers of deaf and hard of hearing students.

Your continuing participation as a CED accredited program helps to strengthen and maintain the identity, integrity, and credibility of the services rendered by professionals in our very special field and is much appreciated. When it is time for renewal of your accreditation in 2026, forms will be available on the website, www.councilondeafed.org/accreditation/.

Congratulations and best wishes.

Sincerely yours,

Sarah Ammerman and Blane Trautwein
Co-Executive Directors



PROUDLY AWARDS:

Utah State University

**Listening & Spoken Language Deaf Education
Program**

CERTIFICATE OF ACCREDITATION

[THIS ACCREDITATION IS VALID THROUGH OCTOBER 31, 2026]



Attested and Presented: March 21, 2022

A handwritten signature in black ink that reads 'Sarah B. Ammerman'.

Sarah Ammerman, Ph.D.
Co-Executive Director, CED

A handwritten signature in black ink that reads 'Blane Trautwein'.

Blane Trautwein, Ed.D.
Co-Executive Director, CED



ITEM FOR ACTION

Utah State University's Department of Communication Studies and Philosophy, in the College of Humanities and Social Sciences submits the attached new program review of the Communication Studies MS degree for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Communication Studies and Philosophy Communication Studies MS degree prepares students for careers in fields that value communication skills, team building, and facilitating positive change, to teach communication skills, or to enter a PhD program. There are 10 students in the program currently with 5 graduates this past academic year.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this new program review of the Utah State University Department of Communication Studies and Philosophy Communication Studies MS degree program.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a new program review of the Communication Studies MS degree in the Department of Communication Studies and Philosophy, College of Humanities and Social Sciences, as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the new program review for the Department of Communication Studies and Philosophy Communication Studies MS degree, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

**Third-Year Report
Utah State University
Master of Communication Studies
June 22, 2022**

Program Description

The Masters' degree in Communication Studies is a face-to-face program focused on understanding how communication in human interaction can build relationships that enact positive interpersonal, organizational, and social change. Graduates of this program are applying their skills and disseminating their knowledge in ways that enable greater collaboration and cooperation in a variety of contexts.

The Master's degree in Communication Studies has a two-fold purpose. First, the degree enhances students' personal career objectives by preparing them to advance in careers that highly value communication skills in managing conflict, building cooperative relationships and teams, and facilitating positive change. This training is important as students either enter the workforce or begin a doctoral program. The analytical research skills and in-depth immersion into the dynamics of specific communication contexts help graduates better understand their own experiences, make purposeful choices in their interactions with others, and prepare them to improve the settings in which they work.

Second, the degree also trains students to impart the knowledge they gain to others. One of the key benefits of this program is that it is designed to instruct students to teach, train and write with the goal of sending out Master's students who can help improve others' relationships and work/community environments. Whether the new graduates share their knowledge through continuing to research and teach in this area or by working in their local communities and organizations to train and inform others, the goal of learning how to effectively communicate knowledge to others is one of the primary purposes of this program.

Learning Outcomes:

- Students are able to assess and research interpersonal, organizational, and societal situations from many points of view.
- Students are able to facilitate new and dynamic perspectives for others through work that translates research findings in communication studies into practical knowledge and skills.
- Students are able to create new communication strategies, messages, interventions, and/or training programs to facilitate positive change.

Why the Program was Initiated

The decision to propose a Master's program in Communication Studies was a collaborative process involving faculty, students, and many administrative levels. Communication skills are noted in every list of top skills employers are looking for from college graduates. However, the need for communication skills and competence goes well beyond the workplace. In every community and in every relationship, communication is at the heart of whether or not people are able to accomplish their goals. Undergraduates in communication studies also recognize the applicability of and great need for the development and practice of communication competence in today's society, especially for many of the most pressing and complex challenges in society. This is one of the consistent themes in the exit interviews with

students in the undergraduate Communication Studies program at USU. Many also express a desire to continue their studies in a Master's program here at Utah State University. This graduate program will allow us to continue to serve students' needs and the communities of Utah in ways that make a positive difference in the workplace, in families, and in a variety of other relationships. And as communication-focused masters programs at others institutions (e.g., Utah, Weber State, Southern Utah) have overwhelming demand and other state institutions do not have communication graduate studies (e.g., Dixie State, Utah Valley), this program will fill a need for students at other state institutions as well.

One of the biggest benefits of the proposed program is that it not only helps the students within the program to develop their knowledge and abilities in this area, but it teaches them how to effectively spread these skills and information to others, greatly expanding the impact of the program. Indeed, many of the students in the program will have the opportunity to be a graduate instructor. Given the large undergraduate demand for Communication Studies courses at USU, the graduate instructors will have excellent opportunities to teach. This will be a positive outcome for both the undergraduate and graduate students in the Communication Studies program.

Benefits to the Institution and USHE

The Master's program has several benefits. The program provides another communication-related graduate program within the state that complements the other programs in the USHE system and provides an increased capacity for developing advanced expertise in communication for the students seeking higher education in the state of Utah. This program has also increased the undergraduate teaching capacity of the Communication Studies program at USU, helping alleviate significant student demand and providing important teaching and professional development opportunities for the graduate students. Finally, the graduate students have provided synergy and support for existing faculty research programs, particularly for those faculty members seeking external research funding.

In addition, the Communication Studies graduate program has increased the visibility and positive reputation of Utah State University, a benefit to both the institution and USHE. Our graduates have been accepted to top-tier PhD programs in Communication Studies including Colorado State University, the University of Iowa, the University of Georgia, and the University of Maryland. Our students have also won awards at academic conferences (e.g., a Top Student Paper award at the National Communication Association and a Top Paper award at the Northwest Communication Association). Graduates who have not pursued PhDs are gainfully employed in positions such as: Lecturer at Utah Valley University, Debate Coach at Utah State University, and Custom Trainer at Lucid. The graduate program has also bolstered the undergraduate program, allowing Communication Studies to fill the needs of more undergraduate students than we were able to before the graduate program.

Enrollment and Revenue Data

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1		Year 2		Year 3	
		Est.	Actual	Est.	Actual	Est.	Actual
*Total Department Student FTE (Based on Fall Third Week Data)	542	548	766	564	742	576	413
*Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	40	42	*N/A	42	*N/A	42	18

*Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	13	13	*N/A	13	*N/A	14	22
Program Level Data							
*Total Number of Declared Majors in Program	X	N/A	5	N/A	11	N/A	10
Total Number of Program Graduates	X	0	0	6	6	12	5
Departmental Revenue							
*Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)	\$4,654,669	\$4,873,077	*\$11,378	\$4,934,885	*\$11,016	\$4,965,789	N/A
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)		X	*N/A	X	*N/A	X	N/A

**Note: The department submitted an R401 New Academic Program Proposal in 2018 as the Languages, Philosophy, and Communication Studies Department. This department was split into two smaller departments in the 2020-2021 academic year. As a result, the data for faculty, students, and funding was affected in that the current department for this program, Communication Studies and Philosophy, is smaller than the original department. Some data is not available yet due to this change in department structure and size.*

Institutional Analysis of Program to Date

The programs key strengths are our graduate rate (100% to date) and graduate placement (see below). We have observed two key challenges: the COVID-19 pandemic (which affected students' physical and mental health) and recruitment. Our first round of applications was relatively small, and most applicants earned their undergraduates at Utah State. We have bolstered recruitment efforts by advertising the program at local, regional, and national conferences and by reaching out to faculty at other institutions with information about our program. We have already seen the benefits of these efforts: our most recent pool (for Fall 2022) included over 20 applicants, and we have had graduate students come to our program from institutions including Stephen F. Austin State University, Utah Valley University, and BYU Idaho.

Employment Information

<u>2021 Graduates</u>	<u>Employment</u>
Christian Lippert	Mental Health Content Writer at Malouf
Lindsay Bennett	Adjunct Instructor at USU; Communication Consultant (self-employed); offered a Lecturer position at Weber State (declined the offer)
Shelby Crow	Currently a Ph.D. Student at Colorado State University (fully funded + stipend); also accepted to the University of Maryland (declined the offer); thesis project won the Top Student Paper Award for the African American Communication and Culture Division at the 2021 National Communication Association Convention in Seattle, WA.
Sydney Pond	Starting as a Lecturer at Utah Valley University Fall 2022; previously employed as

	a Contract Proposal Writer at Northrop Grumman (70k salary)
Jaimee Smart	Customer Trainer at Lucid (70k salary)
Bobbi Petersen	Adjunct Instructor at USU; offered a salaried position as a Habits of the Mind Instructor (declined the offer)
<u>2022 Graduates</u>	<u>Employment</u>
Michala Zilkey	Ph.D. Student at University of Iowa (beginning Fall 2022; fully funded + stipend); also accepted at University of Georgia (declined the offer); won a Top Paper Award at the 2022 Northwest Communication Association Convention in Coeur d'Alene, ID
Travis Bergon	Technical Account Manager at Qualtrics
Diana Costanzo	Advocate Coordinator at Family Advocates, Idaho CASA 4 th Judicial District
Cody Clayton	Onboarding Specialist for Busy, Busy, (declined offer to move closer to family)
Donald Corwin (Owens)	Debate Coach and Adjunct Instructor at USU; Sales Rep at Murdock Hyundai



6 January 2023

ITEM FOR ACTION

Utah State University's Department of World Languages and Cultures Portuguese Language BA degree program, in the College of Humanities and Social Sciences, submits the attached new program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of World Languages and Cultures Portuguese Language BA courses emphasize the language, culture, and literature of the Portuguese language, primarily in Brazil. The program began offering courses in 2019 and has produced six graduates, two in the most recent academic year. There are currently three students who have declared majors in the program.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this new program review of the Utah State University Department of World Languages and Cultures Portuguese Language BA degree program.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a new program review of the Portuguese Language BA degree in the Department of World Languages and Cultures, College of Humanities and Social Sciences, as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the new program review for the Department of World Languages and Cultures Portuguese Language BA degree, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Third-Year Report
Utah State University
Portuguese BA
9/22/2022

Program Description

The Bachelor of Arts (B.A.) degree in Portuguese prepares students with the knowledge, motivation, and skills necessary to develop a high degree of linguistic competence in the Portuguese language, and provides the historical, artistic, and cultural background needed to understand and interact successfully with Portuguese speakers. Students understand various cultural nuances important in Brazilian society, as expressed in literature, business, and media outlets. Brazil is the largest Portuguese-speaking nation and holds the promise of being an important figure in the world's economic systems for many years to come. Students are prepared for various careers by becoming familiar with the social, political, and economic factors related to Brazilian culture.

The language courses emphasize speaking, listening, reading, and writing skills essential for interacting with native Portuguese speakers from various countries. The literature and culture classes primarily focus on Brazil, the largest Portuguese-speaking country in the world. Brazil has the 6th largest GDP in the world (counting the European Union as one entity). The study of literature also provides an opportunity to discuss and write about literary genres that have influenced the largest Portuguese-speaking country in the world. In culture classes, students learn about general and specific cultural differences between Brazil, the United States, and other Portuguese-speaking countries, including underlying differences in values, workplace behavior, and relationship development. In the linguistic courses, students study the nature of language itself and have an opportunity to explore the Portuguese language's phonological, morphological, and syntactic features. Students also understand social issues in Brazil that impact language use and develop translation skills.

This program is designed to help students in multiple ways: First, as suggested earlier, it increases the students' options and opportunities in the job market. Individuals with strong second language skills have more opportunities for placement and advancement in a wide variety of careers. Second, as students learn another language and understand other ways of living and organizing, their ability to succeed as responsible members of the global community is enhanced. Third, the skills associated with second language acquisition, performing translations, and learning different ways to view the world help students solve problems, think through complex issues and communicate clearly.

Enrollment and Revenue Data

CHASS World Languages and Cultures - Portuguese Language BA

Departmental/Unit Enrollment and Staffing Data	Prior to Program Implementation	Year 1 (2019-20)		Year 2 (2020-21)		Year 3 (2021-22)	
		Est.	Actual	Est.	Actual	Est.	Actual
*Total Department Student FTE (Based on Fall Third Week Data)	542	554	766	562	742	568	351
*Total Department Faculty FTE (A-1/S-11/Cost Study Definition)	47	47	N/A	47	61	47	N/A
Student FTE per Faculty FTE (from Faculty FTE and Student FTE above)	12	12	N/A	12	12	12	N/A
Program Level Data							
*Total Number of Declared Majors in Program	X	108	2	108	2	116	3
Total Number of Program Graduates	X	0	2	0	2	8	2
Departmental Revenue							
*Total Revenue to Department (Total of Funding Categories from R401 Budget Projection Table)	\$4,654,669	\$4,654,669	*\$11,378	\$4,654,669	*\$11,016	\$4,654,669	N/A
Departmental Instructional Cost per Student Credit Hour (per Institutional Cost Study Definition)	N/A	X	N/A	X	\$344.58	X	N/A

dept costs	0		3795862		not avail yet
TOTAL DEPT SCH	11378		11016		5217

*Note: The department submitted an R401 New Academic Program Proposal in 2018 as the Languages, Philosophy, and Communication Studies Department. This department was split into two smaller departments in the 2020-2021 academic year. As a result, the data for faculty, students, and funding was affected in that the current department for this program, World Languages and Cultures, is smaller than the original department. Some data is not available yet due to this change in department structure and size.

Institutional Analysis of Program to Date

The Bachelor of Arts (B.A.) degree in Portuguese was implemented in the Fall of 2019. In the early Spring of 2020, the pandemic slowed its momentum, forcing classes to move Online and affecting the performance and virtual learning of students. Students and faculty had to quickly adapt to Online coursework and learn to navigate remote teaching, hybrid teaching, and asynchronous teaching. As in-person instruction resumed, students slowly returned to the classroom, negotiating how school work was graded and handed back, how conversations took place in the classroom and adjusting to the university Covid19 rules for in-person instruction.

Although the pandemic slowed the program's progress, the increase in numbers this academic year shows promise that the program is slowly coming back on track. As of today, 63 students are taking Portuguese classes, with 41 having already declared Portuguese as a minor. As part of the Bridge Program, two Portuguese courses are being taught at Logan High School and two at Sky View High School. These courses prepare students to take courses at an advanced level at Utah State University, making them eligible to minor and major in Portuguese.

Employment Information

Department of World Language and Cultures recently became a department after splitting from the Languages, Philosophy, and Communication Studies Department. The new department has not started tracking employment information from its graduate students but will do so going forward.

**Appendix A:
WLC Numbers**

Majors	Sp1 7	Fa1 7	Sp1 8	Fa1 8	Sp1 9	Fa1 9	Sp2 0	Fa2 0	Sp2 1	Fa2 1	Sp2 2	*Fa22
ASIA	35	42	41	37	29	23	20	19	19	17	16	15
CHIN	0	0	0	0	0	35	32	28	25	24	24	29
FREN/FRET	16	16	21	18	13	13	13	11	13	13	12	14 (11/3)
GERM/GETE	11	11	13	9	9	9	7	7	6	5	6	6 (5/1)
PORT	0	0	0	4	7	8	8	6	5	5	4	5
SPAN/SPAN T	84	75	75	72	71	77	71	56	48	49	44	39 (25/14)
Total	146	144	150	140	129	165	151	127	117	113	106	108

Minors	Sp1 7	Fa1 7	Sp1 8	Fa1 8	Sp1 9	Fa1 9	Sp2 0	Fa2 0	Sp2 1	Fa2 1	Sp2 2	*Fa22
ARBC								4	5	5	4	3
ASIA	15	14	16	15	15	16	14	14	14	16	13	10
CHIN/CHIT	42	39	39	51	51	36	39	33	38	43	40	41 (41/0)
FREN/FRET	36	27	32	39	47	45	45	41	39	48	45	37 (37/0)
GERM/GET E	18	21	22	20	23	29	25	31	35	34	30	24 (24/0)
JAPN	48	40	47	43	43	45	37	40	33	34	37	32
LAT ST	4	2	3	2	2	2	2	1	1	1	0	0
LING	34	29	32	38	41	45	54	54	53	47	44	40
PORT	60	59	53	39	50	47	52	53	57	56	55	42
RUSS	15	17	21	16	18	15	13	11	15	12	14	10
SPAN/SPTE	195	210	237	249	261	226	232	211	206	250	253	210 (202/8)
Total	463	456	499	510	549	504	511	488	490	385	535	449

*Fall '22 numbers based on total # of major/minor students registered for fall classes.



ITEM FOR ACTION

Utah State University's Department of Electrical and Computer Engineering, in the College of Engineering, submits the attached program review of graduate degree programs for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Electrical and Computer Engineering's graduate programs and courses prepare students for further research or careers in both computer and electrical engineering fields. Computer engineering focuses on architecture and systems while electrical engineering focuses on electrical energy, communications, and space systems. The programs at USU are internationally known for their application to many aspects in aerospace measurements, communications, controls and robotics, and electromagnetics. There are 372 declared majors, undergraduates and graduates, in the Computer and Electrical Engineering Department taught and mentored by 19 faculty members.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Electrical and Computer Engineering's graduate programs.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department Electrical and Computer Engineering in the College of Engineering as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Electrical and Computer Engineering, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Computer Engineering MS, PhD; Electrical Engineering MS, PhD*

School or Division or Location: *College of Engineering*

Department(s) or Area(s) Location: *Department of Electrical and Computer Engineering*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: *Renee V. Galliher*

Seven-Year Program Review
Utah State University
Electrical and Computer Engineering Program
06/28/2022

Reviewers:

Reviewer 1 (External Reviewer, Boise State University)

Dr. Thad B. Welch, P.E., Professor
Department of Electrical and Computer Engineering
Boise State University

Reviewer 2 (External Reviewer, Utah Valley University)

Dr. Mohammad Shekaramiz, Assistant Professor
Department of Engineering
Utah Valley University

Reviewer 3 (Internal Reviewer, Utah State University)

Dr. John Rice, Department Head
Department of Civil and Environmental Engineering
Utah State University

Program Description:

The ECE Department offers a balanced curriculum of course work, laboratory work, and design experiences to prepare students for careers as practicing engineers. The Bachelor of Science programs in Electrical and Computer Engineering are accredited by ABET. Therefore, this self-assessment focuses on the department's graduate programs. The research program of the department, which includes undergraduates as well as graduate students, is internationally acclaimed in the fields of aerospace instrumentation and measurements, communications, electromagnetics, controls and robotics.

Focus areas for graduate education and research include:

Computer Engineering

- Very Large Scale Integration (VLSI)
- Computer Architecture
- Real-Time Processors and Embedded Systems
- Networking

Electrical Engineering

- Control Systems
- EM/Microwaves
- Antennas
- Power/Energy
- Signals/Communications
- Digital Signal and Image Processing
- Space Systems

Data Form:

R411 Data Table					
Department or Unit—Electrical and Computer Engineering					
	Year	Year	Year	Year	Year
	FY 2016-17	2017-18	2018-19	2019-20	2020-21
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty					
Headcount	17	18	19	20	19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	17	18	19	19	18
Full-time Tenured	11	12	11	11	11
Full-time Non-Tenured	5	6	8	8	7
Part-time	1				
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other				1	1
Full-time Tenured					
Full-time Non-Tenured				1	1
Part-time					
Total Headcount Faculty	17	18	19	20	19
Full-time Tenured	11	12	11	11	11
Full-time Non-Tenured	5	6	8	9	8
Part-time	1				
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	13.13	14.77	17.97	18.78	15.72
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	3.29	0.95	0.73	1.17	0.38
Total Faculty FTE	16.42	15.72	18.7	19.95	16.1
Number of Graduates	78	73	75	92	81
Certificates					
Associate Degrees					
Bachelor's Degrees	48	52	55	49	60
Master's Degrees	24	18	10	37	15
Doctoral Degrees	6	3	10	6	6

Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	358	364	366	363	372
Total Department FTE*	145.3	151.0	194.9	207.4	206.9
Total Department SCH*	1981.5	2048.5	2729.5	2931.0	2976.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	8.8500	9.6067	10.4198	10.3977	12.8509
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2834701.2	3291352.1	3613891.6	3715153.4	3328224.7
Cost Per Student FTE	19507.06	21794.63	18547.04	17910.11	16086.15
Funding					
Appropriated Fund	3230159	3299663	3491959	3589237	3720517
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	70658	117933	140794	131576	111472
Total	3300817	3417596	3632753	3720813	3831989

Program Assessment:

The Review Committee found the Utah State University, ECE Department's, Regents Review Self Study to be very informative, well written, and thoughtful concerning their past and present accomplishments and their future plans and goals. The students, staff, faculty, and college leadership, were all very helpful in evaluating the graduate programs within the department.

Overall, the department's numerous graduate programs are functioning well, with facility enhancements and renovations taking place on a regular basis. New faculty recruiting and hiring is an ongoing process with the research-intensive expectations well communicated to all by the college's leadership.

It is the review committee's opinion that the ECE Department at USU is Above Average to Significantly Above Average when compared to peer institutions of similar size and research activity. The continuous process of evaluation and evolution of the program's curriculum and degree programs keeps the Department's programs relevant and up to date with respect to the state of the science and the profession.

Department Strengths

1. Curriculum innovation is continuing with new courses regularly being developed that are both current and relevant. The Department has also recently added a Master of Science Degree in Space Systems in response to expressed need by industry.

The Department actively collaborates with other departments within the College of Engineering in both research (Electric Vehicles, Space Dynamics) and curriculum (Space Systems Engineering Masters).

2. The EVR (electrical vehicle & roadway) research facility and test track and SDL (space dynamics laboratory) are extremely valuable assets to the students, department, college, university, the city of Logan, the State of Utah, and the nation.
3. The number of funded grants and department research activity has recently increased significantly.
4. Student participation in publishing research results, grant writing, and patent applications is encouraged, documented, and ongoing. The number of publications, proposals, and patents per student is constant at high numbers.
5. Broad support and funding for graduate students exists.

6. College level support of students and their research related travel is also available.

Areas for Growth and Recommendations for Improvement

1. Graduate student diversity remains a concern. This is especially evident in the percentage of female students in the program. While this trend likely reflects a local cultural trend, it is recommended that the department continue to consider measures aimed at attracting female graduate students. Such measures may include: K-12 outreach activities by female faculty, mentoring, and encouraging participation in organizations (i.e., SWE).
2. Continuing to find ways to increase the number of full and part-time graduate students remains a challenge. The preponderance of Masters students are "home grown" (BS from USU). The number of international applicants for graduate study has decreased in recent years following a national trend. One of the main factors affecting this is due to the pandemic and travel bans. However, it is recommended that the department continue to research ways to recruit graduate students from outside of USU.
3. It is noted that a large percentage of the senior faculty have degrees from Utah Universities (BYU, UU, USU). It is also noted that recent hires reflect a change in this trend, resulting in junior faculty having degrees from Universities outside of Utah. It is recommended that this trend be continued without neglecting possible outstanding candidates from within Utah.
4. It is noted that none of the faculty have obtained professional licensure.
5. The self-study clearly reflected the effects of COVID-19 on graduate student enrollment. Monitoring graduate student numbers to ensure that enrollments at least return to pre-COVID values is recommended.
6. The effectiveness of dropping the GRE from the ECE graduate admissions process should be monitored and if deemed necessary, reevaluated.
7. Given the ubiquitous nature of computers, workstations, servers, specialized software, and invaluable computer-based test and measurement systems, having a single information technology (IT) support staff member (Brady Forbush) may pose a significant problem for the ECE department, at all programmatic levels, if his unique skills were no longer available. While having a second dedicated ECE department IT specialist would most likely be problematic, ensuring continuity of his unique skills should be a priority. Having a part-time IT specialist would be helpful in case of a high amount of requests within a day or when the main IT specialist is not available.

Institution's Response:

The ECE Department (Department) thanks the Review Committee (Committee) for their report. The report highlights department strengths as well as areas for growth and recommendations for improvement. These recommendations will guide the Department's future efforts. The Department initial responses to the Committee's recommendations appear below. Note that the responses here are preliminary and represent the views of Department administration. The Committee's report and its recommendations will be reviewed at the annual ECE Department Retreat in August 2022, where all faculty will be included in formulating an action plan for the Department.

1. Graduate student diversity. The Department is aware of the lack of gender diversity in the student body. We believe that the presence of strong role models helps to attract and retain females in engineering programs. Therefore, we seek to promote the professional success of our female faculty, and we seek to hire female faculty when conducting faculty searches. We support the Committee's other recommendations including outreach by female faculty, which we could implement during the summer Engineering State program, and encouraging participation in SWE. The College has a very active SWE club.
2. Raising enrollment. Enrollments in ECE's graduate programs were dipping prior to the pandemic and tumbled further during the pandemic. The reduction was especially prominent among international students. Raising graduate enrollment is one of the Department's highest priorities. We have had success in recruiting our best undergraduates into our MS program, but we plan to research additional ways to grow graduate enrollments. One of these recent efforts involved an online ad campaign, which led to a step increase in visits to the Department's

web site. We plan to invest more heavily into online and social media to promote departmental expertise, research, and programs.

3. Faculty academic geographic heritage. The Committee noted the large number of ECE faculty having degrees from universities in Utah. We desire to increase diversity in this area and note that we have just finished a recruiting cycle. All five of the candidates invited for campus interviews received their PhDs from universities in the US but outside of Utah. One faculty who was hired received their PhD from a university in Florida. This hire was to fill an open position by a faculty member who received their PhD from a Utah school. Thus, we are already starting to increase diversity in this area.
4. Professional licensure. We are aware of the absence of professional licensure among ECE faculty. This will be discussed at the retreat in August.
5. Monitor COVID-19 impacts on graduate enrollment. Graduate enrollment was addressed above. This recommendation is to monitor enrollment to gauge progress of recruiting. We already follow a process of reporting and discussing graduate enrollment as a faculty.
6. Re-evaluate GRE for graduate admissions. The GRE question comes up in each cycle that we review graduate applications. Without the GRE, some faculty feel at a loss as to how to evaluate applications. We will revisit this question at the annual retreat using data from the graduate coordinator and feedback from faculty.
7. IT single point of failure. Having a single IT person is a concern to the Department, and this single point of failure has negatively impacted us in the past. We recently hired a new manager for the ECE Store after the previous manager retired. The new store manager has some IT skills and does provide some backup to the single IT person. This provides some additional protection. The main problem here is a lack of budget for a second full or part time IT person. We will seek out other means and resources to reduce the risk in this area.



ITEM FOR ACTION

Utah State University's Department of Animal, Dairy, and Veterinary Sciences, in the College of Agriculture and Applied Sciences, submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Animal, Dairy, and Veterinary Sciences programs and courses provide education and research experiences for undergraduates and graduates in areas of veterinary science, toxicology, and the field of public health. The department's students and faculty members are also deeply involved with USU's Extension programs in animal production and science, and through these activities serve communities in Utah, the Mountain West region, and other areas of the United States. There are 517 current students with declared majors in Animal, Dairy, and Veterinary Sciences who are taught and mentored by 45 faculty members.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Animal, Dairy, and Veterinary Sciences.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Animal, Dairy, and Veterinary Sciences in the College of Agriculture and Applied Sciences as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Animal, Dairy, and Veterinary Sciences, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Department of Animal, Dairy, and Veterinary Sciences Degree Programs*

School or Division or Location: *College of Agriculture and Applied Sciences*

Department(s) or Area(s) Location: *Animal, Dairy, and Veterinary Sciences*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University
Department of Animal, Dairy and Veterinary Sciences
07/01/2022

Reviewers:

- Dr. Benton Glaze, University of Idaho
- Dr. Michael Teglas, University of Nevada, Reno
- Dr. Heidi Wengreen, Utah State University

Program Description:

The mission of the ADVS Department is to conduct teaching, research, Extension, and professional service activities that benefit the citizens and animal industries of Utah, the surrounding region, the nation, and international community. Our goal for undergraduate education is to provide classroom, laboratory and field learning experiences incorporating the latest scientific principles culminating with a BS degree in Animal, Dairy and Veterinary Sciences. Graduate students have opportunities to be involved in cutting-edge research in a variety of areas, with degrees available in Animal, Dairy, and Veterinary Sciences, Toxicology, and Public Health. ADVS teaching and research activities are augmented by activities of the Extension Specialists in beef, dairy, sheep/goats, equine, poultry, and veterinary medicine. The teaching, research and Extension programs serve individuals, commodity groups and stakeholders throughout the state, Intermountain West, and the nation.

Teaching

ADVS offers a Bachelor of Science degree in Animal, Dairy and Veterinary Sciences. In this degree program four emphases are offered: Animal and Dairy Science; Biotechnology; Bioveterinary Science; and Equine Science and Management. Five minor programs are also offered. In the graduate (MS, PhD) program five specializations are offered: Animal Health and Disease, Animal Management, Animal Molecular Genetics, Animal Nutrition and Reproduction and Development. The ADVS Department also offers an MS and PhD degree program in Toxicology and an MPH degree in Veterinary Public Health. Additionally, students in the School of Veterinary Medicine complete the first two years of coursework at USU as part of the Washington-Idaho-Montana-Utah (WIMU) Regional Program in Veterinary Medicine (see full description below).

Research

ADVS has a primary institutional mission for discovery and dissemination of new knowledge to agricultural producers, allied agricultural industries and professionals, and scientific communities. Faculty engage in a combination of basic and applied research across eight major research disciplines: Animal Health and Disease Research; Animal Models for Biomedical Research; Animal Molecular Genetics; Animal Nutrition and Growth Biology; Biotechnology, Epigenetics, and Stem Cell Research; Reproduction and Development; Toxicology; and Virology and Antiviral Research.

Extension

The department disseminates scientific advancements in animal, dairy, and veterinary science through Extension. This outreach to the communities and industries of Utah is central to the land-grant mission of Utah State University. Departmental Extension efforts focus on livestock and poultry production along with veterinary professional and diagnostic support.

Data Form:

R411 Data Table					
Department or Unit--Animal Dairy & Veterinary Sciences					
	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty					
Headcount	49	46	47	46	45
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	43	41	40	40	38
Full-time Tenured	14	14	16	16	17
Full-time Non-Tenured	27	24	22	21	19
Part-time	2	3	2	3	2
With Master's Degrees	3	2	4	4	5
Full-time Tenured					
Full-time Non-Tenured	3	2	4	4	5
Part-time					
With Bachelor's Degrees	3	3	3	2	2
Full-time Tenured					
Full-time Non-Tenured	3	3	3	2	2
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	49	46	47	46	45
Full-time Tenured	14	14	16	16	17
Full-time Non-Tenured	33	29	29	27	26
Part-time	2	3	2	3	2
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	22.84	17.08	26.11	25.07	24.82
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	0.25	0.38	0.45	1.19	0.82
Total Faculty FTE	23.09	17.46	26.56	26.26	25.64

Number of Graduates	79	76	99	59	102
Certificates					
Associate Degrees					
Bachelor's Degrees	74	69	87	52	88
Master's Degrees	4	5	9	4	10
Doctoral Degrees	1	2	3	3	4
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	527	534	543	498	517
Total Department FTE*	329.0	352.5	361.9	355.7	356.6
Total Department SCH*	4306.0	4643.0	4767.0	4626.0	4616.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	14.2471	20.1909	13.6258	13.5453	13.9080
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	\$2,834,508	\$3,007,762	\$3,469,008	\$3,325,717	\$3,321,680
Cost Per Student FTE	\$8,616	\$8,532	\$9,586	\$9,350	\$9,315
Funding					
Appropriated Fund	\$2,826,869	\$2,895,952	\$2,939,894	\$2,961,816	\$3,005,041
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition					
Total	\$2,826,869	\$2,895,952	\$2,939,894	\$2,961,816	\$3,005,041
Grants & Contracts	\$7,195,854	\$8,442,860	\$7,667,611	\$11,138,834	\$12,882,270
FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	47.06%	33.33%	44.34%	42.22%	57.50%
Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	3.92%	13.10%	9.43%	5.93%	2.50%
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	50.00%	38.10%	71.88%		

Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere	9.80%	16.67%	12.50%		
Percent of majors currently in this program who are underrepresented minorities	9.30%	8.61%	10.87%	11.85%	12.96%

Program Assessment:

The Animal, Dairy and Veterinary Sciences (ADVS) Department review was conducted on April 26-27, 2022. The review team included Heidi Wengreen (Utah State University), Benton Glaze (University of Idaho), and Mike Teglas (University of Nevada, Reno). The review team was provided with a self-study document in March of 2022 in preparation for a site visit on the USU campus on April 26-27th. Prior to the visit, the team members reviewed the self-study report. The site visit included meetings with the ADVS administrative team, the College of Agriculture and Applied Sciences (CAAS) Dean, ADVS Department Chairs and Faculty, and ADVS graduate and undergraduate students. The site visit included tours on campus of faculty labs in the Albrecht Agricultural Sciences Building as well as the Caine Dairy, the Skaggs Equine Education Center and the Hillyard Animal Teaching and Research Center off campus.

The timing of this review is notable because the department was notified just a few weeks prior to this review about impending changes that include the development of a 4-year College of Veterinary Medicine (CVM) and the separation of the current School of Veterinary Medicine and its associated faculty from the ADVS department. Dr. Dirk Vanderwall, who served as Department Head of the ADVS Department and Associate Dean of the School of Veterinary Medicine for the past 9 years, will now focus solely on his role as Associate Dean and on the development of the new CVM. Professor Abby Benninghoff, CAAS associate dean of research and graduate studies was appointed as interim Department Head on April 1, 2022. These recently announced changes present both opportunities and challenges to the department.

In general, the perception of the review team is that the ADVS department continues to excel at meeting its mission of conduct teaching, research, and extension and professional services that benefit the citizens and animal industries of Utah and beyond. The eventual separation of the School of Veterinary Medicine from the ADVS department provides a unique opportunity for the ADVS department to grow in ways that can best support its mission. A clear strength of the department is the diversity of programs offered and areas of expertise represented by highly skilled, competent and collegial faculty. A clear challenge of the department is the need to direct, focus, and balance resources as they will continue to shift with the launch of the College of Veterinary Medicine. This report documents our observations and perceptions regarding all aspects of the ADVS department's mission and operation.

Overview of the Department

The ADVS department is a large and complex department that includes 44 faculty who support teaching, research and outreach in a variety of programs and research disciplines. The department offers five minors, one BS degree with four emphasis areas, five areas of specialization in the MS/PhD program, a MS/PhD in Toxicology, and a MPH degree in Veterinary Public Health. Some faculty in ADVS are also responsible for teaching in the School of Veterinary Medicine as part of the first two years of a regional program in Veterinary Medicine with Washington State University. Of the 44 faculty, 13 have role statements with 50% or greater weight to teaching. The total teaching FTEs accounted for by teaching assigned to faculty is 14. Of the 44

faculty, 11 have role statements with 50% or greater weight to research, and nine have role statements with 50% or greater weight to extension. Research faculty engage in basic and applied research across at least eight major research areas including animal health and disease; animal models for biomedical research; animal molecular genetics; animal nutrition and growth biology; biotechnology, epigenetics, and stem cell research; reproduction and development; toxicology; virology and antiviral research. Extension efforts focus on livestock (beef, dairy, sheep/goat) and poultry production and veterinary diagnostic services through the Utah Veterinary Diagnostic Laboratory system. Nine faculty have role statements with 50% or greater weight to service or administration, which is a larger service and administrative component than found in most departments. This is due to fact that several members of the current college administration and institutional leadership teams are housed in the ADVS department, as well as the service component of faculty who serve as directors of ancillary units. Ancillary units include the Equine-Human Science center, School of Veterinary Medicine, Center for Integrated Biosystems, Utah Veterinary Diagnostic Laboratory, and the Institute for Antiviral Research. The ADVS department is a large and diverse department offering programs and service in many areas.

The ADVS department is administered by an Interim Department Head, Dr. Abby Benninghoff who also serves as Associate Dean of Research and Graduate Studies in the College of Agriculture and Applied Science, in addition to three Associate Department Heads, Kerry Rood (Associate Department Head of Extension and Outreach), Lee Rickords (Associate Department Head of Academic Programs), and Ralph Meyer (Associate Department Head of the School of Veterinary Medicine). This structure of administration for the department seems to be working well and is appropriate for the size and complexity of the department, especially when considering that the Department Head has other administrative responsibilities as well. Faculty and staff feedback indicated that the previous Department Head seemed to appropriately delegate responsibilities to associate heads, who seemed very involved in the decision-making process and work required of the units they oversaw. The administrative team seemed to work well together. The structure of the leadership team will change as the School of Medicine eventually is separated from the ADVS department, but the review team feels that maintaining a similar structure and philosophy of shared governance will be important moving forward.

The review committee met with approximately 20 ADVS faculty in an open forum format. In general faculty seem a bit anxious about the future split of the School of Veterinary Medicine from the ADVS department. Faculty with heavy research loads seemed less concerned about the impending changes than did faculty with heavy teaching loads. Faculty members with heavy teaching assignments in the ADVS undergraduate program voiced their concern that already stretched teaching resources would be spread even thinner as some faculty would likely transition to teaching in the CVM completely. During the meeting, faculty asked the review team members if Teaching FTE's in the Department will be replaced for faculty that decide to join the CVM and also shared their concerns regarding the need for new graduate student positions. Providing faculty with additional details about the timing and expectations regarding this change should help to mitigate concerns. The review team felt that there may be some advantage to making decisions about what faculty will remain in the ADVS department and what faculty will leave the department for the CVM sooner rather than later to help the department clarify future roles and responsibilities and to better align resources with needs. There may also be a disadvantage to having faculty who are planning to leave ADVS to continue to be involved in future strategic planning efforts for the department.

Teaching and Academic Programs

Undergraduate students and programs

The review committee met with approximately 8 undergraduate students in an open forum format. The students seemed to represent a good number of the academic programs offered by the department. They told the review team that they considered the ADVS faculty to be very welcoming and engaged with undergraduate students. An undergraduate student in the Biotech program mentioned her appreciation of small class sizes, but students in the general ADVS major mentioned frustration at larger course sizes and that some of the more hands-on learning courses (such as the animal production courses) are difficult to get into due to enrollment caps, creating bottlenecks in programs. A couple of students noted ADVS 2080 – Beef and Dairy Herd Health and Production and suggested that the course be separated into species specific offerings. This would be in line with other lower division species specific courses, provide more depth as students prepare for upper division species specific courses (e.g. ADVS 5080 – Beef Cattle Management, ADVS 5130 – Dairy Cattle Management), and potentially help to alleviate some of the bottleneck issues. Given the expected growth in the ADVS BS degree due to the launch of the new College of Veterinary Medicine, this is an ongoing concern that will likely continue and may become critical. Students also mentioned many opportunities for involvement in the department including opportunities for undergraduate research as well as more than 10 different student clubs affiliated with the department that covered a wide range of topics and activities.

The curriculum of the ADVS BS degree seems appropriate and is consistent with similar programs at peer institutions. The undergraduate curriculum provides many opportunities for students to participate in hands-on learning and students recognize this as a strength of their program. Students seemed confident about their opportunities for employment or advancement after graduation. The data included in the self-assessment demonstrated that a good number of undergraduate students either continue their education (46%) or enter the workforce in agriculture fields (37%). The first-year retention rates and six-year graduation rates are a bit lower than the USU averages. The department offers ADVS 1050 (ADVS Academic and Career Orientation) that is a common requirement for all majors and this may help with retention efforts. In addition, the department's advising team seems very passionate about meeting with students frequently and students recognize advisors as a helpful resource. These efforts may help to address the low retention rates; however, the department may consider other strategies for improvement here.

It was mentioned by department advisors that the majority of students entering ADVS programs intend to go to Veterinary School in the future, though in reality this is the case for only a small percent. Advisors and faculty mentors can help direct students to other interests and career paths. One opportunity the department may wish to consider further is the initiation of a stackable Veterinary Technician Associate Degree as an option for students who may seek an alternative career path, or as a way for students to test-the-water for more advanced degrees in veterinary medicine or related degrees. It is our understanding that the department created the curriculum and received institutional approval for offering the courses needed for this credential, but has not moved forward with this due to a lack funding for the teaching positions needed to teach the necessary courses. The department may consider allocating or seeking resources to support moving forward with this program in the future. According to the U.S. Bureau of labor statistics, the outlook for job growth for veterinary technologists and technicians is 15%, which is 7% faster than the national average.

Though the total enrollment numbers have remained quite stable over the past six years, there have been changes in the numbers in emphasis areas. The biotechnology emphasis enrolls a small number of students (5-6 per year), but undergraduates in this program seem to identify strongly with this curriculum. The new CVM is likely to increase awareness and opportunities related to the growing biotechnology field, which should increase further when the new College of Veterinary Medicine comes into full functionality. This may be an

opportunity for growth for the department that could benefit from the development of targeted marketing strategies.

The core Animal and Dairy Science degree and Bioveterinary emphasis enrolls the majority of undergraduate students in the department (84%). The Animal and Dairy Science program has experienced a decrease in enrollment over the past several years and the Bioveterinary emphasis has experienced an increase in enrollment during this same time period. The emphasis in Equine Science and Management has also experienced a decrease in enrollment over the past two years. Many of the courses in the equine science program have low enrollment caps due to the resources needed to offer the courses. The potential for growth in the equine science emphasis area may be attenuated by the amount of resources needed to offer this program. Of the undergraduate emphasis areas and minors offered, the Equine Science and Management emphasis and the Equine Science and Equine-human Science Minor seem more different than similar to the other degrees, requiring several additional equine specific courses. The department may want to consider restructuring the Equine Science and Management emphasis into a separate BS degree, especially if the department targets growth in this area.

The department reports approximately 14 FTE assigned to teaching though faculty report that the distribution of teaching FTEs is not aligned with the needs of programs. The review committee has requested an additional report of FTEs per program, but at the time of this report the distribution of teaching efforts across programs is unclear. The department has worked to expand course offerings in the area of companion and exotic animals and has sought to address the heavy teaching loads on some faculty by hiring part-time ad hoc instructors and paying faculty for overload teaching, however the review committee is concerned that this strategy may distort the count of teaching FTEs that are needed to continue to offer the current programs and in some cases may result in courses being taught by instructors with less experience than desired. Faculty with large teaching assignments in the ADVS program are especially concerned that once faculty with teaching FTEs in the CVM are removed from the department, fewer remaining faculty will be asked to provide the teaching for the majority of students in the department. In addition, some faculty felt that more faculty holding terminal degrees and with research responsibilities should be assigned to teach 1000 and 2000 level courses, as this would help students to become more familiar with research opportunities in the department.

Graduate students and programs

The review committee met with approximately 16 graduate students in an open forum format over a catered lunch. The students seemed to represent a variety of graduate programs, though the group did not include any students from the online MPH program. In general students seemed very satisfied with the research experience and research mentoring they had received as part of their graduate study programs. Students voiced frustration about the lack of depth of course offerings at the graduate level. Many of the 6000 level courses in the department are also offered to undergraduate students at the 5000 level. The graduate students commented that they would like additional graduate-level only courses to expand depth in core ADVS courses as well as specialty areas. Students reported that faculty often taught a special topics course on a topic of choice to help fill this gap, but this seems like an inefficient way to deliver course content and may not be appropriately accounted for in teaching loads.

Graduate students said they often felt disconnected to those outside of their research groups in the department. Offering a regular common venue for graduate students to meet, mingle, and share information, such as a graduate seminar or course or less formal social events, may help to fostering an environment of learning, growth, and community for graduate students across research programs.

Students also expressed concern about the disparities between graduate assistant wages and expectations. Students receiving departmental assistantships were being paid around \$15,000 to work as teaching

assistants for various courses, while other students who were funded by faculty research dollars were receiving significantly more for the same amount of work, at least as described in offer letters. Given current rates of inflation and increases in cost of living in Logan and the surrounding areas, the department may want to consider increasing the wages for departmental graduate student assistantships. Increased wages may have positive impacts for the department as it may attract more qualified students to these positions. Graduate assistants also reported that expectations for graduate students were unclear and seemed to change. Students also expressed frustration with unclear expectations regarding the publication of their work prior to graduation and mentioned that more training in grant writing would be helpful. Graduate students seemed surprised to learn that the department had an official graduate student handbook and only some were aware that the department had plans to use the rubric and evaluation tools that have been developed by the college and included in the appendix of the self-assessment that we reviewed.

The review committee did not have an opportunity to speak with any students from the Veterinary MPH program. It is our understanding that this online program is being directed by Dr. Jane Kelley, who we did not talk to during our visit. The MPH program has experienced growth over the past several years, and may be another program to benefit from growth as the new CVM comes online. The MPH program provides an opportunity for pre-veterinary students who don't get in to veterinary school right away to earn an advanced degree and expand their experience in the area of one health, thus expanding career options for students interested in veterinary medicine.

Research programs

The ADVS department has a strong record of producing high impact research outputs. Of the 44 faculty, 11 have role assignments that include 50% or greater weight to research. Notably, the faculty of the ADVS department successfully secured more than 12 million dollars of external funding in FY21, which was a record high for the department over the last 9 years. The ADVS faculty have a strong track record of peer-reviewed (and other) publications and presentations at national and international meetings.

ADVS faculty engage in an impressively diverse array of both applied and basic research. Several faculty are engaged in at least six of the eight areas of research interests' of the department, however only two faculty currently work in the area of animal nutrition and growth biology and only three faculty currently work in the area of toxicology. The research tied to animal nutrition and growth biology seems more connected to academic programs than does the area of toxicology. Research faculty receive good support from the ADVS department including funding for laboratory technicians, yearly budgets to support Experiment Station projects, as well as dedicated funding for graduate students. The open research labs in the AGRS building were well equipped and seemed to provide adequate space to complete the necessary work. Laboratory technicians reported that additional collaboration and communication between technicians from different programs may be beneficial and may improve the efficiency of work within different units.

Research faculty mentioned their concern that the amount of FA returned to them from external funders may change with the launch of the new College of Veterinary Medicine. The department has several faculty with soft-funded positions and those faculty reported that it is critical for them to continue to receive the same amount of returns to support their ongoing research.

Extension programs

The ADVS department's Extension efforts focus on livestock and poultry production along with clinical support in the area of veterinary medicine and diagnostics. The Department has Extension Specialists in the areas of poultry, beef, sheep and goat, and historically dairy. The review committee did not have an opportunity to meet directly with Extension Specialists. Therefore, the comments provided are based primarily on discussions with

department leadership (including Kerry Rood, Associate Department Head of Extension and Outreach) and information provided in the ADVS Self-Study Report. It seems that the ADVS Extension efforts are appreciated and recognized across the state and in regional and national circles as well. Based on the data provided in the report, the Extension efforts are providing information and educational opportunities to stakeholders through a variety of venues.

The number of individuals participating in Extension events decreased substantially in 2020 (likely due to several things such as COVID, etc.) but in most cases, rebounds are being seen. ADVS Extension programs are innovative and collaborative. To name a few, collaborations have been developed with individuals in other USU departments (AG Economics, Range Science), with the SLC Veterans Administration, with other state agencies, and with personnel at other institutions (Southern Utah University). These collaborations have yielded programmatic support, financial support, and greater access to Extension audiences. A relationship, or area of collaboration, that was not fully described/defined was that with county Extension personnel. From parts of discussions, it seems that there is a good working relationship between ADVS specialists/faculty and personnel located in counties around the state. From past observations, there seems to have been collaborative programs that were developed and delivered in many parts of the state. For the success of ADVS Extension programs and the support of stakeholder groups, these relationships and collaborations need to continue and grow into the future.

Overall, the ADVS Extension programs seem to be highly relevant to the state and the USU land grant mission. The review committee did not meet with external stakeholders as part of the review process. It is difficult to assess the impact of the extension programming without hearing from industry representatives or external stakeholders. It would be valuable to regularly solicit stakeholder (e.g., producers, industry representatives, county Extension personnel) input to ensure their needs are being addressed/met through ADVS Extension efforts. The input from focus groups, advisory boards, and surveys may prove beneficial as the ADVS Department goes through strategic planning processes and hiring of new extension faculty such as a dairy specialist.

Facilities

The ADVS department and College of Agriculture and Applied Sciences is home to an impressive number of modern facilities both on and off campus. Millions of dollars of funding have been allocated to build and renovate spaces needed to deliver hands on experiences for students and to support ongoing research as well as to provide opportunities for outreach. Several of the facilities, such as the Caine Dairy, the Skaggs Equine Education Center, are top-notch, state of the art facilities, while others such as the beef cattle and swine facilities seem to need attention and renovation. Both undergraduate and graduate students were very familiar with the off-campus facilities and many commented that the facilities were important for the hands-on learning provided through the various ADVS programs. The facility staff seemed very competent and aware of their facilities' role in helping the department to meet its mission related to teaching, research, and outreach.

Strengths

The ADVS faculty. Department faculty are productive and have a strong track-record of success in regards to research productivity and in delivering quality academic and extension programs that meet the needs and expectations of students and other stakeholders.

A supportive administration. The department has benefited from a department head that was approachable and worked hard to solve problems and meet the needs of faculty, staff, and students. The structure of leadership within the department, including associate department heads for teaching, extension, and the

School of Veterinary Medicine, seems to be serving the department well. Faculty expressed that they felt supported by their leadership and that their concerns were heard.

Robust enrollment in academic programs. The enrollment in undergraduate programs has leveled out, but remained strong, after a period of growth that followed the induction of the existing 2+2 School Veterinary Medicine, now housed in the department, in 2008.

Success of students. The majority of ADVS graduates find jobs in the agriculture industry or go on to continue their education.

Academic diversity. The ADVS department offers a wide variety of academic programs and have faculty with research expertise in at least 8 different areas.

Facilities and resources. The department's research faculty receive strong support from their department and their college. The facilities that support the dairy and equine-related programs are impressive when compared to other peer institutions.

Concerns

Uncertainty due to impending changes. Although the announcement of the new CVM had just occurred a few weeks prior to the department review and was not part of the team's review responsibilities we would like to point out the concern that ADVS faculty voiced about the departure of the School of Veterinary Medicine faculty and associated resources. Faculty felt unsure of which members were staying or leaving and how the planned CVM will impact their responsibilities and the resources of the department. There are many uncertainties and a great deal of work to be done to determine what ADVS wants to become once the veterinary school faculty leave the department and college. While some faculty seem to have a good amount of trust that everything will work out and resources will be appropriately and equitably allocated to the two entities, other expressed a good amount of concern fearing that the ADVS department may be stripped of resources needed to maintain and strengthen the traditional animal and dairy science programs.

Inequitable teaching expectations. Teaching loads seemed high for some faculty, especially those assigned to teach in the traditional Animal and Dairy Science and Bioveterinary programs where course enrollments are greater than in other programs in the department. The undergraduate program nearly doubled from 2008 to 2014 without a corresponding increase in teaching FTEs. Enrollment has remained consistent from 2014 to 2021, but with the launch of a new CVM, additional growth is expected. In addition, temporary and adjunct teaching has been assigned to help fill existing needs yet there may be unintended consequences to this approach. Teaching needs may be under represented in faculty loads in the areas of the undergraduate curriculum that have been impacted by growth, or that are expected to grow in the future due to increased interest in programs that would prepare students for veterinary school

Out of date beef cattle handling and swine facilities. Some facilities are out of date and in need of renovation. Faculty, undergraduate, graduate students, and farm staff reported that the beef cattle handling facility deserves attention and requires upgrading. The current facility is not one in which cattle producers in the state would look to as an example of a "state of the art" or "cutting edge" food animal resource. Some voiced concerns regarding the ability to safely and efficiently handle and move cattle through the existing corral and chute system. Additionally, the swine facility is dated and does not represent the type of facility used in the swine industry today. These deficiencies limit the opportunities to use these facilities for teaching, research, and extension activities.

Some programs seem underrepresented. The department seems to lack faculty critical mass in certain areas key to the core ADVS programming including animal nutrition and toxicology. The review team questioned the department's ability to sustain robust and productive programs in all of their current programmatic areas and recommends that the department engage in strategic planning efforts that could help them to articulate a clear vision and to identify future directions for ADVS so that resources can be allocated strategically.

Recommendations

Participate in strategic planning. The review team realizes that the faculty and staff of ADVS will be faced with multiple decisions and changes in the upcoming year. It is our recommendation that the department invest time and effort into strategic planning so that a clear vision can guide future development and allocation of resources. As a first step to this process the review team suggests the formation of a departmental advisory board comprised of stakeholders representing students, faculty from outside the department, and agricultural commodity and producer groups from across the state. The advisory board's charge would include providing candid input on how to strengthen/improve all aspects of departmental teaching, research and outreach. A copy of this report and its findings would serve as a good starting point for the board once its membership is determined. A parallel role for the advisory board can be advocacy for the department, both internally and externally on a state-wide basis.

In light of some faculty moving to the new College of Veterinary Medicine the ADVS faculty as a whole should determine what faculty members should participate in strategic planning efforts. It will be important for faculty whose roles will remain in the ADVS department after the School of Veterinary Medicine leaves the department to be heavily engaged in this process.

Conduct a curricula review. Considering the impending changes to the department, the review team feels it may also be an appropriate time for the department to conduct a review of both the undergraduate and graduate curricula. This paired with a careful review of teaching allocations by program and course enrollment should help the department administration to establish fair and equitable teaching assignments that match program needs as well as the mission and vision of the department. Though the ADVS department offers an impressive array of both undergraduate and graduate programs, there may be additional opportunities for strategic growth as well. The review members would like to point out that there seems to be untapped potential in the Veterinary Technician associate degree and suggests the department develop a way to support it in addition to promoting growth in the online MPH program. Both academic programs can provide career paths for students who were seeking degrees in preparation for Veterinary School or Medical School but may need other options.

Consider allocating resources to cattle and swine facilities and programs. As with many departments across the country, some animal facilities are in good condition to support teaching, research, and extension activities, whereas others need renovation and/or replacement. Two areas the review team noted as needing attention were the beef cattle handling facility and the swine production facility. The cattle handling facilities (chute, tub, alleyways, holding pens) seem dated and subpar compared to other beef facilities. This, in addition to the current layout may be limiting the capacity to secure funds and conduct industry relevant research, offer extension educational events, and train students in the safest manner possible. Similar sentiments were noted with regard to the swine production facility. Currently, there are no ADVS faculty members with a majority of their role statement devoted to swine. However, considering the contribution the swine industry makes to Utah's agricultural economy, an up-to-date, industry relevant facility should be considered. Engaging the swine industry (e.g., advisory board members, advice on facilities, training opportunities) may provide various levels of support for the department. Updates to these facilities are

warranted considering their use in carrying out the ADVS teaching, research, and extension missions and providing training opportunities for SVM students now and CVM students in the future.

Enhance the experience of graduate students by clarifying expectations. Graduate students seemed generally pleased with their overall experience and relationships with their individual mentors, yet some voiced concern about unclear and in some cases inequitable expectations related to graduate assistantships and graduation requirements. The department should review and update its graduate program handbook and make sure that all students are aware of this resource and ensure that these policies and procedures are applied to all students.

Continue to support faculty. Finally, the review members were impressed with the amount of research support that the department provides for its faculty. The benefits gained from this support is evident in the diversity and productivity of the research programs that ADVS faculty are involved in. We urge the department to continue to maintain this level of strong support into the future as well.

Institution's Response:

Response to Concerns

Uncertainty due to impending changes. ADVS is indeed entering into a prolonged period of transition as the new College of Veterinary Medicine (CVM) spins out of this department and becomes its own entity. CAAS and ADVS leadership recognize that such substantial change can lead to uncertainty and a sense of instability for faculty, staff, and students. However, we also see that the forthcoming changes will also bring great opportunity to realign the department and refocus on the core mission of ADVS. A key message delivered to our faculty via recent group meetings with the CAAS Dean and individual one-on-one meetings with the new department head, Dr. Benninghoff, is that our collective goal is to make this transition a win-win for all involved. Central to supporting our ADVS people through this change is a strong commitment by the department leadership team to cultivate trust through robust communication and patient listening to faculty concerns and questions. The department intends to establish a steering committee composed of faculty that are expected to remain with ADVS to guide the department through a strategic planning process over the next 12 to 18 months (more detail below).

Inequitable teaching expectations. The department is cognizant that enrollment may increase with the launch of the new four-year veterinary program, though it is hard to predict by how much or how rapidly. One of the first tasks the new department head is undertaking is to conduct an audit of teaching assignments to determine if faculty teaching loads are appropriate to their role statements. Once complete, adjustments to instructional assignments are likely to be made with the primary goal of supporting the animal and dairy science and the Bioveterinary science emphasis areas that are experiencing or are anticipated to experience significant growth. Such changes may include adjusting course instructor assignments, adding additional sections, increasing frequency of instruction, or adding instructors. Further, we anticipate adding additional teaching FTE (0.25) focused on the animal and dairy science emphasis with a new hire that will join the department in August 2022. Additionally, the department leadership will assess our courses taught by adjunct faculty to determine whether these courses are well supported with robust enrollment sufficient to support the expenses of adjunct instruction (e.g., online course with returned tuition that fully supports funding for the adjunct instructor) and/or to justify ongoing use of operational E&G funds for continued instruction.

Out of date beef cattle handling and swine facilities. The facilities highlighted by the review team as in need of renovation are recognized by the department and the college administration as high priority. ADVS faculty have been working with the Utah Pork Producers to perform a feasibility study for improving the swine

facility. We will intensify our efforts to complete this feasibility study this year. Additionally, the beef user group, which consists of faculty actively involved in utilizing the beef cattle facilities for research, will continue to engage our industry partners to determine the best methods to design and improve our working facilities.

Some programs seem underrepresented. Given recent departures of two of the three ADVS faculty in toxicology – without the option to rehire those positions – and the transition of the third toxicology faculty member to the role of department head, we do not have available ADVS faculty to teach the core toxicology courses and have had limited success in identifying other faculty on campus to assist. Thus, the department determined in spring 2022 that ADVS will not accept any new students in toxicology for the foreseeable future, although the degrees will remain listed in the USU catalog for now. ADVS is currently recruiting a new faculty member for an open position in ruminant nutrition, which would bring that program area back up to two faculty members. The launch of the new veterinary college will yield several opportunities in the next two to three years for the department to fill open positions as some of our faculty hired in ADVS prior to the start of the SVM 2+2 program in 2012 may choose to move to the new college. These open positions will provide ADVS the opportunity to address these two smaller programmatic areas with new hires, if such hires align with the faculty-driven strategic plan and curriculum changes that result from the planned curriculum review.

Response To Recommendations

Participate in strategic planning. We absolutely agree with this priority and intend to engage in a 12- to 18-month strategic planning process to realign our vision and mission as ADVS, independent of the new CVM, yet with robust collaboration and connection to the new college. As noted above, the department head will empanel a steering committee of ADVS faculty that will remain with the department with roles across all domains (teaching, research, extension) and across ranks. This committee will help guide the department through the planning process, to refine our mission and vision, to identify three to four key pillars (themes) that support that mission, to articulate goals for a five-year time frame, and finally to identify specific actions to accomplish these goals. We will also seek an external advisor (or multiple advisors) to help shepherd the department through the strategic planning process. A robust strategic planning process will absolutely engage with stakeholders at multiple points through the process to ensure that the department mission and curricular changes meet the needs of our students and the broader Utah and Intermountain West communities.

While we appreciate the suggestion of establishing an advisory board, we envision engaging with stakeholders throughout the strategic planning process rather than utilizing a report to map that process for us. This R411 review provides excellent feedback that will be highly valuable as we start the planning process. That said, we intend to adapt this suggestion slightly and work with our college development team to assemble an Advancement Board comprised of critical community stakeholders who can provide feedback on our programs and help us connect with partners who could help financially support some of the needed changes (e.g., increase scholarships to assist graduate students, as noted below).

Conduct a curricula review. We agree with this recommendation and have begun initial steps to perform a critical evaluation of our curriculum to provide necessary assessment data to inform our strategic planning process. This review is occurring in tandem with the department head's audit of faculty teaching loads and role statements. Through these assessments, as new resources are identified (e.g., realignment of teaching load to match role statements), the department leadership intends to focus on allocating those resources to programs that have the greatest needs with respect to enrollment and programmatic chokepoints. Based on our preliminary exploration of our curriculum and enrollment data, those needs appear to be centered on the two largest enrollment emphasis areas, animal and dairy science and Bioveterinary science.

We agree that identifying alternative paths for students who aspired to veterinary school, but ultimately do not attend, should be a focus. The veterinary technician associate degree program is one potential path, although

this program was not selected for funding by the state legislature several years ago. Department leadership will consult with the Dean and other campus partners to consider creative solutions for identifying funding support for this program. However, we see other existing needs with the core curriculum supporting our BS degrees as higher priority at this time of transition. In recent years, the biotechnology emphasis area has grown in enrollment, yet this program is still quite small compared to other emphasis areas. We intend to launch a marketing campaign to highlight this degree option and its employment opportunities to boost enrollment. We also see potential in growing the veterinary component of the MPH program through targeted communication efforts to our Bioveterinary emphasis students.

Consider allocating resources to cattle and swine facilities and programs. The review team is correct, that the beef cattle handling facility and swine facility need modernization. As noted above, we intend to engage with the CAAS/UAES leadership, the beef user group, and key industry stakeholders (e.g., Utah Pork Producers), to identify financial support for facility improvement.

Enhance the experience of graduate students by clarifying expectations. Graduate students have continual access to the graduate student handbook online (reviewed yearly) as well as many resources to support their training program via the Graduate School website and the college's professional development website. The graduate program director and coordinator inform the students of these resources at least yearly. The department also requires that the new student and mentor review and sign a memorandum of understanding that outlines the expectations for the student. Moving forward, the department will distribute a printed copy of the handbook to each student and require a signed acknowledgment that the student and the mentor have reviewed the handbook. Additionally, the graduate program committee will consider a proposal to bring additional rigor to the feedback process for students by requiring annual supervisory committee meetings with a letter that documents the committee feedback and recommendations for the student. The graduate program director (the associate department head) and the department head will review these letters to ensure that expectations are clear and monitor scheduling to ensure students meet with their committees at least yearly. Additional resources to aid mentors in student management include template individual student development plans, annual student self-assessment forms, and rubrics for the MS and PhD degrees; these resources are available via the college's professional development website and shared with the faculty and students yearly.

Continue to support faculty. The department intends to sustain robust support for faculty in all aspects of our mission, including research. Indeed, by organizing an Advancement Board and coordinating efforts with our college development team, we aim to increase financial support for our students and our research efforts through acquiring new endowments and scholarships.



6 January 2023

ITEM FOR ACTION

Utah State University's Department of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Leadership submits the attached program review of graduate degree programs for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Teacher Education and Leadership graduate programs and courses prepare students to become educators, scholars, and leaders in the teaching field. The graduate programs are also available to students across the state of Utah who can engage with their peer students and the faculty at the Logan main campus. There are currently 936 declared majors in the Teacher Education and Leadership department undergraduate and graduate programs, taught and mentored by 39 faculty. The department fulfills USU's land-grant mission by offering high quality, robust training, certification, and degree programs for current and future educators throughout the state of Utah.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Teacher Education and Leadership.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Teacher Education and Leadership graduate degree programs in the Emma Eccles Jones College of Education and Human Services as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Teacher Education and Leadership, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Teacher Education and Leadership Graduate Degree Programs*

School or Division or Location: *Emma Eccles Jones College of Education and Human Services*

Department(s) or Area(s) Location: *School of Teacher Education and Leadership*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University
Teacher Education and Leadership
Graduate Programs
06/21/2022

Reviewers:

- External Reviewers: Lynn Paine, Michigan State; Scott Chamberlain, University of Wyoming
- Internal Reviewer: Gretchen Peacock, Department of Psychology, Utah State University

Program Description:

The mission of the School of Teacher Education and Leadership (TEAL) is to inspire and prepare effective and reflective educators, scholars, and leaders through dynamic learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice. TEAL is housed in the Emma Eccles Jones College of Education and Human Services at Utah State University, which ranks in the top 2% of all graduate colleges of education. The college has been ranked third in the nation in total research dollars received, according to "America's Best Graduate Schools" U.S. News & World Report. Our college is ranked first in the state of Utah by the U.S. News and World Report and receives over \$40 million annually in research funding to support teaching and clinical services.

This Program Review addresses graduate programs in TEAL, as our undergraduate professional training programs in early childhood education, elementary education, and secondary education are nationally accredited through the Association for Advancing Quality in Educator Preparation (AAQEP).

At the graduate level, TEAL offers the following programs that are available to students attending from Logan and over 30 Statewide Campuses and Centers throughout Utah:

- **Doctor of Philosophy in Education**
This doctorate degree in educational curriculum and instruction offers specializations in five concentration areas (Cultural Studies in Education, Instructional Leadership, Literacy Education and Leadership, Mathematics Education and Leadership, Science Education). Representing the land-grant mission of Utah State University, this is the only distance-delivered doctoral degree in Utah and serves a vital function by affording educators the opportunity to pursue a terminal degree while maintaining their current professional positions. Approximately 60% of students enrolled in this program attend from Statewide Campuses.
- **Educational Specialist**
This post-master's degree is designed to meet the advanced study needs of educators seeking leadership roles in public education, junior colleges, and small private and state colleges. The coursework requirements extend competencies for individuals serving in positions such as

program developers, trainers, curriculum specialists, supervisors, instructional leaders, and college instructors. Students complete a 36-42 credits in a pre-planned program.

- **Master’s Degree Programs**

TEAL offers a Master of Science, a Master of Education in Curriculum and Instruction, a Master of Education in Instructional Leadership, and a Master of Education Graduate Route to Licensure. The master’s degree programs are designed for people who desire to engage in graduate studies to improve their competencies as educators. Students complete a minimum of 36 credits in a pre-planned program. TEAL offers master’s degree programs in ten disciplinary areas (Curriculum and Instruction, Early Education K-2, Elementary Math Education, English as a Second Language, Gifted and Talented Education, Literacy Education, Science Education, Social Studies Education, Elementary Pedagogy, Secondary Pedagogy).

- **Coursework for Utah State Board of Education Endorsements and Certificates**

TEAL offers coursework for educator endorsements awarded by the Utah State Board of Education; an endorsement is defined as “a specialty field or area earned through course work equivalent to at least an academic minor or through demonstrated competency” (<https://www.schools.utah.gov/cte/educatorendorsements>). The master’s degree programs in TEAL may coincide with the pursuit of a Utah State Board of Education Endorsement. Coursework is offered for five endorsements (Administrative Supervisory, Elementary Mathematics, English as a Second Language, Gifted and Talented, Reading Endorsement), one certificate (Elementary Mathematics Specialist Graduate Certificate), and one teaching academy (Mathematics).

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit--TEAL	Year	Year	Year	Year	Year
	2016-17	2017-18	2018-19	2019-20	2020-21
Faculty					
Headcount	30	31	32	31	39
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	26	27	28	27	34
Full-time Tenured	13	12	12	12	15
Full-time Non-Tenured	11	13	14	15	18
Part-time	2	2	2		1
With Master’s Degrees	4	3	3	4	5
Full-time Tenured					
Full-time Non-Tenured	2	1	2	3	4
Part-time	2	2	1	1	1

With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other		1	1		
Full-time Tenured					
Full-time Non-Tenured		1	1		
Part-time					
Total Headcount Faculty	30	31	32	31	39
Full-time Tenured	13	12	12	12	15
Full-time Non-Tenured	13	15	17	18	22
Part-time	4	4	3	1	2
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	33.55	31.12	35.88	35.13	35.44
Teaching Assistants	1.32	0	0	0	0
Part-time (May include TAs)	2.71	1.65	1.06	0.37	0
Total Faculty FTE	37.58	32.77	36.94	35.5	35.44
Number of Graduates	257	278	279	259	218
Certificates					
Associate Degrees					
Bachelor's Degrees	186	192	205	182	163
Master's Degrees	68	69	53	63	47
Doctoral Degrees	3	17	21	14	8
Number of Students—(Data Based on Fall Third Week)	1086	980	1020	927	936
Total # of Declared Majors	1086	980	1020	927	936
Total Department FTE*	609.6	616.5	596.4	511.5	525.7
Total Department SCH*	8170.0	8454.0	8127.0	7046.0	7302.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	16.22139	18.81294	16.146	14.40845	14.83258
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	4489453	4438713	5010528	4947888	5110958
Cost Per Student FTE	7364.59	7199.86	8400.82	9673.29	9722.81
Funding					
Appropriated Fund	4819698	4345651	4809396	4739643	4899868
Other:					
Special Legislative Appropriation					
Grants of Contracts					
Special Fees/Differential Tuition	73436	116207	128353	111369	122375
Total	4893134	4461858	4937749	4851012	5022243

Program Assessment: Strengths, weaknesses, and recommendations from the reviewers.

Executive Summary

On March 22-23, 2022, an R411 committee visited Utah State University for a review of graduate programs in the School of Teacher Education and Leadership (TEAL). TEAL is situated in Utah State University's Emma Eccles Jones College of Education and Human Services (CEHS). The review committee was comprised of Drs. Scott A. Chamberlin (University of Wyoming), Lynn Paine (Michigan State University), and Gretchen Peacock (Utah State University). Following two full days of meetings, several themes were identified in the program. A brief overview of these findings is shared in the executive summary, with more detailed analysis provided in the larger report.

Several areas of distinction emerged in the programs that comprise graduate programs¹ in TEAL. These are summarized below.

- 1) All programs appeared to be carefully planned by stakeholders in an attempt to meet current and emerging needs of the state of Utah and the greater field of higher education.
- 2) High quality programs are delivered from a Research 1 (intensive) university and serve the entire state of Utah through an intricate distance delivery system in which students at various locations interact in real time with students on the main campus in Logan.
- 3) Considerable support for graduate programs exists within the department (e.g., qualified and productive faculty) as well as outside the department (e.g., CEHS Office of Research Services, collaborations with faculty outside of TEAL).
- 4) Perpetual review of programs and analysis of data exists to render decisions, as per needs addressed by the programs.
- 5) Faculty that comprise the PhD program are engaged in research and support the involvement of graduate students (specifically PhD students) in research activities that help set them up for success in academic jobs post-graduation.

Inasmuch as strengths are abundant in the TEAL graduate programs, several areas of attention exist. These are summarized below.

- 1) There have been declining enrollments in the Master's programs for some time as well as declining enrollments in classes needed for endorsements for educator licensure in the state. Some of these declines are likely due to restructuring by the state for how endorsements are obtained. Regardless of the reasons, the declines are real and likely need to be proactively addressed.
- 2) Graduate recruitment for the doctoral program appears to be primarily limited to Utah and the intermountain west and the program does not have a recruitment plan that includes ways to target under-represented groups. Exploring options to expand recruitment and having a comprehensive recruitment plan would likely be beneficial to the program. In addition, graduate assistantships are

¹ Graduate programs in TEAL are comprised of: Master's degrees (M. Ed. in Curriculum and Instruction, M. S. in Education, and a Graduate Route to Licensure) and a Ph. D. degree in Education with five concentration areas: Cultural Studies in Education, Instructional Leadership, Literacy Education and Leadership, Mathematics Education and Leadership, and Science Education).

- limited and not available to all graduate students (not even all PhD students). Expanding assistantships would likely have a positive impact on recruitment of high-quality graduate students.
- 3) The structure of the PhD program may need to be revisited. Under the current structure, with one PhD program and five informal concentrations, there seems to be some tension and perhaps some confusion about what these concentration areas are. Things to consider include: Would it make sense to have these as formal areas of specialization that are reflected on students' transcripts? Would it make sense to explore moving out of TEAL some of the concentration areas that are less focused on education (e.g., in several areas there is significant overlap with the Department of Instructional Technology and Learning Sciences).
 - 4) While many faculty are engaged in research and professional activities related to cultural diversity, issues of cultural responsiveness in education are not clearly articulated in program requirements.

R411 report for Utah State University's School of Teacher Education and Leadership

In the following pages, extensive analysis is provided in two categories (1) Areas of distinction, and (2) Areas of attention, with subcategories comprised of recruitment, curriculum, student experience and success, and faculty. Subsequently, in accordance with expectations of the R411 report (<https://ushe.edu/ushe-policies/policyr411/>), recommendations are made.

Areas of distinction

Curriculum

Direct data about the curriculum was somewhat sparse, but when comments were shared, they were overwhelmingly positive. One curriculum highlight originated from the Cultural Studies group. This group identified needs in qualitative statistical analysis courses and created three of them to supplement pre-existing courses. In so doing, they realized that for some students to be able to complete their graduate work, they would need courses in advance of those offered. In essence, the current courses enabled students to complete most, but not all studies, and hence the faculty created and taught new courses, so that students could have access to the full battery of research protocols. This is evidence of innovation fulfilling needs.

Not surprisingly, graduate students may be inclined to pursue the research paradigm that their chair often employs. Currently, about 50% of the terminal degrees appear to have a qualitative orientation, 30% are quantitative in nature, and a final 20% are mixed methods. This distinguishes TEAL's program from that of many College of Education graduate programs; in many peer institutions the great majority of students tend to focus on qualitative research methods, and there is growing concern about weak methodological breadth or depth. The committee saw the balance afforded TEAL as a strength.

Student experience and success

Student success during and after graduate work is a trademark of TEAL graduate programs. In fact, in the Instructional Leadership concentration, the vast majority of graduate students return to their local district to serve as building or district leaders. Science Education, as well as Mathematics Education and Leadership, each appear to predominately prepare graduate students to assume academic positions. About 80% of Ph.D. students in the Mathematics Education and Leadership program ultimately secure tenure track positions, shortly after graduation, and the remaining 20% often assume positions with a department of education, as curriculum

coordinators, or as high-level administrators in a district.

All PhD concentrations appear to have a strong emphasis on preparing students to engage in research. Activities that are expected of students seeking a Ph.D. include, but are not limited to: submitting conference proposals; collaborating on grant proposals, data collection, and interpretation; and dissemination through journal articles, book chapters, and conference proceedings. There is also a yearly write-a-thon to encourage doctoral students to be successful in submitting products, such as conference proceedings and proposals, journal articles, and the like. Moreover, at least within some of the concentration areas (e.g., Science Education) there appears to be a highly methodical process in place for increasing engagement in research over time. For example, in year one, students collect and analyze data, as well as complete their CITI-training (a mandatory training process to ensure that students are knowledgeable about human research ethical considerations). In year two, students may submit journal manuscripts as a second or third author, and by year three, students are expected to submit their own work, as a lead or sole author. Helping doctoral students realize how to navigate the journal submission process can be done by talking about it, and/or by engaging in the process. The latter of the two almost certainly results in a far greater success rate than merely talking about the process in a theoretical manner. This model could and should be emulated by colleagues in other concentrations, if it is not already in use. Data suggest that, across the doctoral concentrations, the completion rate and the time to completion meet expectations is suitable.

As is done in many universities, an initial advisor is assigned to all students and each student reserves the right to keep their initial advisor or select another chair from the faculty. Realizing what research interests are early in the graduate process, be it at the master's or Ph.D. level, affords students the opportunity to make rather calculated decisions about a committee makeup.

Instructional needs at the undergraduate level are often satisfied by graduate students, which is seen as a positive as it both provides assistantship funding to students and practical experience. As an example, a graduate assistantship can be fulfilled by teaching two courses per semester, or the equivalent of a 2:2 load, for the year. This is a unique approach to meet instructional needs that cannot be filled by faculty members on campus. Moreover, the approach enables administrators to access a ready pool of instructors, rather than rely on adjunct personnel. In so doing, graduate faculty can interact directly with course instructors and it is theoretically the case that quality control is enhanced by having graduate students directly teach undergraduate courses, because of the close interaction with supervising professors.

TEAL in general and its graduate programs specifically evidence strong connections to K-12 schools in Utah. This creates opportunities for research and practice that enrich the student experience.

Faculty

During the visit, it was readily apparent that faculty were prepared, emotionally invested, and generally intrinsically motivated to work collaboratively with graduate students and in the graduate program. Many of the graduate faculty held positions of leadership in the program, thus inviting them to have a vested interest in the quality of the programs. This arrangement appeared to be a positive one. As an example, in addition to the overall department head, there was a director of Ph.D. programs and a separate director of master's programs as well as a chair for respective concentrations (Literacy Education, Mathematics Education, Science Education, Cultural Studies, and Instructional Leadership). There are about 31 total graduate faculty, spread across the five concentrations, with literacy representing the largest pool of faculty members (10-11). The 20 additional faculty

members represent the remaining four concentrations. This imbalance may provide challenges for the other concentrations that the Literacy concentration does not incur. The department may want to consider the balance of faculty across concentration areas as natural faculty turnover occurs in the department.

Faculty efforts to secure funding for graduate assistantships through research grants is bolstered by the Associate Dean for Research, Shawn Whiteman, who oversees initiatives in Office of Research Services including the Statistics Consulting Studio and the Proposal Development Office. Such services greatly facilitate faculty initiatives to pursue and ultimately secure extramural funding. In turn, extramural funding can alleviate funding issues with faculty and provide opportunities for graduate programs and students. Faculty buyout of course-load for collaborating with one of the three centers within the college also incentivizes interdisciplinary research initiatives.

Faculty involved in PhD instruction are generally strong researchers, with several who have been successful in securing external funding. Continuing to hire faculty who have strong research backgrounds and can actively engage Ph.D. students in meaningful research activities is important for the continued success of the doctoral program.

Summary

Overall graduate programs offered in TEAL, particularly at the doctoral level, appear to be very healthy when considering curriculum, student experience and success, and faculty as variables. It may appear as though discussion in the Areas of Distinction focused heavily on doctoral programs, but that may be a result of the status of master's programs and challenges with recruitment given current teacher licensing practices in Utah.

Areas of attention

Recruitment

While recruitment efforts appear to be adequate to secure requisite numbers of doctoral students and faculty expressed relative satisfaction with the Ph.D. recruitment process, the doctoral program lacks a formal recruitment plan and process. In particular, there appears to be little effort to intentionally recruit students from diverse backgrounds. The review committee noted the relative absence of diversity in the doctoral student body, as well as geographic diversity (beyond Utah and the intermountain west). Given the strengths of the program, it would seem likely the program could attract more students with some efforts in this area. While application numbers may be adequate, a more formalized recruitment plan and initiative could result in a stronger and more diverse pool of applicants.

Recruitment at the master's level was a concern explicitly expressed by faculty. Master's student numbers in Instructional Leadership as well as Mathematics Education and Leadership appear to be more robust than in other areas. In programs such as Science Education and Literacy Education, prospects for sufficient number of students are not so optimistic. Recruitment into the Gifted and Talented area at the MA level is of considerable concern, although perhaps even of greater concern is that this program area has just a single faculty member. In general, programs without a strong and cohesive set of program faculty struggle.

One aspect of all graduate programs is that a finite number of faculty members limits the number of

graduate students that can be served. Approximately 3.5 doctoral students are served, in a chair capacity, by each of the 31 graduate faculty members. This number does not include master's student chair/advising responsibilities. Of the nearly 100 doctoral students, approximately 15% have a graduate teaching or research assistantship. Increasing the number of graduate assistantships could have a positive impact on student recruitment.

With respect to the master's degree, rolling admittance is a strength because students can apply and receive a response on their status throughout the year. Regarding participation in the master's programs, instructional leadership, mathematics education, and science education appear to be the healthiest of all programs. Some, but not all, concentration stakeholders in TEAL graduate programs suggested that expansion could be an option, but if that were pursued, additional faculty and assistantships would be required to do this in a systematic manner that would enable the respective concentrations to maintain their high-quality product(s). Recruitment approaches differed from program to program. As an example, one manner in which the Mathematics Education and Leadership program recruited students was with the creation of a USU Mathematics Education and Leadership Newsletter.

An aspect that prospectively has served to undermine recruitment efforts comes from changes at the state level where funding for teachers to take endorsement classes has been reduced and, more recently, changes that allow individuals to receive endorsements in ways other than taking university courses. This has negatively impacted enrollments in classes TEAL offers for endorsement purposes and also enrollments in master's programs as historically endorsement has been somewhat linked to master's programs. Given these changes, TEAL faculty may want to consider the feasibility of continuing to offer classes for endorsement purposes and also whether there is some restructuring for master's programs that would be appropriate. While the master's program can help serve as recruitment into the PhD program, TEAL likely needs to consider the purpose and function of stand-alone master's programs and tailor their program to meet current interest and demand rather than maintaining a focus that has worked in the past but may no longer be the best use of limited resources.

Curriculum

Overall, curriculum at the graduate level is strong. However, with changes at the state level in terms of endorsement courses, the curriculum in the master's programs may need to adjust to meet needs of potential students as they currently exist. Options that TEAL faculty may consider would be to explore micro credentialing options that can be embedded in master's courses, collapse current programs/specializations into a program that mirrors a general master's degree in education, or create a purposely smaller master's program with an emphasis that is in an area of currently state/national interest and focus. For example, one option might be creating a program focused on Dual Language Immersion that would utilize the faculty in Cultural Studies and Literacy. The Center for the School of the Future may also be a critical participant in such an endeavor. Of note in the future of TEAL master's program offerings is what competitors are doing. A recent trend especially in MA programs nationally (and not as much doctoral programs), is the ability to offer a master's degree exclusively online. These on-line programs offer competition for TEAL's masters' programs and TEAL faculty probably need to have continued conversations regarding on-line programs.

A curricular concern at the doctoral level pertains to what latitude respective concentration areas have to infuse new emphases, specifically courses, and reduce offerings in existing emphases. This concern is perhaps compounded by the fact that the concentration areas are informal, with all students receiving the same

degree in education. A conversation regarding the structure of these concentration areas and whether they should be formal specializations could be warranted.

Student experience and success

When interacting with students at the master's level, students were prompted to respond to the inquiry, "What attracted you to pursue a master's degree at the Utah State University?" In a most complimentary manner², several students suggested that high quality interactions with CEHS faculty as undergraduates led them to continue their quest for higher education in a supportive environment. Several students, however, suggested that advising was not a strong component of the master's program. No such feedback was received at the doctoral level. Students mentioned that several variables may have resulted in this outcome. First, they mentioned that in some cases, simply corresponding with faculty was challenging. Second, a student suggested that the process to finalize requirements towards degree completion was not readily apparent.

Another prospective concern of the student experience and success pertains to the experience afforded to Logan-campus doctoral students in relation to those at other sites throughout the state. The concern was raised that Logan-campus students likely have many opportunities that distance-site students do not. Such a chasm may merely be inherent in the ostensibly parallel offerings, but Logan-campus students may have more access to opportunities that would allow them to be competitive for academic jobs (e.g., opportunities to teach and be involved in a variety of research activities). Meanwhile, peers at distance sites may not enjoy such opportunities. One may speculate that the tradeoff is that distance-based doctoral students can maintain their professional positions and not sacrifice financial stability. Perhaps, this problem cannot be addressed and it is certainly not the case that regional-campus doctoral students never have such opportunities. In any event, this phenomenon should be investigated by faculty members in an attempt to ameliorate the differences. This concern is perhaps most evident in Instructional Leadership students, as the vast majority of the doctoral students in this concentration are not located on the Logan campus.

Another concern resides in research opportunities provided to master's students. It may be the case that master's students do not often desire research experiences and that doctoral students, in an attempt to market themselves, do want research experiences, but it seemed apparent that most such research opportunities at the graduate level were utilized by doctoral students. Offering research experiences to master's students may indirectly and positively influence doctoral student recruitment as master's students with research assistantships can realize, at least partially, what a doctoral degree entails.

Currently courses that are offered to distance sites use the USU IVC platform with courses broadcast to USU sites throughout the state. As Zoom has become more commonly used, it is worthwhile to consider whether offering these courses via Zoom would better meet student needs. While there is some concern that Zoom would cut down on interpersonal interactions that occur when students gather as a group at sites, using Zoom would increase accessibility of the program to students who are not located in close physical proximity to a USU site. In addition, Zoom allows for equalization of student experience (e.g., everyone has their own Zoom square) and use of Zoom breakout rooms can increase communication between students in different parts of the state. Moreover, utilizing Zoom might allow graduate programs and their recruitment to extend beyond state lines, as students would not be expected to be at an educational center in state.

² It should be noted that program faculty were present during meeting with graduate students and it is possible responses of students may have been influenced by their presence.

Faculty

Though some master's students voiced complaints that faculty appear to be more committed to doctoral students than master's students, evidence did not clearly surface to substantiate this claim. Nevertheless, it may be typical for faculty to positively influence doctoral students to a greater extent than they do master's students. This is likely for several reasons, not the least of which is that faculty advisors often have a greater number of years with doctoral than with master's students, and faculty research interests may align more readily with doctoral than with master's students. In any event, faculty appeared to be committed to each graduate level process, though some admitted to being frustrated with the master's programs, given state changes in alternative routes to licensure.

Another faculty concern with graduate programs may be the amount of time that is invested in master's projects, with little return on faculty investment of time. This is because many master's projects often result in a project that does not result in a publication or extended area of research. As such, there appeared to be some discussion about encouraging as many master's students as possible to pursue the Master's in Education (M. Ed), that does not entail the formal research project. This may be an encouraging route for teachers in the state who are pursuing a master's degree.

The department's many graduate programs require the involvement of many different faculty in leadership and administrative roles. Such involvement may be positive and increase faculty involvement and buy-in into the programs. However, it was less clear that the department has successfully developed a shared and coherent department community, at least as graduate faculty. The department is quite large and the unevenly sized concentrations/programs lead to the possibility that there may be tensions and less cohesion at a larger departmental level.

Summary

Overall, concerns are not considerable, but stakeholders in TEAL are strongly encouraged to consider and address them proactively, rather than waiting to see negative outcomes. Chief among the concerns are: a chasm in on campus and off campus opportunities, steadily decreasing numbers in particular programs (e.g., gifted education and literacy education at the master's level), and competition from competitors that may be offering a lower quality graduate product, but at a much lower price (particularly at the master's level).

Recommendations

In analyzing the Areas of distinction and the Areas of attention, a balanced view is needed. We recognize that often one alteration of a program, which was likely done to improve outcomes, may precipitate a negative effect in another area. As an example, prospective changes to the master's programs were discussed during the visit, but ultimately, faculty made the wise decision to not pursue significant changes because it may harm future endeavors. Certainly, the faculty should not simply rest on the laurels of the respective programs in the doctoral and master's levels, but an ongoing effort to improve the quality of shortcomings must be engaged. Fortunately, one positive approach of the TEAL graduate faculty is that they appear to make highly deliberate and calculated changes, based on data, in an attempt to improve program outcomes, without sacrificing future intentions. To that end, the following recommendations are suggested.

- Engage in focused recruitment plans at doctoral and master's levels to increase applicant numbers as well as diversity of applicants (including geographic diversity). Retention of diverse students is also important and as the program hopefully attracts more students from diverse backgrounds over time, it will be important to ensure there is a thoughtful and purposeful retention plan also.
- Careful discussion and consideration regarding the future of the TEAL master's programs and endorsement courses is essential. For example, should the master's programs be collapsed into 1 program? Should TEAL stop teaching endorsement-only courses? Should new and upcoming areas, such as Dual Language Immersion, be explored as potential for new programs or emphases that may attract more applicants?
- Engage in consideration of the current system of distance delivery of the PhD program. Rather than simply using what has been used in the past (e.g., the USU IVC system) the program may want to consider other methods of program delivery as well as determine if required on-campus time is appropriate (Is it too much? Is it too little?). Decreasing travel time for students may ultimately improve other outcomes and may also serve to open the program to students for whom the travel time was a barrier.
- Discussion and consideration about the structure of PhD program should occur. For example, does it make sense to have 5 informal concentration areas or would it be better to have different programs or different specializations? Similarly, it may be important to look at balance of faculty across concentration areas and decide if the current allocation best meets the overall department/program needs or whether adjustments may be needed over time as faculty leave/retire. If the department continues to have what is formally a single program, more work could be done to see what positively connects all the concentrations and to develop a stronger department-wide graduate identity (and perhaps a shared faculty identity as well).
- Related to the above, but perhaps a larger structural issue to consider (with the Dean and Department Head) is whether it makes sense to retain all current concentration areas in TEAL or might some be better situated in other units within the college.
- More clear infusion of Diversity, Equity, and Inclusion content into the curriculum and requirements for the graduate programs should be considered. It is possible that such content is already there, but not obvious from the materials provided.
- Continued focus on expanding ways to fund doctoral students should also be a priority to enhance opportunities.

It is important to note that recommendations should not concentrate solely on areas of attention. Areas of distinction should also be celebrated and enhancing pre-existing strengths should be pursued. The department's graduate programs have many positive attributes, namely a highly committed and productive faculty that works collaboratively for the betterment of the program. Ultimately the greatest strength of the programs resides in the personnel. Faculty attrition appears to be low and faculty hiring has been conducted with intentional efforts to strengthen the department and its programs.

Institution's Response: Responses to review committee findings and recommendations.

This Institutional Response presents the recommendations from the consultant committee followed by responses from the School of Teacher Education and Leadership R411 Committee. The School of Teacher Education and Leadership (TEAL) appreciates the work of the consultant committee and the provided recommendations. We offer these responses with the goal of strengthening and refining graduate programs in TEAL in the areas noted by the reviewers: Recruitment and Retention, Curriculum, and Program Delivery Method.

1) Recruitment and Retention

Reviewers' Recommendation:

- Engage in focused recruitment plans at doctoral and master's levels to increase applicant numbers as well as diversity of applicants (including geographic diversity). Retention of diverse students is also important and as the program hopefully attracts more students from diverse backgrounds over time, it will be important to ensure there is a thoughtful and purposeful retention plan also.
- Continued focus on expanding ways to fund doctoral students should also be a priority to enhance opportunities.

Department Response:

While recognizing TEAL's Doctoral and Master's programs have multiple strengths, the department is dedicated to updating and revitalizing the graduate programs as an ongoing process. At the August 2022 Department Faculty Retreat, the self-study documents and consultant committee report will be discussed and plans put in motion to address the reviewer recommendations including:

- *Development of recruitment plans for the Doctoral and Master's programs*
- *Recruitment plans to include focus on students of diverse backgrounds and geographic locations outside of Utah.*
- *Development of retention plans for students enrolled in the doctoral and master's programs.*
- *Expansion of funding for doctoral students through increased external grant funding and other opportunities.*

2) Curriculum

Reviewers' Recommendation, Master's Program:

- Careful discussion and consideration regarding the future of the TEAL master's programs and endorsement courses is essential. For example, should the master's programs be collapsed into 1 program? Should TEAL stop teaching endorsement-only courses? Should new and upcoming areas, such as Dual Language Immersion, be explored as potential for new programs or emphases that may attract more applicants?

Department Response, Master's Program:

In April 2021, it was determined the master's program would be the primary focus for programmatic refinement in TEAL beginning for the 2021-22 academic year and leaders in the master's program were charged with the task of addressing the challenges facing the master's program. This area of emphasis was discussed at the August 2021 Faculty Retreat and ideas were presented for a multi-

systems approach. This need will be reiterated at the August 2022 Faculty Retreat and a strategic plan will be implemented to address the important needs of the master's program and USBE endorsement programs. ./

Reviewers' Recommendation, Doctoral Program:

- Discussion and consideration about the structure of PhD program should occur. For example, does it make sense to have 5 informal concentration areas or would it be better to have different programs or different specializations? Similarly, it may be important to look at balance of faculty across concentration areas and decide if the current allocation best meets the overall department/program needs or whether adjustments may be needed over time as faculty leave/retire. If the department continues to have what is formally a single program, more work could be done to see what positively connects all the concentrations and to develop a stronger department-wide graduate identity (and perhaps a shared faculty identity as well).
- Related to the above, but perhaps a larger structural issue to consider (with the Dean and Department Head) is whether it makes sense to retain all current concentration areas in TEAL or might some be better situated in other units within the college.
- More clear infusion of Diversity, Equity, and Inclusion content into the curriculum and requirements for the graduate programs should be considered. It is possible that such content is already there, but not obvious from the materials provided.

Department Response, Doctoral Program:

These recommendations will also be discussed at the August 2022 Department Faculty Retreat to outline the format of the doctoral program going forward. The Distance Doctoral Program just celebrated twenty years of success and an important charge to the department is to prepare educational leaders to work in geographic locations throughout the State of Utah. Thus, it is important to balance this charge with opportunities for growth.

The structure of one doctoral program with five concentration areas enables faculty from across disciplines to support students in a collaborative manner; such interdisciplinary work is increasingly valued for grant funding and problem solving of real-world challenges. We believe it is in the best interest of students and faculty to retain the current concentration areas within TEAL. It is important to evaluate the current structure for increased opportunities to:

- *Connect the concentration areas in a way that develops increased collaboration and identity as one program.*
- *Emphasize the importance and structural supports for Diversity, Equity, and Inclusion in the curriculum and requirements for the graduate programs. This should include content on the TEAL website and coordinated work with USU's Inaugural VP of Diversity, Equity & Inclusion.*

3) Program Delivery Method

Reviewers' Recommendation:

- Engage in consideration of the current system of distance delivery of the PhD program. Rather than simply using what has been used in the past (e.g., the USU IVC system) the program may want to consider other methods of program delivery as well as determine if required on-campus time is appropriate (Is it too much? Is it too little?). Decreasing travel time for students may ultimately

improve other outcomes and may also serve to open the program to students for whom the travel time was a barrier.

Department Response:

Course delivery format is established by Utah State University, which at this time mandates the use of the Interactive Broadcast Delivery System made available to Statewide Campus facilities. Thus, this recommendation is beyond the scope and authority of the School of Teacher Education and Leadership. Utah State University is aware of these challenges and is considering course delivery methods and formats. However, the department can and should consider the doctoral program requirement of three weeks of on-campus coursework for two consecutive summers and identify and arrange ways to support students should this requirement remain in place.



ITEM FOR ACTION

Utah State University's Department of Computer Science, in the College of Science, submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Computer Science programs and courses prepare students for research and careers related to areas such as data science, robotics, AI, and programming. Computer Science has 671 declared majors and 20 faculty. Degree programs are focused and streamlined to give students relevant skills for the current job market and computer industry.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Computer Science.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Computer Science in the College of Science as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Computer Science, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Computer Science Undergraduate and Graduate Degree Programs*

School or Division or Location: *College of Science*

Department(s) or Area(s) Location: *Computer Science Department*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University Computer Science Department
March – June 2022

Reviewers:

- Dr. Glencora Borradaile, Associate Professor and Associate Dean for Graduate Programs in the College of Engineering, Department of Electrical Engineering and Computer Science, Oregon State University.
- Dr. Asa Ben-Hur, Professor, Department of Computer Science, Colorado State University.
- Dr. David Brown, Professor and Assistant Department Head (Undergraduate Studies), Department of Mathematics and Statistics, Utah State University.

Program Description:

The mission of the Department of Computer Science is to graduate students who are prepared with a depth and breadth of knowledge and experience in the field of computer science that readies them for the workforce or graduate study. Our focus on learning, communication, and teamwork skills prepares students to meet the challenges required to adapt and innovate in a rapidly changing field, to engage in lifelong learning, and contribute to society.

The department offers an undergraduate major (B.S. degree) in computer science and a minor in computer science, a teaching minor in computer science, and five online certificate programs. It also offers one Ph.D. degree and four M.S. degrees including M.S. Plan A, M.S. Plan B, Master of Computer Science (MCS), and Data Science M.S. degree.

The department is comprised of 20 full-time faculty, two academic advisors, one business manager, and one staff assistant, with approximately 100 graduate students (30 Ph.D. students and 70 Master’s students) and 600 undergraduate students. A complete description of our programs, faculty, research activities, and other functions is contained in the attached self-study, which was provided to the external reviewers before their visits.

Data Form:

R411 Data Table

Department or Unit--Computer Science					
	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty					
Headcount	16	16	17	17	20

With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	16	14	15	15	18
Full-time Tenured	9	9	10	10	10
Full-time Non- Tenured	7	5	5	5	8
Part-time					

With Master's Degrees		1	1	2	2
Full-time Tenured					
Full-time Non- Tenured		1	1	2	2
Part-time					

With Bachelor's Degrees		1	1		
Full-time Tenured					
Full-time Non- Tenured		1	1		
Part-time					

Other					
Full-time Tenured					
Full-time Non- Tenured					
Part-time					

Total Headcount Faculty	16	16	17	17	20
Full-time Tenured	9	9	10	10	10
Full-time Non- Tenured	7	7	7	7	10
Part-time					

FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	16.21	15.57	16.75	17.1	18.84
Teaching Assistants	0.92	0.18	0	0	0
Part-time (May include TAs)	3.99	1.99	1.12	1.38	0.01
Total Faculty FTE	21.12	17.74	17.87	18.48	18.85

Number of Graduates	97	130	106	121	148
Certificates					
Associate Degrees					
Bachelor's Degrees	64	92	88	95	122
Master's Degrees	29	31	17	23	21
Doctoral Degrees	4	7	1	3	5

Number of Students— (Data Based on Fall Third Week)					
Total # of Declared Majors	634	624	614	647	671
Total Department FTE*	481.8	481.0	439.2	442.1	455.1
Total Department SCH*	7012.0	7046.0	6446.0	6447.0	6678.0
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE	22.8125	27.1157	24.5794	23.9214	24.1432
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Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2997844.21	2862212.69	3111923.95	3254561.45	3476156.42
Cost Per Student FTE	6222.18	5950.13	7084.90	7362.15	7638.23

Funding					
Appropriated Fund	3024148	3078220	3185682	3284144	3905803
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition	117360	165852	172008	125962	
Total	3141508	3244072	3357690	3410106	3905803

Grants & Contracts	238852.82	170947.97	686790	314963	914618
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FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	28.89%	50.00%	50.00%	40.00%	39.80%
Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	6.67%	2.50%	6.25%	9.09%	8.16%
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	62.50%	60.00%	60.42%		
Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere		5.00%	8.33%		
Percent of majors currently in this program who are underrepresented minorities	8.68%	8.33%	8.14%	9.89%	11.18%

Program Assessment:

Executive Summary

The Department of Computer Science at Utah State University is a small department with research-active tenure-track faculty and good integration of teaching faculty with tenure-line faculty. The department's size allows for a simple organizational structure and involvement of all faculty in departmental governance. The department has strong ties to local industry which provides employment opportunities for graduates as well as a pool of potential students for continuing graduate education. The department has a culture of assessment built on the ABET accreditation of their undergraduate program and is building on this for assessment of the graduate programs. The nascent Master's in Data Science has great potential for growth and collaboration across the university.

Recent hiring success has resulted in a junior-heavy faculty and while this has potential to increase the research productivity and impact of the department as a whole, the review committee recommends strategic hiring of senior faculty to balance this. Tenure-line hiring should continue to bring the faculty-to-student ratio closer to that of the rest of the university.

To support the doctoral program, the department should focus on increasing research productivity through hiring more faculty or collaborative initiatives and ensure graduate students have appropriate professional development opportunities. The course requirements for graduate students has an outsized reliance on undergraduate-level coursework which may not provide the depth of study that graduate students require. Enrollment of doctoral students has posed a challenge, but the department could use the availability of graduate teaching assistantships with competitive stipends as a recruitment device.

Overview

The Department of Computer Science at Utah State University (herein, “the department”) has sixteen tenure-line professors (eight assistant professors, five associate professors, and three full professors). In addition, there are four faculty whose primary duty is in teaching. Overall, we observed good integration between teaching faculty and tenure-line faculty; teaching faculty are highly engaged in curriculum and departmental governance.

The student to faculty ratio in the department is 33:1 compared to around 20:1 in the rest of college, an indication that the CS department should grow its faculty; the college dean has expressed support for growth in CS, and new space is being planned to accommodate future growth. Given that the faculty is junior heavy and with the bulk of the research productivity shouldered by the junior faculty, we encourage hiring tenured faculty with strong involvement of the junior faculty in the process of such hires.

We note the success of the department in its recent hiring. We encourage the department to develop a hiring strategy, for example, by hiring in research clusters, attracting non-tenure line research faculty from other universities, or by hiring jointly with other departments at USU to strengthen ties between departments. USU has seen success with split faculty appointments elsewhere on campus but we only know of limited collaborations between CS and other units on campus. Data science, which is often interdisciplinary in nature, is a natural direction for such efforts, and would play to the existing strength of the department’s data science faculty. Highlighting the combination of data science, robotics and AI as a single area can play to this strength and help in recruitment of students. The strong theory group headed by Haitao Wang is a potential cluster worth cultivating.

Leadership

The current department head, Xiaojun Qi, has been in her position since 2017 and appears to have

strong support from the faculty. The department no longer has an associate head as it did previously, with the associate head’s responsibilities either moving to Qi or to committees (such as admissions). The review team viewed moving responsibilities to committees as positive.

Industrial Advisory Board

The department has strong ties with local industry and an active Industrial Advisory Board that has contributed to shaping the undergraduate curriculum. An industry-sponsored fellowship/scholarship program is a potential way to build on these ties to strengthen the graduate program.

Peer Institutions

Utah State University’s peer institutions are provided by the Regents.¹ In the table below, we provide the rankings of these institutions from CSRankings.org and US News and World Report. While any ranking should be taken with a grain of salt, they do indicate that many of USU’s peer institutions are aspirational peers for the CS program. USNWR is largely a reflection of undergraduate program reputation while the less established, but quickly becoming prominent, CSRankings is largely a reflection of overall (unnormalized) research output.

Institution	CSRankings	USNWR
Oregon State University	47	68
Washington State University	81	75
University of Nebraska - Lincoln	102	75
University of Nevada - Reno	102	147
Kansas State University	112	102
New Mexico State University - Main Campus	128	133
Colorado State University	144	75
Utah State University	144	119
University of Wyoming	144	147
Montana State University - Bozeman	173	169
University of Idaho	-	147

¹ <https://www.usu.edu/aaa/nw/viz/lpedsDashboard.php>

Research

The department has a relatively low level of research expenditure, and it has decreased somewhat since 2015 (from \$440K to \$338K per year), as has the number of GRAs (from 15 to 12). This could be in part due to the relatively large number of junior faculty who were recently hired and whose research pipeline has yet to be established. The ability to recruit and retain graduate students hinges on the ability to secure research funding. While there are multiple resources that are available across campus, there appears to be fewer efforts within the department to promote faculty success in this regard. Mentoring junior faculty in this regard is critical, and may be helped through mentoring from outside USU (given that the department has few senior faculty that are research productive).

Our impression was of little collaboration within the department and across campus. Collaboration should be encouraged, and may be helped in structural ways through supporting larger multi-PI grant proposals, joint hires, or true interdisciplinary degree programs. Likewise, our impression was of little involvement of undergraduates in research. Encouraging this can help increase the number of students that continue for a graduate degree. Undergraduate advisors can help direct talented students to interested faculty and given that this can provide valuable mentoring opportunities for graduate students, the work does not need to fall entirely on faculty.

The department head has recently begun assessing research productivity with a focus on the quality of publication venues, which the review team also noted as a positive move.

Undergraduate Programs

Bachelor's Degrees from the department are accredited by the CAC Accreditation Commission of ABET.² This accreditation is very robust, demanding regular assessment and the maintenance of a continuous improvement process. The department's Assessment Coordination Committee is well integrated in the department and takes ABET Accreditation very seriously. For these reasons, the review committee did not focus attention on the undergraduate programs.

The department also offers undergraduate minors and certificates, with a particular focus on educating current and future K-12 teachers, both online and on campus, which the review committee commends. The department may consider strengthening this with NSF Research Experiences for Teachers.³

Undergraduate students may also pursue an accelerated master's degree by having 9 credits contribute to both degrees. We encourage the program to advertise this more broadly to ensure students are aware of the associated benefits and cost savings while they are still eligible to enroll.

² <https://www.abet.org/>

³ <https://www.nsf.gov/pubs/2021/nsf21606/nsf21606.htm>

Graduate Programs

A student seeking a post-baccalaureate degree from the department has five options:

- 1) Master of Science in Computer Science Plan A - a thesis-based master's degree.
- 2) Master of Science in Computer Science Plan B - a project-based master's degree.
- 3) Master of Computer Science - a coursework-based master's degree which has replaced the Master of Computer Science Plan C degree.
- 4) Master of Science in Data Science, which is thesis-based.
- 5) Doctor of Philosophy in Computer Science.

Enrollment in the Plan B degree has dropped significantly (and is currently not enrolling any students). We encourage the department to remove it as an option to minimize bureaucratic overload and any confusion to students of options that are available in practice.

Graduate Course Requirements

Other than the Master of Science in Data Science, the department's graduate degrees do not require specific courses or breadth areas as is common in other computer science graduate degrees in the US, which ensure graduates have a mastery across different disciplines within computer science. Further, the degrees require few strictly graduate-level (6000-level) CS courses. Based on the curriculum information available online, a master's student could graduate with as few as 12 credits of 6000-level CS didactic classes, while a PhD student could do so with as few as 9cr of 6000-level CS didactic classes. We have concerns about the depth of the 5000-level courses which both upper-level undergraduate and graduate students take, that contribute to the program of study for graduate students.

Master's Degree in Data Science

The department has a relatively new thesis-based Master of Science in Data Science degree that started enrolling students in Fall 2019. While the enrollment has not yet grown to a stable number, it has great potential with the growth in new computer science faculty in data science (four assistant professors). The program is attracting a cohort of students that is distinct from those applying to the computer science programs, particularly attracting those without a computer science background.

While data science is inherently interdisciplinary, the program is not operating as such other than requiring courses from computer science, statistics and mathematics. There appears to be no advising activity outside the department. There is a coursework-based Master of Data Analytics program that has an option in Statistics whose coursework has a large overlap with the coursework required by the MS in Data Science program. This seems to be an opportunity for unification of programs across campus for increased collaboration and cohesion.

While the MS in Data Science has potential for great growth, it currently lacks elements for success. Since Data Science is inherently interdisciplinary, collaboration with domain scientists seems necessary and could build on domain strengths across USU (such as in biology, physics, and

geosciences). Students in the Data Science program would benefit from activities outside of their required coursework and research and would help to create an identity for the program. To coordinate this, the program would benefit from clear leadership to grow the program.

The success of the data science faculty, which could easily grow, as noted below, may hinge on a PhD program being developed to complement the MS in Data Science. This would be best built as an interdisciplinary program from the start and could leverage the success in hiring faculty in data-science related areas as well as encourage collaboration across campus with domain scientists.

Graduate Recruitment and Admissions

The graduate programs have a robust admissions process that ensures every applicant is reviewed by at least two people. Master's students are admitted centrally by the Graduate Admissions Committee, allowing for fairness in admissions decisions and ensuring a consistent population of master's students. Applications to the doctoral program are first vetted by the Graduate Admissions Committee and then, as is fairly common in Computer Science, final admissions decisions are made by faculty members who agree to advise these potential students.

The Graduate Admissions Committee indicates reliance on GPA and GRE scores in decision making and has minimum GRE percentiles required for admission. Although the Committee indicates that this can be waived, guidance on the website indicates otherwise.⁴ The department could build on the strength of its committee-based admissions by adopting holistic admissions practices that reduce reliance on, or indeed can remove the need for, GRE testing.⁵

The graduate programs, and the doctoral program in particular, receive few applications and a concerted effort will be needed to grow the doctoral program to support the research programs of the research-active junior faculty. There is little indication of recruitment efforts to increase their application pool. Rolling, flexible, or off-cycle admissions, such as available in the department, can help a smaller program be more responsive. However, most CS programs have application deadlines in December with decisions made before USU's computer science deadlines, which can put the department at a disadvantage for both numbers of applications as well as matriculations. It can be possible to keep the department's current flexibility while bringing their main deadline in line with those of competing programs.

Graduate Program Self-Assessment

The department's undergraduate-focused assessment committee provided a self-assessment of the graduate programs for the purpose of this self-study. The committee assessed their programs'

⁴ <https://www.usu.edu/cs/students/graduate/program-info>

⁵ <https://cgsnet.org/data-insights/diversity-equity-inclusiveness/social-justice-and-anti-racism-resources-for-graduate-education/resources-on-holistic-graduate-admissions/>

adherence to the four Primary Learning Objectives (PLOs) endorsed by the Northwest Commission on Colleges and Universities.

- PLO 1: Graduates demonstrate mastery of fundamental Computer Science theory and their ability to formulate a problem, analyze it, and develop an efficient and effective solution.
- PLO 2: Graduates will be successful in their career, finding a job, and progressing in their field.
- PLO 3: Graduates will have excellent oral as well as written communication skills.
- PLO 4: Ph.D. and Master's Plan A & B graduates will demonstrate a contribution of new knowledge via a thesis or dissertation and through original research culminating in publication.

PLO 1 and 3 were analyzed through student performance in key classes. PLO 3 may be helped by designating a required class (or set of classes) as being communications intensive (CI).

USU's strictures for governing those courses which enjoy a CI designation are rigorous and ought to help satisfy any pressures for reliable and valid assessment of this learning objective. PLO 2 was analyzed through a low-return, retrospective survey and may be helped through exit interviews, as are done at the undergraduate level.

We recommend more regularly assessing the graduate programs in these ways as well as including measures of graduate student retention.

Graduate Retention and Success

We laud the department's effort in evaluating graduate students on a yearly basis, and encourage this to continue. The department's narrative indicates that graduate students nearly always complete their degrees. However, the number of matriculated students and students completing degrees indicates that either students are not completing their degrees or not completing them in a timely fashion. This would be an important aspect of student success to track: how many students complete their degree, why non-completers don't complete their degree, and how long students take to complete their degrees. If the department does indeed have a particularly high success rate, it would be advantageous to advertise this.

Graduate Assistantships

The department indicated that they guarantee funding to all its doctoral students through graduate teaching assistantships, though some students were not aware of this. Being able to guarantee this funding through a student's timely degree progression is very beneficial and students in and applicants to the program should be made aware of this, as it can help with recruiting. Since the number of GTA positions exceeds the need of the doctoral program, the department hires a number of Master's students as GTAs, prioritizing thesis students. We recommend that the selection of Master's students as GTAs, until the doctoral program grows, be done strategically, for example by prioritizing recruiting initiatives.

GTAs receive generic training at the university level, but not CS-specific training. CS-specific training could benefit the department's education mission as well as provide professional development opportunities for the students.

Assistantship stipends in the department have recently increased from far below being competitive to on their way to being competitive with the department's move from the College of Engineering to the College of Science. The College of Science reports a \$2100 minimum monthly stipend for Graduate Assistants and the department of Computer Science currently pays its Graduate Assistants \$1840/month. A recent analysis at Oregon State University showed that median cost-of-living adjusted salaries for engineering students across the US are roughly 85% of living wage and competitive salaries provide a living wage stipend, as measured by the MIT Living Wage Calculator.⁶ The living wage in Logan is reported as \$2220/month, indicating that the department's salaries are approaching median cost-of-living adjusted salaries and the College of Science salaries are approaching competitive salaries. We note that GRA salaries in the department are slightly higher than GTA salaries.

Assistantship stipends in the department are flat, in that all GTAs regardless of their status (e.g., length of time in the program) earn the same amount. The department may wish to consider guaranteeing raises upon completion of milestones (such as passing the qualifier exam) to encourage or reward productivity.

GTAs are almost always assigned grading and office-hour work, with limited teaching opportunities. Graduate students indicated an interest in having opportunities for more involved teaching. In the past, the department has hired Graduate Instructors (at a higher salary than GTAs). While we do not suggest reliance on Graduate Instructors, competitively selecting students for such positions could provide both professional development and a recruitment opportunity. Alternatively, recitation sections could provide an enhanced educational experience for undergraduate students and teaching opportunities for graduate students.

Research Development for Doctoral Students

The department's doctoral program is very small with fewer than 2 doctoral students per tenure-line faculty member, and with each tenure-line faculty member advising at least one doctoral student, regardless of research productivity or engagement with their research community. We recommend reviewing whether all doctoral students are receiving adequate professional preparation and integration into their research communities.

Final Comments

The self-study report did not focus on issues of diversity among faculty or students except to indicate the proportion of faculty and students that are female-identifying and the proportion of in-state students.

⁶ <https://livingwage.mit.edu/metros/30860>

The number and percentage of female faculty has dropped over the past decade. The proportion of female undergraduate students is around 12%, which is much lower than the national average of around 20%. The proportion of female graduate students is variable (due to small numbers), but also lower than the national average of over 26% (graduated MS).⁷ We encourage the department to ensure equitable access to their programming, not just in terms of the gender of their students, but also race, ethnicity and socio-economic status.

Faculty and students noted that community-building activities had been put on hold during the pandemic. We encourage the department to reinstate past efforts and ensure that students and faculty are recognized for their contributions to their academic community.

Institution's Response:

Utah State University Department of Computer Science Response to External Review Committee Report

May 8, 2022

The 2022 Board of Regents' review committee visited the USU campus on February 22 and February 23 and followed the itinerary attached to the end of this response. We are grateful to Professors Glencora Borradaile, Asa Ben-Hur, and David Brown for the significant time they have dedicated to assisting us during this process, and for their thoughtful and positive report. The committee's observations and feedback give us an opportunity to recognize and build on our strengths. To complete the record of this year's review, we summarize their recommendations and suggest strategies for continued improvement below.

Undergraduate Programs

The review committee recognized the significant investment by the department in regular assessment and maintenance of a continuous improvement process to offer the Bachelor's degrees that are accredited by the CAC Accreditation Commission of ABET. The committee also supported our efforts to offer undergraduate minor degrees and certificates, with a particular focus on educating current and future K-12 teachers, both online and on campus. We are grateful for the review committee's insightful suggestion of utilizing NSF Research Experiences for Teachers (RET) to strengthen our minor and certificate programs.

The CS department's teaching minor and certificate programs are relatively new. Our strategic plan for these includes the following. First, we intend to incrementally raise awareness of these programs among USU students seeking Bachelor's degrees in education and teachers within Utah's K-12 schools and to recruit a robust stream of students and teachers to these programs. Second, as we grow our

⁷ <https://cra.org/resources/taulbee-survey/>

programs, we hope to integrate additional learning and research opportunities. To this end, we will identify outstanding K-12 STEM educators, research faculty, and industry mentors who are interested in working together during the summer months to enhance K-12 STEM educators' scientific disciplinary knowledge in computer science and translate research experiences into classroom activities and curricula. We will recruit K-12 STEM educators via our concurrent enrollment, teaching certificate, and teaching minor programs and industry mentors via our Industry Advisory Board. Research faculty will reach out through their outreach recruitment plans to involve K-12 STEM educators. We will then host several meetings to pair the educators with the faculty and industry mentors based on their interests. Finally, K-12 STEM educators will participate in faculty's and industry mentors' research and use this research experience to revise their classroom activities and curricula. As recommended by the review committee, we plan to submit an NSF RET proposal when we are ready. We will also encourage faculty who have NSF funding to request RET supplements before submitting a RET site proposal. Other experiences might include K-12 STEM educators' participation in ongoing research within other departments in the College of Science and the College of Education.

We are grateful for the review committee's encouragement to advertise the accelerated M.S. degree more broadly. We will do this in several ways:

1. We will work with our two department advisors and webmaster to post an eye-catching advertisement on our website.
2. Advisors will reach out to current students who are eligible to enroll in an accelerated M.S. degree and provide them with its associated benefits and cost savings.
3. We will hold a yearly information session to present details about the Master's programs for juniors and seniors along with another yearly information session to discuss the computer science program for students who have not decided on their majors.
4. We will advertise the accelerated M.S. degree at USU's annual on-campus "majors day" event. At this event, each college has an information table and several displays for the various majors within the college. The event coincides with Utah Education Association (UEA) weekend when Utah public schools are not in session and students from regional high schools are invited to attend.

The department's ultimate vision for such recruitment is to raise awareness of the Computer Science Bachelor's and accelerated Master's programs among USU students and high school students, recruit a robust stream of students into these programs, and provide students with sufficient information to find a suitable program.

Graduate Programs

The review committee affirmed that the Ph.D. and M.S. programs in Computer Science appear to be running well. However, the committee encourages the department to remove the Plan B option to minimize bureaucratic overload and any confusion to students about options that are available in

practice. After consulting with the computer science executive committee, faculty members, and the Graduate Program Coordinator (GPC), we believe it would be counterproductive to eliminate the M.S. Plan B option at this time because it serves the important purpose of providing students with more degree options. In other words, the M.S. Plan B option remains an important option that some students select based on their own career goals and specific circumstances. In addition, we believe that the process of removing the Plan B option would cause substantial bureaucracy and more paperwork. Acting on the review committee's suggestions, we will perform the following actions:

1. Work with the GPC to advertise the Plan B option to new graduate students at their orientation and individual advisory meetings.
2. Encourage faculty to talk about the Plan B option with their students when they meet to decide on the best program for each individual.
3. Evaluate the committee's suggestions in three years to determine if our efforts have resulted in greater enrollment in Plan B.

Graduate Course Requirements

The review committee expressed concerns about the depth of 5000-level courses in the curriculum (which both upper-level undergraduate and graduate students take) that contribute to the program of study for graduate students. In contrast, the GPC believes that most Master's students graduate with at least 15 credits of 6000-level CS didactic classes (i.e., at least 50% of their degree-program courses are CS6000 level) due to the following reasons:

1. Many students take CS 6250 (Cooperative Work Experience), which is not accepted as one of the four 6000-level CS didactic classes;
2. The GPC always suggests graduate students take the 6000-level course if it is offered as a cross-listed course with a 5000-level course.

Additionally, Ph.D. students rarely get close to reaching the maximum number of 5000-level courses (21 credits without M.S. and 15 credits with M.S.) because most Ph.D. students focus on taking additional dissertation credits (CS 7970) and always take their major professor's courses (usually two courses: one CS5xxx/6xxx and one CS6xxx/7xxx) in addition to other courses.

Currently, the CS department regularly offers two 4-credit CS5000-level courses including CS 5410 (Game Development) and CS 5300 (Compiler Constructions), and four 4-credit cross-list courses including CS 5040/6040 (High-Performance Computing), CS 5110/6110 (Multi-Agent Systems), CS 5510/6510 (Robot Intelligence), and CS 5600/6600 (Intelligent Systems). It also offers 1-credit CS 5250 (Introduction to Cloud Computing) and 2-credit CS 5260 (Developing Cloud-Based Software), which must be taken together to count as a 3-credit course to be included in the Program of Study. The remaining five CS 5000-level and 12 cross-listed CS 5000/6000-level courses are 3 credits. It should be mentioned that many of the graduate students took some courses, which are equivalent to our 4-

credit CS 5300, 3-credit CS 5050 (Advanced Algorithms), 3-credit CS 5000 (Theory of Computability), and 3-credit CS 5800 (Introduction to Database Systems), during their undergraduate studies. As a result, they do not retake the equivalent courses. To fulfill the requirement of a maximum of 15 credits of CS 5000 level courses, most students take either five 3-credit courses (15 credits in total) or two 3-credit courses and two 4-credit courses (14 credits in total) or three 3-credit courses and one 4-credit course (13 credits in total). Due to inconsistency in the number of courses that the students can take before graduation, we plan to implement the following changes to the M.S. program to express course requirements in terms of courses (as opposed to credits):

- Change “A maximum of **15 credits** of committee-approved coursework at the 5000 level may be used for the MS Plan B degree. For Plan A, it is limited to **12 credits** of 5000 level. No credits below 5000 will be allowed on the Program of Study.” to “A maximum of **four courses** of committee-approved coursework at the 5000 level may be used for the MS Plan B degree. For Plan A, it is limited to **three courses** of 5000 level. No credits below 5000 will be allowed on the Program of Study.”
- Change “Complete **four Computer Science courses** numbered 6000 and above. CS 6250, CS 6970, and CS 6900 are *not* accepted for these four courses. CS 6950 can be counted as *only one* of these **four** courses, and in that case, must be taken for at least 3 credits in a single semester.” to “Complete **five Computer Science courses** numbered 6000 and above with the following caveats: CS 6250, CS 6970, and CS 6900 may *not* be used for this requirement; CS 6950 can be counted as *only one* of these **five** courses and must be taken for at least 3 credits in a single semester.”

At a minimum, we plan to change the Ph.D. program requirements to be in terms of the number of courses instead of credits, as follows:

- Change “Complete at least **nine credits** of 6000/7000-level computer science coursework. CS 6900 and CS 7970 are not included in **the nine required credits.**” to “Complete at least **three courses** of 6000/7000-level computer science coursework. CS 6900 and CS 7970 are not included in **the three required courses.**”
- Change “No more than **15 credits** of 5000-level courses can be included with a previous master’s or **21** without a previous master’s degree. No courses below 5000-level are allowed” to “No more than **five courses** of 5000-level courses can be included with a previous master’s or **seven** without a previous master’s degree. No courses below 5000-level are allowed.”

We plan to further reduce the 5000-levels and make the following changes to the Ph.D. program.

- Change “Complete at least **nine credits** of 6000/7000-level computer science coursework. CS 6900 and CS 7970 are not included in **the nine required credits.**” to “Complete at least **four courses** of 6000/7000-level computer science coursework. CS 6900 and CS 7970 are not included in **the four required courses.**”

- Change “No more than **15 credits** of 5000-level courses can be included with a previous master’s or **21** without a previous master’s degree. No courses below 5000-level are allowed” to “No more than **four courses** of 5000-level courses can be included with a previous master’s or **six** without a previous master’s degree. No courses below 5000-level are allowed.”

At the April 28 Computer Science department meeting, the faculty discussed these graduate course requirements and were in favor of implementing the changes suggested by the review committee. The faculty approved delegating the GPC to accomplish the following tasks in the summer:

- Generate a report that lists the number of 5000-level CS didactic courses and credit hours and the number of 6000-level CS didactic courses and credit hours for both M.S. students and Ph.D. students who graduated in the past two years.
- Come up with one or two proposal options to address the reviewers’ concerns.

The faculty will meet at the department retreat in August to review the proposal(s), give a full discussion of the proposal(s), and make its final decision.

Master’s Degree in Data Science

The review committee recognized the unique strengths and varied contributions of our Master’s degree in Data Science (MSDS) to attract a cohort of students that is distinct from those applying to the computer science programs, particularly attracting those without a computer science background. However, the committee raised concerns that the coursework-based Master of Data Analytics (MDATA) program with a statistics specialization has a large overlap with the MSDS program in terms of the coursework. They suggested that we explore the opportunity for the unification of programs across campus for increased collaboration and cohesion.

After the review committee’s visit, CS Department Head Qi communicated with the Math Department Head Stevens regarding the course offering frequencies of math and statistics courses listed in the MSDS program. To update the catalog for the upcoming academic year, the CS department decided to remove some math or statistics courses from the MSDS program due to their infrequent offering. The updated MSDS program can be accessed [here](#). This link will be enabled for public access in July. As a result, the following discussion of our coursework focuses on the comparison of the updated MSDS program and the MDATA program.

We compared the course requirements for both the MDATA and MSDS programs and determined that the coursework appears to have a large overlap but in practice has **little actual overlap**. Tables 1 and 2 compare the required courses and the elective courses of the MSDS program and the MDATA program with a statistics specialization, respectively. We highlight the same courses required by both programs in the same category (i.e., the required category and the elective category) in red and highlight the same courses in different categories of the two programs in blue. The MSDS program requires

students to take CS 6900, CS 6970 or STAT 6970, and select 9 credits from a list to fulfill the requirement of the required courses. The MDATA program requires students to take 17 credits of coursework to fulfill the requirement of the required courses. Table 1 shows that students in the two programs might take at most two overlapping courses (shown in red - 3 credits in total) when fulfilling the required courses for their specific degree programs. Table 2 shows that students in the two programs might take at most one overlapping course (shown in red - 2 credits) when finishing up the elective courses without choosing any CS courses for MDATA students.

Table 1: Comparison of the required courses of MSDS and MDATA programs

MSDS Required Courses (16 credits)	MDATA Required Courses (17 credits)
CS 6900 (1 credit seminar: required)	DATA 3500
CS 6970 or STAT 6970 (6 credits thesis: required)	ECN 4330 or DATA 5600
The remaining 9 credits are chosen from the following list	DATA 6230
CS 5665	STAT/IS/ECN 6xxx
CS 5800	STAT 5050
CS 5830 or CS 6830	STAT 5550
CS 5850 or CS 6850	STAT 5650
CS 6665	
CS 6675	
CS 6685 or Stat 6685	
MATH 5710	
STAT 5050	
STAT 5100	
STAT 5650	

We also emphasize that MDATA requires 17 credits of coursework from either the Math and Statistics Department or the Data Analytics & Information Systems Department (under STAT or DATA prefixes) while our MSDS program is mostly comprised of CS and STAT courses. For the statistics specialization, students are required to take five statistics courses, namely, STAT 5080 (Data Technologies), STAT 5150 (SAS Predictive Analytics), STAT 6560 (Statistical Visualization II), STAT 6650 (Stat Learning: Multivariate Stat Analysis for Bioinformatics, Data Mining, and Machine Learning), and STAT 6680 (Statistical Thinking of Big Data) and also take two electives from a list of CS and STAT courses. However, there is no hard requirement for students to take any CS course. Therefore, a student in MDATA with a statistics specialization might get a degree without taking any CS courses. Similarly, a student in MSDS with a statistics specialization might also get a degree

without taking any CS courses (except for the 1-credit CS 6900 seminar). Further, only four statistics courses (7 credits in total) are listed in both programs. As a result, students in MSDS and MDATA have at most 7 credits of overlapping courses. When students in MDATA with a statistics specialization take two CS courses from the elective list and students in MSDS take STAT 5050 and STAT 5650 from the required list, they have at most 9 credits of overlapping courses. It should be mentioned that the above two scenarios illustrating the maximum overlap among courses between the two programs rarely happen in practice.

Table 2: Comparison of the elective courses of the MSDS program and the MDATA program with statistics specialization

MSDS Elective Courses (14 credits)	MDATA Elective Courses (16-17 credits)
CS 6080	STAT 5080 (required)
CS 6250 or STAT 6250	STAT 5150 (required)
CS 6600	STAT 6560 (required)
CS 6800	STAT 6650 (required)
CS 6820	STAT 6680 (required)
CS 6840	STAT 5120
CS 6890 or STAT 6810	STAT 5410 or STAT 6410
CS 6950	STAT 5500 or STAT 6500
MATH 5720	STAT 5570 or STAT 6570
STAT 5550	STAT 6100
STAT 6080	CS 5665
STAT 6100	CS 5830
STAT 6410	CS 6665
STAT 6550	CS 6675
STAT 6710	

In summary, our MSDS program focuses on courses in CS, statistics, and mathematics to introduce fundamental knowledge (i.e., principles of data management and analysis, general machine learning algorithms/models, etc.) instead of domain knowledge, while the MDATA program focuses on courses in Data Analytics and specialized courses in one of the three fields: Management Information Systems, Economics and Finance, and Statistics. Our MSDS program also requires students to work on a research project and write a thesis. The MSDS faculty reviewed the core courses of MDATA and believe that they are not very technical for a CS data science profile. For example, their database class (DATA 6230) does not cover topics on relational algebra or NoSQL databases. As a result, the two programs prepare students for different career paths given the different course requirements and focuses of MDATA and MSDS. We believe that MDATA produces business intelligence or sales analysts, while MSDS trains data scientists or machine learning engineers.

The review committee's perspectives on the unification of programs across campus for increased collaboration and cohesion are valuable. We agree with its recommendation. However, we observe that students in different departments have distinct backgrounds. For example, some MDATA students, who took CS courses listed in the elective list, struggled to handle the homework because they do not have sufficient training and experience in designing and writing software programs. On the other hand, they were more familiar with various data analysis tools than MSDS students due to the different focuses of the two programs. Faculty within the CS department generally work well together and appreciate each other's strengths. Students benefit greatly from our rigorous fundamental training and from their exposure to the variety of fields of computer science that are represented by our faculty. Given the distinct background of faculty and students in different programs across campus, there is currently little interest in pursuing the unification of these programs.

The review committee also suggested that the department develop a Ph.D. program to complement the M.S. in data science, build an interdisciplinary program from the start, and leverage the success in hiring faculty in data-science-related areas as well as encourage collaboration across campus with domain scientists. We wholeheartedly agree. We feel it would be an asset to the department, college, and university to develop a Ph.D. program to complement the M.S. in data science by recruiting more qualified students to conduct research under the supervision of the data science faculty (refer to the graduate recruitment and admission section for recruiting strategies). It would be important in our view to incorporate some interdisciplinary research topics undertaken by the CS faculty (e.g., Dr. Curtis Dyreson's smarter land use planning, Dr. Nick Flann's clean energy, Dr. Soukaina Filali Boubrahimi's full-energy-range solar energetic particles event prediction, Dr. Vladimir Kulyukin's electronic beehive monitoring, Dr. Mario Harper's robotics, Dr. Hamid Karimi's social network analysis, etc) to expose students to related fields.

Four preliminary ideas to boost the unification of programs across campus and increase interdisciplinary collaboration were briefly discussed among data science faculty:

1. Incorporate a new requirement into our MSDS program to require students to take at least one course outside of CS, math, and statistics.
2. Task the CS faculty with an emphasis on data science with building a "project repository" of ideas for interdisciplinary projects with other departments and industry partners.
3. Strongly encourage or require (if approved by all faculty) that one committee member for an MSDS student is outside CS/Math/Statistics.
4. Publish the "project repository" on the CS website to provide MSDS applicants and students with ongoing exciting research projects that may be in line with their research interests.

The first idea (i.e., the new requirement) is intended to reinforce the interdisciplinary nature of the MSDS program and introduce students to problems in other domains such as biology, ecology, geoscience, agriculture, and business. The second idea (i.e., project repository) will serve the purpose

of offering project ideas to MSDS students that cross traditional research boundaries. To create a comprehensive project list, we will explicitly solicit project ideas from faculties in other departments that can be solved in a data-driven way (e.g., neurological disorder detection in neuroscience or solar events pattern mining in astrophysics). We will also identify active projects that will require industry partners to be more hands-on in the way the program works. The third idea (i.e., involvement of a faculty outside CS/Math/Statistics) would encourage collaboration and direct the program toward a strongly interdisciplinary approach. We hope that it would have the additional benefit of encouraging long-term collaborations between our CS/Math/Statistics faculty and faculty in other departments. The fourth idea (i.e., publication of project repository) would serve to excite students about the MSDS degree.

The data science faculty will meet in the summer to develop strategies for boosting the unification of programs across campus and increasing interdisciplinary collaboration. We will further brainstorm the resulting interdisciplinary collaboration ideas at the department retreat in August. We hope that the improvements on our MSDS will put us into a position, especially the building of collaborations with other departments, in which we can build a Ph.D. program that is interdisciplinary from the start. Having the goal of a Data Science Ph.D. degree will also encourage innovations as the MSDS matures.

Graduate Recruitment and Admission

The review committee applauded our graduate programs' robust admission process that ensures every application is reviewed by at least two people and M.S. students are admitted centrally by the Graduate Admissions Committee (GAC) to allow for fairness in admission decisions and ensure a consistent population of Master's students. The committee encouraged the department to build on its strengths by adopting holistic admission practices that reduce reliance on GRE testing. We are strongly considering this suggestion. The GAC has adopted the holistic admission practice proposed by the ad hoc committee on the MCS admissions process (consisting of Kaitlyn Fjeldsted, Nick Flann, Curtis Dyreson, and Dan Watson) and approved by the faculty at the department meeting on Oct. 2, 2020. The GAC has been using the approved holistic admission practice to evaluate the applicants from the following perspectives: undergraduate degree, undergraduate school, domestic and graduate school converted GPAs, GRE scores, industry experiences, recommendation letters, and personal statements. It will continue to do so to reduce reliance on GRE testing.

The review committee suggested that the department bring the main application deadline in line with those of competing programs and invest in a concerted effort to grow the doctoral program to support the research programs of the research-active junior faculty. At the recent department meeting on April 28, the faculty approved moving the main deadline to January 1 of each year to be in line with the deadlines of competing programs while keeping the department's current flexibility to have off-cycle admissions. The GAC continues to work with faculty (with an interest in recruiting more qualified students to join their research program) to evaluate this recommendation and proposed preliminary recruitment strategies, which are detailed below.

Traditional methods of in-person recruiting will be employed with virtual tools. Recruitment will leverage institutional email lists, websites, and virtual conference venues. We intend to target the following virtual conferences and use their online networking venues to interact with interested students:

- SIGCSE: This is a conference with a good proportion of highly successful undergraduate students.
- Top industry conferences including Open Data Science Conference, Women in Analytics, and Big Data and Analytics Summit: These conferences provide many networking opportunities.
- Top international conferences including AAAI, ACM Supercomputing, IEEE Vis, IEEE Virtual Reality, International Conference on Machine Learning, and ACM SIGKDD International Conference on Knowledge Discovery & Data Mining: These conferences attract many students and provide networking opportunities (e.g., virtual poster sessions and meet-up).

The budget for attending the conferences will be approximately \$5,000, paid for by the department.

A variety of effective recruitment means will be used to attract more candidates to apply for the CS Ph.D. program at USU. These recruitment means include:

1. Advertisement of the USU CS Ph.D. program posted on the department website and graduate school website.
2. Advertisement of the USU CS Ph.D. program sent to the email list of the targeted institutions, especially **Historical Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) for Diversity, Equity, and Inclusion**.
3. Advertisement of the USU CS Ph.D. program through the university's social media accounts, such as USU Twitter @USUAggies, College of Science Facebook group, etc.
4. Advertisement posted to Robotics Worldwide, a system used by the top robotics and artificial intelligence institutions to gather interested students and researchers.
5. Advertisement posted to ACM SIG CHI, IEEE Virtual Reality, and IEEE Visualization mailing list.
6. Flyers posted on the bulletin boards of the targeted campuses, especially **HBCUs and HSIs**.
7. Announcements made in the senior level CS, Engineering, and Math classes.
8. Flyers distributed at Computing Research Association (CRA) and CRA-Women activities, Association of Computing Machinery (ACM) and ACM for Women student chapters, on-campus user groups and clubs, and the Women in Machine Learning network to **recruit female students**.
9. Flyers distributed at local and national conferences dedicated to computer science education.
10. Flyers distributed at the virtual bulletin board of the Richard Tapia Diversity in Computing Celebration Conference and **Grace Hopper Women in Computing** Conference to attract students **in Diversity, Equity, and Inclusion**.

11. Potential mentors' lab websites and their social media accounts.

In addition, the CS department will encourage faculty members to contact the professors they know in the US and other countries to help us recruit top CS students from their universities to pursue their graduate degrees, especially the Ph.D. degree, at USU. It will also solicit help from current M.S. and Ph.D. students to inform their friends about the USU CS graduate program and post the flyer in forums frequently visited by international students interested in studying abroad.

The GAC will select the best candidate and pair them with the faculty member whose research interest has the closest match.

The GAC will lead the departmental discussion about various recruitment strategies and their feasibility and implementation at the department retreat in August.

Graduate Program Self-Assessment

The review committee suggested that the third Program Learning Objective (PLO) (Graduates will have excellent oral as well as written communication skills.) may be helped by designating a required class (or set of classes) as being Communications Intensive (CI) since USU's strictures for governing those CI courses are rigorous and should satisfy any pressures for reliable and valid assessment of this learning objective.

The faculty discussed the CI designation issues at the department meeting on April 28. The CS advisors informed us that the CI designation is an undergraduate general education/university studies attribute. As a result, they do not think we could ask for a CI designation on a graduate-level only course. One faculty also made the following comments: "Good communication skills are learned at the undergraduate level. Students with a Bachelor's should have mastered those skills. If they have not, the burden should be on the student, not the department." All faculty agreed with the above comments and lean toward removing this PLO. Regardless of our decision regarding the communication skills, the CS faculty will consult with the other instructors who teach the CI-type courses to put together some pointers for graduate students to learn how to communicate more effectively. We will encourage faculty to evaluate communication skills in projects and reports and make them part of the grade to motivate students to spend more time and effort mastering this important skill.

Given that good communication skills are learned by doing, we do not think a handful of lectures in a few graduate courses could change much. As a result, a dedicated CI-type course may be required for graduate students who do not have good communication skills. For example, we may require them to take ENGL 3085 (Technical Communication for the Computer Science Workplace), WATS 6400 (Communicating Science: A Short Course for Graduate Students), BIOL 6950 (Navigating Science's Terra Incognita: Communicating to Non-Scientists), ADVS 5650/6650 (Science Communication), LANG 7010 (Academic Writing for Graduate Students), or LAEP 7800 (Introduction to the

Professoriate). However, we need to work with these six departments to address the enrollment issues to satisfy the needs of around 90 computer science graduate students. Given current budgetary constraints, this could not happen without a significant investment of additional resources.

The Graduate Assessment Coordination Committee (GACC) will meet in the summer and collect more supportive documents for further discussion at the department retreat in August. They will also find a seamless strategy to include measures of graduate student retention to more regularly assess the graduate programs.

The review committee also suggested the second PLO (Graduates will be successful in their career, finding a job, and progressing in their field) may be helped through exit interviews, as are currently done at the undergraduate level. At the department meeting on April 28, the faculty agreed to adopt the undergraduate students' exit survey for graduate students. The GACC will evaluate the survey results and update the exit survey questions in the next three years. We will then decide whether a full-blown exit interview can give us a better insight.

Graduate Retention and Success

The review committee lauded the department's effort in evaluating graduate students every year and encouraged this to continue. However, the committee compared the number of matriculated students and students completing degrees and believed that either students are not completing their degrees or not completing them in a timely fashion. The review committee is correct that some students have not completed their degrees in a timely fashion, primarily because approximately 35% of graduate students in CS at USU pursue a degree while working full-time. Depending on the courses taken for each semester and research progress, M.S. students can finish their degrees in 1.5 to 2 years, while Ph.D. students can typically complete their degrees in 4.5 to 5 years. Table 3 lists the average graduation time for all students in our four graduate programs. It clearly shows that graduate students tend to take a bit longer to complete their degrees. This delay may come from multiple reasons: working full-time while pursuing a degree, working around the OPT constraints for international students, the effect of the pandemic, etc.

Table 3: Average graduation time for graduate students

	Years
Ph.D.	5.64
MS Plan A	2.12
MS Plan B	2.45
MS Plan C	2.19

The GPC tracks the progress of each graduate student each semester and sends out a warning message and an invitation to meet in the middle of the semester whenever the students' performance is below

the class average. We will continue this practice to ensure under-performing students are notified and get the help needed to be successful. As the review committee suggested, we will measure student success by tracking the number of students who complete their degrees, the number of students who do not complete their degrees, and the number of semesters students take to complete their degrees.

Graduate Assistantships

The review committee applauded our effort to guarantee each Ph.D. student's funding through their timely degree progression. We will continue to advertise this benefit as part of our recruitment effort as we grow our doctoral program so that all our GTA positions are filled by Ph.D. students. Until the doctoral program grows to a level that we are comfortable with, the GAC will prioritize the recruiting initiatives to select the best MS students to join the department and possibly transfer to the Ph.D. program (Three M.S. students transferred to the Ph.D. program in Spring 2023 after being in the M.S. program for one or two semesters).

The review committee additionally suggested the department provide CS-specific training to benefit the department's educational mission and provide professional development opportunities for the students. We appreciate this idea. However, all CS faculty members have already been assigned to teach their respective courses to a large number of students. Given current budgetary constraints and the heavy teaching load of the faculty members, this cannot happen without a significant investment of additional resources.

The review committee raised the concerns that the assistantship stipends of \$16,560 (\$1,840 per month) were below median cost-of-living adjusted salaries (\$2,220 per month). The current teaching assistantship stipends are supported by the course fees. In December of last year, the department submitted the new course fee requests for all courses in a three-year course fee request cycle. We used the current assistant stipends and the estimated enrollment of each class to decide the course fee collected for each course. There is little room for us to fund a higher assistantship stipend for all graduate teaching assistants. In addition, our budget is insufficient to support this significant salary increase for all graduate teaching assistants. We will certainly consider higher assistant stipends as we submit our course fee request in the next cycle. To increase the assistantship stipends to the median cost-of-living adjusted salaries before we work on the next cycle of course fee requests in 2025, we need the university's support to provide additional funding to our GTA Reserve Fund to help the department to provide competitive assistantship stipends to recruit more high-quality graduate students to pursue a Ph.D. degree in computer science.

The review committee encouraged the department to consider guaranteeing raises upon completion of milestones to reward productivity. The business manager worked out two payment scenarios for rewarding students for reaching one of the two milestones (passing the first qualifier and passing the proposal defense) and shared the data with the faculty at the department meeting on April 28. Although the faculty carefully discussed the pros and cons of this reward system, a majority of the faculty does

not support the salary-increase mechanism due to the insignificant dollar amount increase (\$500 increase per year per milestone) for students and the significant contribution from the department (totaling approximately \$10,000 per year for all graduate teaching assistants). We appreciate the review committee's suggestions regarding increasing the assistantship stipends and adding rewards to students. However, it would be difficult to implement these two changes with our current department budget.

Lastly, the review committee suggested the department competitively select students for the Graduate Instructor positions to provide professional development and a recruitment opportunity. We hire undergraduate students to lead the coaching center and provide recitation sessions if needed for low-level courses. If a graduate student indicates an interest to teach an undergraduate course, we will have the Undergraduate Curriculum Committee (UCC) interview the students to evaluate their capability to teach a class and provide necessary mentoring to ensure the class lectures and assignments are appropriate for the level of the courses the students would teach.

Research Development for Doctoral Students

The review committee recommended reviewing whether all doctoral students are receiving adequate professional preparation and integration into their research communities. The GACC will send out a survey to Ph.D. students to evaluate their readiness and seek their suggestions to improve the research development. The GACC will share the survey results with the faculty each semester for a thorough discussion. Actions may be taken if a majority of the faculty are on board with the research development activities.

Research

The review committee noted some issues with low research expenditure, research mentoring, and research collaboration partly due to the relatively large number of junior faculty who were recently hired and whose research pipeline has yet to be established. We acknowledged the weakness of low research expenditure. However, our faculty has been working with other units to submit a significant number of proposals (seven proposals totaling \$3,125,564 in AY 2020-2021 and 16 proposals totaling \$10,733,467 in AY 2021-2022) in the past two years. To date, all junior faculty members have already established collaboration with other units.

- Dr. John Edwards works with researchers at other universities as well as researchers at different USU units (Physics and Instructional Technology & Learning Sciences) to explore novel techniques to improve computer science education;
- Dr. Mahdi Nasrullah Al-Ameen works with researchers at other universities and researchers at different USU units (Psychology, Nursing, and Instructional Technology & Learning Sciences) to investigate the human factors of privacy, security, and computing;
- Dr. Shuhan Yuan works with researchers at other universities to detect insider threats;

- Dr. Mario Harper works with researchers at the ASPIRE Engineering Research Center to solve some infrastructure challenges and provide machine learning solutions;
- Dr. Steve Petruzza works with researchers at the Utah Water Research Laboratory (UWRL) to find the most cost-effective solution to precision agriculture;
- Dr. Soukaina Filali Boubrahimi works with researchers at other universities to study solar energetic particles;
- Dr. Hamid Karimi works with researchers at the UWRL and researchers at different USU units (Plant, Soil, and Climate and Civil and Environmental Engineering) to employ machine learning techniques to understand pollutant mobilization;
- Dr. Isaac Cho works with researchers at other universities to design an interactive visualization component of a web service.

Some senior faculty members continue working with their collaborators.

- Dr. Vicki Allan continues working with researchers in Instructional Technology & Learning Sciences to find novel solutions to providing effective teaching;
- Dr. Curtis Dyreson continues working with researchers in Plant, Soil, and Climate to find an optimal solution to land use planning;
- Dr. Vladimir Kulyukin continues working with researchers in Engineering Education to design visualization tools to improve students' interest and technical capacity in navy-relevant engineering careers;
- Dr. Xiaojun Qi continues working with researchers in Civil Engineering to find a smart solution to identify the road features along the highway.

We are confident that many of our collaborative research projects will lead to funded projects soon, consequently, increasing the research expenditure and involving more graduate students.

To address research collaboration issues, we will boost research collaboration with several research centers and specialized units including Space Dynamics Laboratory (SDL), Utah Agriculture Experiment Station (UAES), Institute for Disability Research, Policy, & Practice (IDRPP), Ecology Center, UWRL, Nora Eccles Harrison Museum of Art (NEHMA), and ASPIRE Engineering Research Center. To this end, we will invite selected researchers at the research centers and specialized units to come to our department meetings to talk about their research and their needs since we believe that computer science faculty can add “smarter” solutions to existing strengths/issues. Additionally, we may organize some social activities for researchers to meet with each other and identify possible collaboration opportunities.

To address the professional development mentoring issues, Department Head Qi plans to do the following:

- Involve all Tenure Advisory Committee (TAC) members to visit junior faculty's classes to provide constructive suggestions to improve their teaching effectiveness.
- Encourage junior faculty to set up a one-on-one meeting with the Associate Dean to review their annual review package and revise it based on Associate Dean's feedback.
- Invite some faculty who have served on the Central Committee to talk about how to craft a winning self-assessment letter.
- Have a one-on-one meeting with the junior faculty if needed to provide mentorship.

The review committee also noted their impression of little involvement of undergraduates in research. We acknowledge the scopes of improvement in these contexts. However, we know that it is challenging to involve undergraduate students in the summers since many students choose internships over research, which may land them a permanent job in the company. Regardless of these challenges, our junior faculty members (Dr. Mario Harper and Dr. John Edwards) have successfully and actively involved undergraduate students in research projects, resulting in high-quality publications. More recently, Dr. Mahdi Nasrullah Al-Ameen has secured an NSF Research Experiences for Undergraduate (REU) grant to support and enhance our undergraduate research. We will actively advertise REU positions at other universities to get more undergraduate students to participate in research. We may also advertise undergraduate research opportunities at other universities and companies. In addition, we will support multiple undergraduate research assistant positions at the department level, which would be beneficial for our students to explore and realize their interests and potential in pursuing a graduate degree.

Final Comments

The review committee encouraged the department to ensure equitable access to their programs in terms of gender, race, ethnicity, and socio-economic status. In Spring 2021, our undergraduate program has 2 black/African American students, 22 Hispanic students, 2 Native American students, 16 students of two or more races/ethnicities, 3 non-resident alien students, 1 native Hawaiian or Pacific Islander student, 10 Asian students, 516 white students, and 2 students who declined to specify their ethnic background. Currently, our graduate program has 1 Hispanic student, 1 student of two or more races/ethnicities, 36 non-resident alien students, 6 Asian students, and 47 white students. We fully support and participate in USU's efforts to achieve the aim of making USU more diverse and inclusive, which is a central part of USU's President Noelle Cockett's overall mission. Example university and college-level efforts in these areas include recruitment events targeted toward second-generation English speakers. The CS department supports statewide recruitment events that targeted women and offers up to five National Center for Women in Technology (NCWIT) Aspirations in Computing scholarships each year. Additionally, CS undergraduate advisors track the progress of all first-generation college students (64 students in Spring 2021) in the CS major, and seek to assist them and direct them to on- and off-campus resources as appropriate. We hope that the CS program can become more diverse and inclusive with the efforts of the CS department, the College of Science, and the USU University.

The review committee recommended strategic hiring of senior faculty to balance the junior-heavy faculty, suggested tenure-line hiring to bring the faculty-to-student ratio closer to that of the rest of the university, and encouraged hiring tenured faculty with strong involvement of the junior faculty in the hiring process. We appreciate the review committee's suggestions. Dean Michelle Baker is also concerned about the student-to-faculty ratio in CS, which is 30, quite a bit higher than the university and other departments in the College of Science. The CS Department Head and the Dean of the College of Science have discussed recruiting a senior tenured faculty with the involvement of the junior faculty in the hiring process. However, USU discourages departments from hiring associate professors with tenure because it wants them to show their effective research/teaching at USU before granting tenure. These concerns pointed out by the review committee are the issues that Dean Baker is tackling. We appreciate Dean Baker's leadership in seeking solutions for these cases and her positive response to our prior and ongoing recommendations. We will continue to strongly advocate for any such deserving faculty.



ITEM FOR ACTION

Utah State University's Department of Biological Engineering, in the College of Engineering, submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Biological Engineering programs and courses offer students a wide variety of hands-on experience in developing new bio-based technologies, products, and engineering through laboratory and field projects. These experiences prepare students with skills for industry employment, government and national laboratories, medical or research institutes, and further graduate study. The undergraduate BS degree program is accredited by the Engineering Accreditation Commission (ABET). Graduate programs build on the undergraduate program. The Biological Engineering Department fulfills USU's land-grant mission as an R1 research institution.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Biological Engineering.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department Biological Engineering in the College of Engineering as required by Utah Board Of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Biological Engineering, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

USU ENGR BENG Program Review

Institution Submitting Review: *Utah State University*
Program Title: *Biological Engineering MS and PhD Degree Programs*
School or Division or Location: *College of Engineering*
Department(s) or Area(s) Location: *Department of Biological Engineering*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 08/09/2022

Printed Name: *Renee V. Galliher*

**Seven-Year Program Review
Utah State University
Biological Engineering Department
September 21, 2022**

Reviewers:

- *External Reviewer(s), Affiliation:*
 - Richard Cavaletto, PhD, PE, Professor, BioResource and Agriculture Engineering Department, Cal Poly, San Luis Obispo, CA
 - Ching-An Peng, PhD, PE, Professor, Chemical & Biological Engineering, University of Idaho, Moscow, ID,
- *Internal Reviewer(s), Affiliation:*
 - Kurt Becker, PhD, Professor, Engineering Education Department, Utah State University

Program Description:

The Biological Engineering Department involves students with hands-on experiences in laboratory and field projects to develop new bio-based products, technologies, and engineering services. We offer Bachelor, Master, and PhD degrees.

- We emphasize design, building, and testing of new specialized bioreactors, biomedical biomaterials, bioplastics, biofuels, pharmaceuticals, biosensors, and bioinstrumentation.
- We develop engineered systems that protect public health from water, air, and soil contamination.
- We prepare students for entry into professional schools, including medicine, law, and public health.
- We offer specific courses in biochemical engineering, synthetic biological engineering, metabolic engineering, biophotonics, biofuels, tissue engineering, biomaterials engineering, and biosensors that provide students with new skills required by employers in industry, government national laboratories, medical and other research institutes, and universities.
- The Undergraduate Biological Engineering program is accredited by the Engineering Accreditation Commission of ABET, for the BS degree in Biological Engineering.

Data Form:

R411 Data Table					
Department or Unit—Biological Engineering Department					
	Year	Year	Year	Year	Year
	2016	2017	2018	2019	2020
Faculty					
Headcount	10	9	9	10	11
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	10	9	9	10	11

Full-time Tenured	5	6	6	7	8
Full-time Non-Tenured	4	3	3	3	3
Part-time	2				
With Master's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
With Bachelor's Degrees					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Other					
Full-time Tenured	0	0	0	0	0
Full-time Non-Tenured	0	0	0	0	0
Part-time	0	0	0	0	0
Total Headcount Faculty	10	9	9	10	11
Full-time Tenured	5	6	6	7	8
Full-time Non-Tenured	4	3	3	3	3
Part-time	1				
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	7.72	5.69	8.25	9.15	9.61
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	0.22	0.15	0.41	0.71	0
Total Faculty FTE	7.94	5.84	8.66	9.86	9.61
Number of Graduates					
Certificates	0	0	0	0	0
Associate Degrees	0	0	0	0	0
Bachelor's Degrees	52	39	35	37	27
Master's Degrees	6	1	6	5	4
Doctoral Degrees	0	3	6	4	4
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	261	255	234	215	204
Total Department FTE*	73.7	76.7	74.8	64.4	56.7
Total Department SCH*	1056.0	1075.0	1066.0	928.0	818.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	9.2821	13.134	8.6374	6.5314	5.9036
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1486445	1622019	1842382	2015535	1977868
Cost Per Student FTE	20169	21148	24631	31297	34862

Funding					
Appropriated Fund	1718672	1786747	1825154	1878889	1898858
Other:					
Special Legislative Appropriation	0	0	0	0	0
Grants of Contracts	588973	1011395	1349562	710992	2236456
Special Fees/Differential Tuition	31806	40563	32989	28004	28518
Total	2339451	2838705	3207705	2617885	4163832

Program Assessment:

Curriculum

1. Recommendations

- a. Add additional teaching faculty so 6000/7000 level courses may be offered.
- b. Review required graduate core curriculum. Required BE Graduate Courses should include discipline foundation courses.
- c. Provide additional teaching/TA funding to support teaching graduate courses.

Outreach

1. Strengths

- a. Outreach to high schools and community colleges to build the pipeline.
- b. Organized regional conferences such as IBEC.

2. Weaknesses

- a. Minimal linkage to 4-yr universities as potential source of graduate students.
- b. Lacking systematic outreach and recruitment due to pandemic and loss of staff.

3. Recommendations

- a. Utilize engineering ambassadors and graduate students in outreach efforts.
- b. Need to link to other universities not offering graduate programs to attract applicants for the graduate program.
- c. Develop a systematic outreach and recruitment program that includes staff, faculty, and graduate students.

Research

1. Strengths

- a. MS students are financially supported.
- b. Increase in external funding.
- c. Undergraduate students participate on research projects that often result in peer-reviewed journal papers which encourages them to consider graduate studies.

- d. Faculty support two NSF-funded summer Research Experiences for Undergraduates (REU) that promote department research and are a potential recruiting tool for graduate students from outside the university.

2. Weaknesses

- a. No bridge funding (hard dollars) to support good graduate applicants before a funded project becomes available.
- b. Limited pool of graduate student applications.
- c. Lack of lab technicians – students (UG and GRAD) often function as technicians which takes away from their research time.
- d. Students have difficulty learning to use and keep instrumentation running.

3. Recommendations

- a. Develop guidelines for operation of research instrumentation (written, video, web, etc.).
- b. Work to obtain state supported bridge funding (RA/TA).
- c. Explore mechanisms to support lab technicians.

Facilities

1. Strengths

- a. Sufficient research equipment and laboratory space is available for the program.

2. Weaknesses

- a. Quality of laboratory space is substandard in some areas, for example, the ventilation in basement laboratory spaces is not conducive to working with biological research materials as it has resulted in contamination of research samples.

3. Recommendations

- a. Establish department level core research space to maximize equipment usage and increase interaction among research groups.

- b. Fund improvements to laboratory spaces to support the research mission of the program.

Institution's Response:

Curriculum

Recommendations

- a. Add additional teaching faculty so 6000/7000 level courses may be offered.

Response: (1) The Department of Biological Engineering (BE) plans to hire two new faculty members to help fill this role; (2) The BE faculty will conduct a comprehensive review and discuss which courses define Biological Engineering. Additional core advanced 6000/7000 courses (Advanced kinetics, transport phenomena) will be established for all BE PhD/MS students as a core requirement to establish a standard of identity for graduates.

- b. Review required graduate core curriculum. Required BE Graduate Courses should include discipline foundation courses.

Response: The graduate curriculum committee will review course offerings to determine how to best offer the new core courses as well as more topical graduate courses. Offering courses in alternate years may help the department meet the needs of providing core courses as well as the breadth for graduate students.

- c. Provide additional teaching/TA funding to support teaching graduate courses.

Response: The Department will pursue funding opportunities for graduate teaching assistantships that would allow bridge funding for students as well as enhance the course presentation.

Outreach

Recommendations

- a. Utilize engineering ambassadors and graduate students in outreach efforts.

Response: Recruiting faculty and staff plan to take engineering ambassadors and/or current graduate students with them when recruiting to connect with their students.

- b. Need to link to other universities not offering graduate programs to attract applicants for the graduate program.

Response: The Department will identify a list of 4-year colleges that don't have graduate programs. We will send our faculty and recruiting staff to these colleges to recruit

potential graduate students, and to connect with our colleagues at those institutions to build a stronger conduit for new students.

- c. Develop a systematic outreach and recruitment program that includes staff, faculty, and graduate students.

Response: The Department will prepare a plan for graduate student recruiting. Our goal is to utilize a combination of social media and college visits to identify qualified candidates. BE faculty, staff and graduate students will be involved in the recruiting effort. Travel support will be requested from Dean's Office and Graduate School. The BE Department has two staff members, Lauren Shanley and Kellianne Rosner, who are actively involved in the outreach and recruitment activities. Lauren is the BE Graduate Program Coordinator. She has received training from the School of Graduate Studies in this role for a year now. Lauren has learned to process incoming graduate applications and responds to interested applicants. She meets regularly with current graduate students and reminds them of the documents they need to complete for graduation. These are helpful to recruit and retain good students in our graduate program. Kellianne is a part-time outreach assistant, who works with the Department Head and Lauren to plan and conduct outreach and recruiting activities.

Research

Recommendations

- a. Develop guidelines for operation of research instrumentation (written, video, web, etc.).

Response: The BE faculty will work with current graduate students and capstone student teams to record video SOPs for major research equipment to demonstrate how the research instruments should be properly used. These SOPs will be put into a Box folder or Canvas course for department training, and shared with our faculty and students.

- b. Work to obtain state supported bridge funding (RA/TA).

Response: The BE faculty are encouraged to seek more external research funding to support the graduate students. Additionally, the resulting overhead funds could provide bridge funding for the students.

- c. Explore mechanisms to support lab technicians.

Response: While the College of Engineering and BE Department don't have funding to support lab technicians, it is possible to support lab technicians with external research funds.

Facilities

Recommendations

- a. Establish department level core research space to maximize equipment usage and increase interaction among research groups.

Response: The BE Department will make a list of core research equipment available for all research groups. The Department will also identify core research space to house major core equipment that allow all research groups to access and share. SOPs will be prepared and provided to all users.

- b. Fund improvements to laboratory spaces to support the research mission of the program.

Response: The BE Department strives to continuously improve our laboratory spaces to ensure a safe and excellent research environment for our faculty and students. For instance, an electronic Prox card lock will be installed this year for Dr. Anhong Zhou's lab, EL003, to establish a secure access to his lab. Also, a new 3,000 sq. ft. research facility (Algae Processing and Products Facility), including greenhouse and laboratory space, was completed and dedicated in 2022 for biological reactor scale-up design, construction, and testing activities for access to both graduate and undergraduate students specifically to facilitate industry-BE partnerships



ITEM FOR ACTION

Utah State University's Department of Civil Engineering, in the College of Engineering, submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Civil Engineering's undergraduate program prepares students for further study and entrance into the graduate programs. Civil Engineering's graduate programs prepare students for careers in Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transportation Engineering, and Water Engineering. The Civil Engineering department has 399 total declared majors with 25 full-time faculty. The department advances USU's land-grant mission by contributing to the designation of a Carnegie R1 institution through research and education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Civil Engineering.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department Civil Engineering in the College of Engineering as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Civil Engineering, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Civil and Environmental Engineering MS, PhD; Irrigation Engineering MS, PhD*

School or Division or Location: *College of Engineering*

Department(s) or Area(s) Location: *Department of Civil and Environmental Engineering*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: *Renee V. Galliher*

Seven-Year Program Review
Utah State University
Department of Civil Engineering
06/15/2022

Reviewers:

- Daniel P. Ames, Professor, Civil & Construction Engineering, Brigham Young University
- W. Spencer Guthrie, Professor, Civil & Environmental Engineering, Brigham Young University
- Sanghamitra Roy, Professor, Electrical and Computer Engineering, Utah State University

Program Description:

The Department of Civil and Environmental Engineering (CEE) is engaged in education, discovery, and outreach encompassing broad sub-disciplines that are complimentary to one another. The department contains two *Accreditation Board for Engineering and Technology* (ABET) accredited undergraduate degree programs. These two programs are BS-Civil Engineering and BS-Environmental Engineering. The ABET accreditation process is very robust, with the 6-year cycle completed in 2021. Therefore, although this report addresses all the degrees offered by the CEE department, much of the discussion will bring the graduate programs into the discussion. A copy of the ABET report is attached to this document as an Appendix. At a graduate level, the department is organized into five program areas with a variety of emphases associated with each program. Some emphases are solely contained within one program, while others span over two or more programs. The five graduate program areas are:

Environmental Engineering: The environmental engineering (EnvE) program provides an interdisciplinary educational approach to fundamental principles that can be applied to environmental phenomena. Areas of emphasis include: responsible stewardship of environmental resources, energy, and materials, management of municipal water systems including drinking water, wastewater, and stormwater, and fate, control, and management of organic and inorganic pollutants across all media (air/water/soil/biota)

Geotechnical Engineering: The geotechnical engineering program provides a combination of theoretical and practical applications to analyze and design systems that incorporate soil or rock. Graduate courses offered by the department provide students with a solid background in soil mechanics which is the basis of geotechnical analysis and design. The graduate curriculum provides a solid theoretical background balanced with practical applications for analysis and design. This balance prepares students to complete a master's degree in geotechnical engineering for entry-level jobs, as well as preparing them to understand future developments in geotechnical practice.

Structural Engineering: The structural engineer is involved in the design, analysis, construction, repair, and retrofit of all types of structures. Structural engineers evaluate the loads placed on a structure, determine their effects, and select the appropriate materials and structural elements, or repair strategy, to withstand these loads. Graduate students in the structural program engage in structural mechanics, numerical methods, structural dynamics, geotechnical engineering, and the study of structural materials.

Transportation Engineering: The transportation engineering program offers education and research opportunities in transportation systems planning, design, operations, and management. It is designed to enable aspiring planners, engineers, and managers to obtain advanced degrees while specializing in infrastructure management, traffic network analysis, facility design, traffic operations, transportation economics and finance, planning and forecasting, and project appraisal. The transportation engineering program offers education and research opportunities in transportation systems planning, design, operations, and management. Course offerings expose students to the theoretical and practical aspects of goods and passenger transportation. State-of-the-art analytical tools and new research findings are introduced into the courses through periodic revision of notes, examples, problem sets, computer software, transportation economics and finance, planning and forecasting, and project appraisal.

Water Engineering: The water engineering program is a multidisciplinary graduate program in the Department of Civil and Environmental Engineering and is intended to enable engineers and scientists interested in water to obtain graduate degrees in the areas of hydrology, irrigation, water resources engineering, fluid mechanics and hydraulics, and hydro-informatics. The water engineering program at USU has strengths in field based, theoretical, and applied aspects of hydrology. Past and present research focuses on a broad spectrum of hydrologic problems.

Undergraduate students are introduced to all five of these program areas which provides significant breadth in Civil and Environmental Engineering. In this regard, the large number of faculty in the department provides subject area experts teaching in every course. The advanced education (PhD degrees) and professional training of the faculty make it possible for undergraduate students to select specific elective courses in order to gain additional depth in subject areas of their choice.

Data Form:

R411 Data Table

Department or Unit--Civil & Environmental Engineering					
	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty					
Headcount	22	26	27	23	25
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	21	26	25	22	24
Full-time Tenured	16	17	16	14	14
Full-time Non-Tenured	4	9	8	8	10
Part-time	1		1		

With Master's Degrees			2	1	1
Full-time Tenured					
Full-time Non-Tenured			2	1	1
Part-time					

With Bachelor's Degrees					
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Full-time Tenured					
Full-time Non-Tenured					
Part-time					

Other	1				
Full-time Tenured					
Full-time Non-Tenured	1				
Part-time					

Total Headcount Faculty	22	26	27	23	25
Full-time Tenured	16	17	16	14	14
Full-time Non-Tenured	5	9	10	9	11
Part-time	1		1		

FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	14.92	11.79	18.5	15.72	17.2
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	0.86	1.2	0.46	1.9	1.27
Total Faculty FTE	15.78	12.99	18.96	17.62	18.47

Number of Graduates	115	131	103	100	106
Certificates					
Associate Degrees					
Bachelor's Degrees	73	78	66	74	64
Master's Degrees	35	45	31	21	39
Doctoral Degrees	7	8	6	5	3

Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	448	451	429	406	399
Total Department FTE*	216.1	206.0	217.5	208.4	185.9
Total Department SCH*	2961.0	2788.0	2941.0	2827.0	2504.0
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE 13.6967 15.8558 11.4715 11.8294 10.0668

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	2777522.8	2950499.5	3264289	2974174.3	3357230.3
Cost Per Student FTE	12850.97	14325.13	15008.23	14269.19	18056.10

Funding					
Appropriated Fund	3344817	3459148	3413132	3617139	3591648
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition	116281	182612	188720	167034	134392
Total	3461098	3641760	3601852	3784173	3726040

Grants & Contracts	2818277.3	4241819	2214396	2784346.3	4142927.9
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FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	47.62%	36.59%	62.50%	53.66%	68.75%
Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	9.52%	2.44%	8.33%	9.76%	8.33%
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	64.29%	70.73%	62.50%		
Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere	11.90%	4.88%	8.33%		
Percent of majors currently in this program who are underrepresented minorities	10.04%	10.20%	9.79%	9.36%	8.52%

Program Assessment:

Areas of Excellence

The reviewers identified numerous areas of excellence, which are numbered for convenience, without reflecting an order of importance:

1. As the university has achieved Carnegie R1 classification, certain metrics related to maintaining this classification are becoming increasingly important. These include increased funding and higher student enrollments at both the undergraduate and graduate levels, with PhD students being particularly important. The focus of the administration appears to be well aligned with these metrics.
2. Research funding has been increasing during recent years.
3. Collaboration and cooperation among faculty members in different groups appear to be increasing, enabling greater innovation and synergy. For example, the geotechnical engineering and water resources engineering groups are working together on at least one project.
4. Membership in the Mountain Plain Consortium brings strength and additional opportunities for collaboration to the department.
5. New faculty and faculty candidates are involved in multi-disciplinary research, which will enable even greater collaboration within the department in the future.
6. The role of the “professor of practice” in the department has been strategically developed to provide more continuous mentoring of undergraduate students from their introductory engineering courses through their senior design course, add industry perspectives, and facilitate activities within the student chapter of the American Society of Civil Engineers.
7. Almost one-third of the current faculty are currently assistant professors. They indicated that start-up packages were sufficient and that the guidelines for rank advancement were clear. These strengths reflect the deliberate attention of especially the department leadership in supporting new faculty. The dual-career policy maintained by the university is also effective at helping to attract new faculty.
8. The staff are highly capable and appear to work well together as a team.
9. The university’s safety office provides direction and support to ensure compliance with procedures mandated by the Office of Occupational Safety and Health Administration. Furthermore, to improve safety

and security in general, card readers are being added to selected laboratories to improve access control and safety.

10. A variety of vehicles and trailers are readily available for department research needs.

11. The department offers PhD, MS, ME, and BS degrees. MS degrees are offered in plans A, B, and C, which involve preparation of a thesis, preparation of a project report, and completion of coursework only, respectively. These programs provide a wide variety of educational opportunities to meet the needs of students pursuing advanced education.

12. Graduate students are attracted to the department by the exceptional reputation of selected faculty and opportunities for hands-on learning in laboratory settings. They appreciate the industry experience obtained by many faculty, who are then able to bridge the gap between academics and practice in classroom instruction.

13. Although the pandemic caused a significant interruption in the arrival of new international students, many of whom were unable to travel to campus from their homes, dedicated staff members have been working individually with the students to make their arrivals possible.

14. An established student pathway from Snow College to the department has apparently been active for a number of years.

15. Student educations are enriched through a number of student clubs that are supported by the department through monetary resources and faculty mentoring.

Opportunities for Improvement

The reviewers identified several opportunities for improvement, as well, which are again numbered for convenience, without reflecting an order of importance:

1. Regarding its focus on maintaining the Carnegie R1 classification, the administration should be careful not to emphasize funding at the expense of peer-reviewed publications in well-circulated journals and conference proceedings, which can improve the reputation of the faculty, department, college, and university and subsequently enable greater future funding.

2. Research activity and productivity indices are apparently not tracked by either the department or college leadership. Doing so may enable the development of new strategies for re-engaging less-productive faculty.

3. Developing a stronger relationship with the Local Technical Assistance Program, which is supported by the Federal Highway Administration and housed on the USU campus, may provide both faculty and students with new opportunities for research.

4. The department should consider developing a formal strategy for faculty hiring to ensure that the department is responsive to department needs and opportunities. This strategy should address the needs of specific groups as well as opportunities to build sustainable collaborations across groups.

5. Increasing diversity was mentioned by both faculty and students as an appropriate objective of future efforts. Greater gender diversity among the faculty may naturally lead to greater gender diversity among the students. Furthermore, cultural diversity can spark new ideas and promote innovation in group learning activities.

6. Because of the high interest in the structural engineering program, additional faculty are needed to address teaching, mentoring, and research in this group. A minimum of five structural engineering faculty may be needed to offer a full program without significant reliance on adjunct professors, which is the current practice. While a position has recently been offered to one structural engineering faculty candidate, the possibility of adding another faculty member should be discussed.

7. While faculty recruitment is not noted as being difficult, faculty retention deserves more consideration.

Developing strategies within the department for retaining high-performing faculty is critical. For example, continued use of merit-based bonuses is encouraged, and ensuring that all faculty members, including those in smaller groups, are provided the opportunity to participate in sabbaticals and other professional development leaves is important. As another issue, because disparities in group sizes can lead to higher efforts required per faculty member in smaller groups for handling weekly seminars, for example, special consideration should be given to such issues.

8. Some faculty groups are constrained in their research efforts by the lack of graduate students available on campus to perform research. While the pandemic is a notable cause of the reduced number of students, the increasing popularity of the ME degree may also exacerbate this problem. Additional recruiting efforts by the department, college, and university are recommended to increase the number of graduate students. As one example, the current student pathway from Snow College to the department should be nurtured to increase undergraduate and graduate student enrollment. As another example, the university reportedly offers funds that the department can use to bring candidate PhD students to campus for visits, and those funds could be used more frequently. Finally, increasing graduate student wages and remodeling some graduate student offices may be appropriate to encourage more students to attend graduate school; specifically, a large disparity exists in the quality of graduate student offices within the Utah Water Research Laboratory.

9. An additional technician may be needed for supporting both research and teaching as the department fills five faculty vacancies. While the faculty each maintain the laboratory spaces over which they have responsibility, having another technician to proactively help with safety protocols, annual calibrations, upgrades, and other tasks may enable faculty to focus more attention on research and teaching.

10. As a simplification, the graduate degrees in irrigation engineering may be removed from the department offerings. Students have not enrolled in these programs for a number of years, and no faculty expressed reservations about removing these degrees.

11. Graduate students have expressed interest in more research-oriented courses, such as data analysis and technical writing, and more travel funding that would enable them to attend conferences and workshops. They observed that certain disciplines have comparatively low numbers of students and suggested that recruiting more students would enhance their educational experience. They felt that offering opportunities to conduct research on cutting-edge topics of high national and international interest would attract more students.

12. Although the college advisement center provides useful guidance to students about many aspects of course scheduling, the students are not receiving sufficient career counseling from that center. Greater faculty involvement in the student advising process is recommended for this purpose. While assigned consultations with faculty members through the sophomore seminar class are very helpful in connecting undergraduate students with faculty early in their educational experience, more frequent consultations may be very impactful.

13. Faculty expectations for proposals, theses, and dissertations are varied across the department, and standardizing at least some of the expectations will be useful to graduate students. For example, providing pre-formatted files with the proper styles already included would increase student efficiency and improve the uniformity of student submissions.

14. The writing center has considerable potential but is not being uniformly utilized. Improvement in the quality of mentoring available through the center may increase usage.

15. As restrictions related to the pandemic are lifted, graduate students may especially benefit from more organized social interactions with each other and with the faculty and staff. Graduate students specifically noted the need for more department-wide graduate seminars, more extensive new student orientations, and similar interactions.

Summary

In summary, the reviewers have identified numerous areas of excellence and several opportunities for improvement of the USU CEE Department. In terms of an overall assessment, the reviewers rate the department as very good to excellent in comparison with similar institutions in the state and region. The university administration is encouraged to provide the support necessary for the department to achieve its goals by further strengthening its areas of excellence and strategically addressing opportunities for improvement.

Institution's Response:

The Department of Civil and Environmental Engineering appreciates the significant and thoughtful review that has been provided. In particular, we note the 15 items from the review that are noted as "Areas of Excellence." Many of these areas have been the targeted over recent years in order to achieve success and it is anticipated that continued attention will help to keep these areas as areas of excellence.

Additionally, we note the 15 items that reviewers noted as opportunities for improvement. Each of these items we will be addressed by number with the proposed direction or action.

1. The department is certainly focused on scholarly publication from all faculty. The two-part annual evaluation for each faculty with a research role includes both extramural funding and scholarly output (which is taken to be publications).
2. Research activity is, actually, very carefully tracked. It is tracked thru several metrics of output for the department as well as by faculty member. These data are included in annual reports.
3. We are pleased to house the LTAP program within our department, and will meet more regularly with LTAP director to facilitate stronger relationships, particularly with students.
4. The department head and program heads will work together to develop a more robust and transparent method to strategically hire new faculty in the future.
5. The department has a stated goal of both gender and cultural diversity with every faculty search. We are pleased to note that 3 of the 7 faculty hires for 2022 are female colleagues.
6. The need to address the relatively large student interest in structural engineering is an ongoing effort. Currently, the department utilizes several adjunct faculty to teach courses, but future hires in this area are a priority for sustaining and growing this program.
7. Several important points are discussed here. Retention is an ongoing challenge at USU, as at many other universities. Salary compression is "built in" to a university that must hire from a national pool to be competitive, yet is saddled with a very conservative state salary increase scale for continuing employees. The current department and college administrations are committed to working to address disparities between group sizes in CEE as well as disparities in teaching and research loads.
8. The department will work to improve the graduate student environment among all the programs. Additionally, recruiting more, and higher quality, graduate students is of continuing interest.
9. The department will discuss ways to financially support full time research staff, particularly for the "on campus" programs (Geotech, Structures, Transportation).
10. Irrigation engineering will continue to exist as a thriving area, but is included as an emphasis area within the water engineering program. We are in discussions as to whether or not to eliminate the named degree program.
11. Again, increasing graduate enrollments is of very high priority.
12. The department will discuss the establishment of a more "formalized" mentoring process for all undergraduate students.
13. Up to this point, expectations for graduate student proposals, theses, and dissertations have been

controlled and dictated at the program level. As a faculty, we will discuss the use of more standardized processes for the entire department.

14. The college of engineering writing center is an undergraduate resource and is largely staffed by undergraduate students. The faculty will discuss particular points in the curriculum that make sense to increase writing center usage by CEE students.
15. We are pleased to note that we are starting a required department wide graduate seminar in the fall 2022. This seminar is anticipated to increase interaction between students from the various programs as well as interaction with a wider variety of topics and increased interactions with faculty and staff.

As a department, we appreciate and welcome the feedback provided by the review team. We look forward to using this review to address these concerns and to provide discussion direction for the coming years within the faculty and staff.

APPENDIX



415 North Charles Street Baltimore, MD 21201
+1410.347.7700 www.abet.org

August 30, 2021

Noelle Cockett
President
Utah State University
1400 Old Main Hill

Logan, UT 84322-1400

Dear Dr. Cockett:

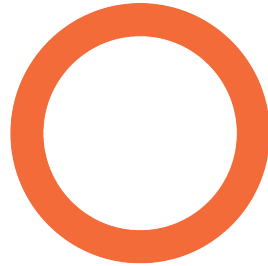
I am pleased to transmit to you the findings of the Engineering Accreditation Commission (EAC) of ABET with respect to the evaluation conducted for Utah State University during 2020–2021. Each of ABET's commissions is fully authorized to take the actions described in the accompanying statement under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

A handwritten signature in black ink that reads "Dianne Chong". The signature is written in a cursive style.

Dianne Chong
President



ABET

ENGINEERING ACCREDITATION COMMISSION

UTAH STATE UNIVERSITY

LOGAN, UT, UNITED STATES

FINAL STATEMENT OF ACCREDITATION

2020-21 ACCREDITATION CYCLE

UTAH STATE UNIVERSITY

Logan, UT, United States

ABET ENGINEERING ACCREDITATION COMMISSION

FINAL STATEMENT

VISIT DATES: FEBRUARY 7-10, 2021

ACCREDITATION CYCLE CRITERIA: 2020-2021

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

The Engineering Accreditation Commission (EAC) of ABET has evaluated the Biological Engineering (BS), Civil Engineering (BS), Computer Engineering (BS), Electrical Engineering (BS), Environmental Engineering (BS), and Mechanical Engineering (BS) programs at Utah State University.

The statement that follows consists of two parts: the first addresses the institution and its overall educational unit, and the second addresses the individual programs.

A program's accreditation action is based upon the findings summarized in this statement. Actions depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.
- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.
- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.
- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.
- **30-Day Due-Process Response** Information was received in the 30-day due-process response period relative to the Computer Engineering and Electrical Engineering programs.

- **Post-30-Day Due-Process Response** Information was received in the post-30-day due-process response period relative to the Computer Engineering and Electrical Engineering programs.

INSTITUTIONAL SUMMARY

Utah State University is a public land-grant and space-grant university located in Logan, Utah, organized into eight colleges and schools offering 114 undergraduate degree programs, 90 master's degree programs, and 42 doctoral degree programs. The university has a statewide enrollment of 27,691 students. The Logan campus enrolls 17,676 undergraduate and 1,536 graduate students. The College of Engineering is organized into five departments and offers 20 academic programs, six undergraduate and 14 graduate degree programs. There are 2,630 full-time and part-time undergraduate students and 365 graduate students in these programs. The college has 90 tenure-line faculty members, eight research faculty members, 12 lecturers and 73 staff members. The college awarded 795 BS degrees in the 2019-20 academic year.

The following departments, offices and units were reviewed and found to provide adequate support to the programs: physics, chemistry and biochemistry, biology, mathematics and statistics, English, the Merrill-Cazier Library, information technology, business and finance, Student Support Services, Academic and Instructional Services, Student Achievement, Financial Services, Career Services, Analysis Assessment & Accreditation, admissions, and the registrar.

INSTITUTIONAL STRENGTH

The College of Engineering provides the students with a particularly rich learning environment for hands-on engineering design projects, such as the Idea Factory and the Metal Factory. These laboratories provide the students with an rich repertory of tools and machinery for their projects, and encourages team formation and collaboration. These facilities familiarize the students with larger-scale prototyping environments and enables ambitious projects that prepare them for their professional careers.

Biological Engineering

BS Program

Evaluated under EAC Program Criteria for
Biological Engineering and Similarly Named Engineering Programs

INTRODUCTION

The Biological Engineering (BS) program emphasizes the areas of synthetic biological engineering, biomedical engineering, bioprocess engineering, and bioenvironmental engineering, having evolved in the 1990s from agricultural engineering to biological engineering. The program enrolls 187 students, and is supported by 10 tenure-line faculty members, three non-tenure-line faculty members, and one professional staff member. The program awarded 37 degrees in the 2019-20 academic year. On average approximately 10 percent of the graduates go on to medical school, 40 percent to graduate school, and 50 percent to industry employment.

PROGRAM STRENGTHS

1. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have established a broadly integrated understanding of the discipline, and the attainment of a professional credential provides them with a significant advantage in entering the profession.
2. The program has a three-semester capstone design experience. The design experience builds upon industry-supplied problems and incorporates industry support (mentors and, where appropriate, use of facilities, instrumentation, and funding) and discipline-specific faculty mentors. This exceeds the more typical two-semester design process allowing students time to deal with more realistic, open-ended design problems. The extensive industry involvement gives students a more realistic design experience similar to what they will encounter after graduation. The positive impact of these practices is demonstrated through the quality of the design experience students receive and the number of offers of employment that students receive from participating industry partners as a direct result of the experience.

No deficiencies, weaknesses, or concerns were found.

Civil Engineering

BS Program

Evaluated under EAC Program Criteria for
Civil and Similarly Named Engineering Programs

INTRODUCTION

The Civil Engineering (BS) program provides a broad education in five technical areas of the profession. The program is administered by the Department of Civil and Environmental Engineering. The program has 270 undergraduate students, and is supported by 26 full-time faculty members, three staff members, and two technicians. The program had 63 graduates in the 2019-20 academic year.

PROGRAM STRENGTHS

1. The program requires that students complete a three-semester capstone design course delivered by a full-time licensed Professor of Practice in collaboration with several faculty members and with professional engineers outside the university. The course provides students ample time to produce exceptional quality deliverables addressing a broad range of design requirements as expected of real-world engineering projects. Such an extensive, comprehensive, and in-depth capstone design experience prepares students well with the knowledge and skills necessary to enter the engineering profession.
2. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have established a broadly integrated understanding of the discipline, and the attainment of a professional credential provides them with a significant advantage in entering the profession.

No deficiencies, weaknesses, or concerns were found.

Computer Engineering

BS Program

Evaluated under EAC Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs

INTRODUCTION

The Computer Engineering (BS) program is administered by the Department of Electrical and Computer Engineering. The program has 127 students, and is supported jointly with the Electrical Engineering program by 17 tenure-line faculty members, two professors of practice, and five full-time-equivalent staff members. The program awarded 11 degrees in the 2019-20 academic year.

PROGRAM STRENGTH

The program has a strong tradition of allowing students to complete their capstone project either as an entrepreneurially driven individual, as a member of a team with other department students, or as a member of a multidisciplinary team on a project sponsored by an external client. This flexibility allows students to obtain the capstone experience which best matches their career goals, an individual project which might lead to potential startups or the rich learning environment fostered by an multidisciplinary project.

PROGRAM WEAKNESS

Criterion 4. Continuous Improvement

This criterion requires that a program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. Student Outcome (5) requires the demonstration of “an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.” While the program incorporates team activities in multiple courses, no direct assessment of the student's ability to work in a teaming environment is conducted. Assessment of this outcome is limited to brief statements by students written in response to a homework assignment where they are asked to “describe a good team” and how they will contribute to one, and to one question in the senior exit survey. Additionally, Student Outcome (2) and (3) are currently assessed in the two course capstone design sequence. In these courses, students are given the option to work on their own individual project, work with a team of students made up of other electrical or computer engineering students, or to work on a more broadly interdisciplinary design project with other departments. For the students who work on an interdisciplinary design project in another department, the program only receives a final summative grade for the project; no assessment data is returned related to outcomes (2) and (3) for these students. For students who work jointly on teams with the electrical engineering students, the deliverables that are assessed have been completed by the team, not necessarily the individual. Thus, while the data is being disambiguated by the major of the student, the original deliverable

that was created was a joint product of students in both majors, and students receive the same assessment scores. The impact of this disaggregation issue and sampling issue is exacerbated by the small number of graduates (11 in the past year) from the program. The incomplete assessment limits the ability of the program to determine the level to which Student Outcomes (2), (3) and (5) are attained and therefore its ability to utilize the results as inputs for continuous improvement. Thus, the program lacks strength of compliance with this criterion.

30-Day Due-Process Response

The EAC acknowledges receipt of documentation of an updated process to be employed to assess and evaluate the extent to which Student Outcomes (2), (3), and (5) are being attained. The updated processes will provide direct, individualized and program-specific assessment data for these outcomes. Additionally, the EAC acknowledges receipt of a clarification of the self-study report with respect to the assessment processes for Student Outcome (3). The program is collecting data on individual students' ability to communicate effectively with a range of audiences in the course ECE4830, Engineering Communication I. The assessment basis for outcome (3) already includes individualized, program-specific data. The updated assessment data collection processes will be implemented for the 2020-21 academic year, and will serve as input to the program's 2021 annual summer assessment and evaluation meetings. Evidence has not been provided that these plans have been completed.

Status

The program weakness is unresolved.

Post-30-Day Due-Process Response

The EAC acknowledges receipt of documentation demonstrating implementation of the updated process to assess and evaluate the extent to which Student Outcomes (2), (3), and (5) are being attained. The program demonstrated appropriate supplemental assessment data collection, data evaluation, and use of the evaluation at the 2021 annual assessment committee summer meeting as input to the program's continuous improvement actions.

Status

The program weakness has been resolved.

Electrical Engineering

BS Program

Evaluated under EAC Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs

INTRODUCTION

The Electrical Engineering (BS) program is administered by the Department of Electrical and Computer Engineering. The program enrolls 193 full-time students, and is supported jointly with the Computer Engineering program by 17 tenure-line faculty members, two professors of practice, and five full-time equivalent staff members. The program awarded 38 degrees in the 2019-20 academic year.

PROGRAM STRENGTH

Program students are provided with the opportunity to work in undergraduate research projects through the Space Dynamics Laboratory, the ASPIRE (Advanced Sustainability through Powered Infrastructure for Roadway Electrification) Research Center, or in the research laboratories of faculty members, and a number of these students are supported by the college's Engineering Undergraduate Research Program. This mentoring and the experience working with the faculty on research projects, having hands-on experiences and participating in local and international conferences, with the program providing funding for undergraduate research are exceptional. These students have opportunities to work in teams and gain skills such as life-long learning and oral and written communications to a wide range of audiences. Consequently, graduates enter the workforce with extensive hands-on, computing experience and advanced communication skills, qualities that are desired by many employers.

PROGRAM WEAKNESS

Criterion 4. Continuous Improvement

This criterion requires that a program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. Student Outcome (5) requires the demonstration of "an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives." While the program incorporates team activities in multiple courses, no direct assessment of the student's ability to work in a teaming environment is conducted. Assessment of this outcome is limited to brief statements by students written in response to a homework assignment where they are asked to "describe a good team" and how they will contribute to one, and to one question in the senior exit survey. The incomplete assessment limits the ability of the program to determine the level to which Student Outcome (5) is attained and therefore its ability to utilize the results as inputs for continuous improvement. Thus, the program lacks strength of compliance with this criterion.

30-Day Due-Process Response

The EAC acknowledges receipt of documentation of an updated process to assess and evaluate the extent to which Student Outcome (5) is being attained. The updated process will provide direct, individualized and program-specific assessment data for outcome (5). The updated assessment data collection process will be implemented for the 2020-21 academic year, and will serve as input to the program's 2021 annual summer assessment and evaluation meetings. Evidence has not been provided that these plans have been completed.

Status

The program weakness is unresolved.

Post-30-Day Due-Process Response

The EAC acknowledges receipt of documentation demonstrating implementation of the updated process to assess and evaluate the extent to which Student Outcome (5) is being attained. The program demonstrated appropriate supplemental assessment data collection, data evaluation, and use of the evaluation at the 2021 annual assessment committee summer meeting as input to the program's continuous improvement actions.

Status

The program weakness has been resolved.

Environmental Engineering

BS Program

Evaluated under EAC Program Criteria for
Environmental and Similarly Named Engineering Programs

INTRODUCTION

The Environmental Engineering (BS) program is administered by the Department of Civil and Environmental Engineering. The program enrolls 47 students, and is supported by five tenure-line and two research faculty members, one professor of practice, four civil engineering tenure-line faculty members, three staff members, and two technicians. The program awarded 11 degrees in the 2019-20 academic year.

PROGRAM STRENGTHS

1. Students are required to complete a three-semester sequence of capstone design courses. This exceptional arrangement of capstone design provides students substantial opportunities and time to fully develop a broad range of elements that are expected of practical engineering projects, undertake different phases of the design, and produce high quality capstone deliverables. The students are advised by both faculty members and external professional engineers. Such an extensive, comprehensive, and in-depth capstone design experience provides the students with an exceptional learning experience with engineering design and professional practice, and provides excellent preparation for entering the engineering profession.
2. The program requires every student to complete a two-course sequence of professional and academic advising seminars during the freshman and sophomore years. With broad participation of faculty members and the active involvement of industrial practitioners, these seminars provide an excellent foundation for the students. The seminars serve as a catalyst that deepens the students' interest in and knowledge about environmental engineering and engineering licensure, results in the students' active involvement in a range of professional student organizations early on, and develops and fosters active engagement and interactions between students and faculty members in mentoring and undergraduate research. Consequently the students gain an early and broadly integrated foundation for their upper-division educational experience.

No deficiencies, weaknesses, or concerns were found.

Mechanical Engineering

BS Program

Evaluated under EAC Program Criteria for
Mechanical and Similarly Named Engineering Programs

INTRODUCTION

The Mechanical Engineering (BS) program is administered by the Department of Mechanical and Aerospace Engineering. The program prepares students for careers in the thermal and mechanical systems areas and offers an aerospace engineering emphasis. The program enrolls 795 full-time undergraduate students, and is supported by 22 professorial rank full-time faculty members including four professors of practice, and by four part-time adjunct faculty members, three administrative assistants and one full-time laboratory technician. The program awarded 141 degrees in the 2019-20 academic year.

PROGRAM STRENGTHS

1. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have a broadly integrated understanding of the discipline, and have attained a professional credential not typical for graduates in this field. Students enjoy a significant advantage in entering the profession.
2. The faculty and students of the program engage extensively in undergraduate research and have attracted significant funding from the university to support these activities. This strong emphasis on providing research and professionally relevant experiences significantly enhances the students' capabilities for both future advanced study and for immediate employment.

No deficiencies, weaknesses, or concerns were found.



ITEM FOR ACTION

Utah State University's Department of Engineering Education (EED), in the College of Engineering, submits the attached program review of EED graduate degree programs for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Engineering Education graduate degree programs and courses emphasize developing curriculum and teaching methods in Engineering Education. USU's Engineering Education's PhD program is one of the earliest programs in the nation. The MS degree program established in July 2021 is also one of the few offered in the U.S. and the only program of its kind in the Mountain West. The Engineering Education department currently has 13 declared graduate student majors with 6 faculty members.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Engineering Education's graduate degree programs.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the graduate programs for the Department of Engineering Education in the College of X as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Engineering Education, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: Utah State University
Program Title: Engineering Education M.S. and PhD Degree Programs
School or Division or Location: College of Engineering
Department(s) or Area(s) Location: Department of Engineering Education
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University
Department of Engineering Education, College of Engineering
05/23/2022

Reviewers:

- Tony Butterfield, Associate Professor of Chemical Engineering; Director of Fellowships, College of Engineering, The University of Utah
- Brock LaMeres, Professor of Electrical & Computer Engineering; Director, Montana Engineering Education Research Center, Montana State University
- Anhong Zhou, Professor of Biological Engineering, Utah State University

Program Description:

The Department of Engineering Education offers Ph.D. and M.S. in Engineering Education programs. Our Ph.D. program, established in 2009, is one of the three earliest programs in the nation. Following our lead, more than 10 higher education institutions across the nation have established their Ph.D. programs in Engineering Education. Continuing with this leading vision, last year in July 2021, we also established a Master of Science (M.S.) in Engineering Education program, one of only a few programs in the nation and the only program in the Mountain West region.

Our programs offer essential graduate-level courses in engineering education, including Developing an Engineering Education Curriculum; Teaching, Learning, and Assessment in Engineering Education; The Role of Cognition in Engineering Education; Qualitative Methods in Engineering Education; Foundations of Engineering Education; Finance and Grant Writing, and Research Seminar.

Our Ph.D. in Engineering Education program is offered face-to-face, rather than in an online program. It is delivered at the Logan campus of USU and requires that students to complete a minimum of 42-credit course requirements. Our M.S. in Engineering Education program is also offered face-to-face, rather than in an online program. It is delivered on the Logan campus of USU and offers two degree plans. Plan A requires students to complete a six-credit master's thesis; Plan B requires students to complete a three-credit research report. The total number of credit hours to earn an M.S. degree is 30 credits for both Plan A and Plan B.

Data Form: *Faculty, student, and financial data for the past five years.*

R411 Data Table					
Department or Unit-- Engineering Education	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
Faculty					
Headcount	6	6	6	6	6
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	6	6	6	6	6

Full-time Tenured	3	3	3	4	4
Full-time Non-Tenured	3	3	3	2	2
Part-time					
With Master's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Total Headcount Faculty	6	6	6	6	6
Full-time Tenured	3	3	3	4	4
Full-time Non-Tenured	3	3	3	2	2
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	6.04	6.11	5.06	5	5.12
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	0.21	0	0	0	0.03
Total Faculty FTE	6.25	6.11	5.06	5	5.15
Number of Graduates	2	0	6	3	3
Certificates				1	
Associate Degrees					
Bachelor's Degrees					
Master's Degrees					
Doctoral Degrees	2		6	2	3
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	13	15	14	12	13
Total Department FTE*	10.6	11.5	8.8	11.0	14.3
Total Department SCH*	126.0	134.0	107.0	131.0	182.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	1.6960	1.8767	1.7325	2.2067	2.7702
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1073811.7	1218169.5	1038775.1	1042860.5	1036765.5
Cost Per Student FTE	101302.99	106235.71	118491.46	94519.08	72670.48

Funding					
Appropriated Fund	1021981	1043151	1205159	1268197	1243322
Other:					
Special Legislative Appropriation					
Grants of Contracts	26317	27450	42513	35955	32417
Special Fees/Differential Tuition	1048298	1070601	1247672	1304152	1275739
Total	1021981	1043151	1205159	1268197	1243322
Grants & Contracts	1119524	540054.71	1667608.8	697346.64	912247
FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	100%	N/A	N/A	N/A	N/A
Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	N/A	N/A	N/A	N/A	N/A
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	N/A	N/A	N/A	N/A	N/A
Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere	N/A	N/A	N/A	N/A	N/A
Percent of majors currently in this program who are underrepresented minorities	7.69%	6.67%	14.29%	16.67%	23.08%

Program Assessment: *Strengths, weaknesses, and recommendations from the reviewers.*

We have conducted a comprehensive review of the Utah State University (USU) Engineering Education Department (EED). The USU EED was among the first three universities along with Purdue and Virginia Tech in the US to establish a department focused on engineering education and offering a Ph.D. In 2021, the EED established an MS in engineering education, which is one of the few universities in the nation offering such a degree. Our review is based on a self-study report provided by the department head of EED, interviews with faculty and staff, interviews with students, tours of the EED facilities including office space, graduate student offices, laboratories, and the engineering writing center. The findings of our review are as follows:

Strengths

- We found a major strength of EED is that the entire faculty is thoroughly engaged in all aspects of the departmental mission including research, teaching, and service. We were especially impressed that all seven research-active faculty had multiple research grants from the National Science Foundation

among other sources, were actively supervising graduate students, were publishing at a high rate, and were all teaching foundational engineering courses for the college. This level of productivity across the entire department is very impressive. EED has also secured highly prestigious recognition for their research such as multiple National Science Foundation CAREER awards.

- We found another strength of EED was that they were teaching six fundamental, high enrollment, undergraduate engineering courses for the college. These courses include Statics, Dynamics, Mechanics of Materials, Fundamentals of Electronics for Engineers, Technical Communication for Engineers, and Thermodynamics. These classes are historically ones that students struggle with so are often difficult to teach. Our review committee was especially impressed with how the EED faculty were using modern teaching practices to improve student learning in these courses.
- We were highly impressed with feedback received from the graduate students in EED about the departmental culture. Students lauded the faculty for their accessibility, approachability, willingness to help, flexibility in allowing the students to explore and define the projects they work on, and the leadership opportunities that were afforded by the department.
- EED has a strong record of successfully placing their students in positions post-graduation with 100% job placement. Many of these positions were in academia, which are highly competitive.
- We found significant value in the graduate research seminar. This seminar allowed students to gain exposure to research by external scholars and training on human subject research protocols, and to present their own work. Many graduate students commented that the seminar was often an inspiration for future work in addition to building a strong community between faculty and students.
- EED has attracted a diverse set of faculty both in terms of research focus and representation. EED also currently has a good balance in faculty ranks with equal representation at the lecturer, assistant professor, associate professor, and full professor levels. Both the diversity of perspectives and expertise has led to original and fruitful research contributions to the field.
- EED also provides significant service to the college by hosting two of the three student support centers including the engineering writing center and the new engineering math center.

Areas for Improvement

- EED should develop a local and regional undergraduate recruiting strategy to attract candidates into their MS and Ph.D. programs.
- It would also help with recruitment if the EED can showcase their activities to potential students (i.e., ongoing research projects, graduate job placement, and interdisciplinary opportunities). This will have the benefit of recruiting existing USU engineering undergraduate students and visiting students into EED.

Recommendations

- With the interruption of student life due to COVID, we recommend a renewed focus on building student community through informal gatherings among students and faculty.
- EED should give some thought on how to expose other faculty in the engineering college to the best pedagogical practices being used in the classroom by EED faculty.
- EED has an inclusive climate and has demonstrable care for the wellbeing of all students. Given their strength in their area and given the growing importance of equity, diversity, and inclusion (ED&I) to

engineering employers, a formal inclusion of ED&I in the department's mission could help emphasize, for both faculty and students, the importance of inclusivity in engineering education.

Please contact us with any questions regarding our review.

Dr. Tony Butterfield
Associate Professor (Lecturer)
University of Utah

Dr. Brock LaMeres
Professor, Electrical & Computer Engineering
Montana State University

Dr. Anhong Zhou
Professor, Biological Engineering
Utah State University

Institution's Response: *Responses to review committee findings and recommendations.*

The reviewers provided highly positive comments on our graduate programs based on their reviews of our self-study report as well as the on-campus visit. The reviewers identified and commended seven strengths of our programs including the engagement of the entire faculty in all aspects of the department mission, excellent teaching, excellent student mentoring, 100% student job placement, well-received graduate seminar, diverse faculty, and the significant service to the College of Engineering. The reviewers also recommended areas within our program for improvement and included recommendations. The following paragraphs describe our responses to their comments on the areas for improvement and to their recommendations.

- *Area of improvement #1: EED should develop a local and regional undergraduate recruiting strategy to attract candidates into their MS and Ph.D. programs.*

Response:

Based on our experience, as well as discussions among all faculty and staff members in our department, we will implement the following multi-pronged strategy to aggressively recruit students into our graduate programs.

First, we will target students in our College of Engineering who have already demonstrated a strong interest in teaching, for example, those students who have served as Teaching Assistants, University Teaching Fellows, Engineering Tutors, and/or Engineering Ambassadors.

Second, we will advertise our graduate programs in all the undergraduate courses we have been teaching for the College of Engineering. Collectively, our faculty teach more than 1,500 engineering undergraduates each year.

Third, we will continue to visit colleges and universities in Utah and neighboring states for student recruitment. We have visited several universities, such as the University of Utah, Weber State University, Utah Valley University, and Boise State University. One lesson we have learned is that prior to our visit, we

should establish contact with faculty in targeted schools. Thus, faculty can advertise our graduate program to their students prior to our visit. This would make our subsequent visit more effective.

Fourth, we will continue to participate in student recruitment events organized by our university's School of Graduate Studies (SGS) and other relevant events organized by various professional organizations. The SGS organizes annual student recruitment events each spring semester. We invited two students to visit our department at this event this spring semester. One of the two students will join our Ph.D. program this fall semester.

- *Area of improvement #2: It would also help with recruitment if the EED can showcase their activities to potential students (i.e., ongoing research projects, graduate job placement, and interdisciplinary opportunities). This will have the benefit of recruiting existing USU engineering undergraduate students and visiting students into EED.*

Response:

In addition to illustrating our department's research and education activities in the above-described student recruitment, we will showcase our activities to both internal and external audiences. Internally, the American Society for Engineering Education (ASEE) Student Chapter hosted in our department will re-design the display board on the second floor of the engineering building. This will provide an additional opportunity for the faculty, staff, and students in the College of Engineering to understand more about our activities.

Externally, we will continue to have an exhibition booth at two major engineering education conferences: the annual ASEE conference and the annual Frontiers in Education (FIE) conference. Through extensive collaborative efforts, we have developed a set of advertisement documents including a department brochure that lists each faculty member's research areas, two pull-up banners that highlight the department's research and teaching activities, and Ph.D. and M.S. program flyers. These documents will help external audiences, especially potential students who are interested in our programs, understand more about our activities in research and teaching.

- *Recommendation #1: With the interruption of student life due to COVID, we recommend a renewed focus on building student community through informal gatherings among students and faculty.*

Response:

We will continue to have and explore new opportunities for informal gatherings among students and faculty. In addition to the bi-weekly Graduate Seminar each spring that has involved all faculty, staff, and students in the department, we will continue to hold the annual Fall Social event as well as the Dinner with Alumni event at the annual ASEE conference. The department will continue to support the lunch meetings of ASEE Student Chapter hosted in our department.

- *Recommendation #2: EED should give some thought on how to expose other faculty in the engineering college to the best pedagogical practices being used in the classroom by EED faculty.*

Response:

Prior to COVID, we held teaching seminars for other faculty in the College of Engineering. We will continue this practice by focusing on new engineering faculty members who are relatively less experienced in teaching as compared to senior faculty instructors. In addition, we will identify and collaborate with expert faculty

instructors in other departments in the College of Engineering. They will serve as our department's ambassadors to help us advocate the implementation of best practices in teaching and learning in the engineering classroom.

- *Recommendation #3: EED has an inclusive climate and has demonstrable care for the well-being of all students. Given their strength in their area, and given the growing importance of equity, diversity, and inclusion (ED&I) to engineering employers, a formal inclusion of ED&I in the department's mission could help emphasize, for both faculty and students, the importance of inclusivity in engineering education.*

Response:

We have added the following statement to the department's mission:

Foster and promote equity, diversity, inclusion, and accessibility as central in the pursuit of academic excellence, discovery, and community by engaging in diverse perspectives and conversations while cultivating mutual respect and compassion.



6 January 2023

ITEM FOR ACTION

Utah State University's Department of Mechanical and Aerospace Engineering, in the College of Engineering, submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Mechanical and Aerospace Engineering (MAE) offers undergraduate programs and degrees fully accredited by the Accreditation Board for Engineering and Technology (ABET) and passed its review in 2021 with top marks. The department prepares students in both undergraduate and graduate education to enter industry, government agencies, and further graduate studies. The undergraduate program has the largest student population in the College of Engineering. The department is dedicated to fulfilling the land-grant and space-grant missions of USU, now an R1 research university.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Mechanical and Aerospace Engineering.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Mechanical and Aerospace Engineering in the College of Engineering as required by Utah Board Of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Mechanical and Aerospace Engineering, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

USU ENGR MAE Program Review

Institution Submitting Review: Utah State University

Program Title: Mechanical Engineering (BS, MS, PhD); Aerospace Engineering (BS, MS, PhD); Space Systems Engineering (MS)

School or Division or Location: College of Engineering

Department(s) or Area(s) Location: Mechanical and Aerospace Engineering

Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 08/09/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University
Mechanical and Aerospace Engineering Department
05/16/2022

Reviewers:

- Dr. Peiwen Li, Department Head, University of Arizona
- Dr. Jake Abbot, Professor, University of Utah
- Dr. David Britt, Professor, Utah State University

Program Description:

The Department of Mechanical and Aerospace Engineering (MAE) maintains Accreditation Board for Engineering & Technology (ABET) accreditation and passed the ABET review in 2021 with top marks. MAE also has the biggest undergraduate student population in the College of Engineering at USU.

The Department has the only Aerospace Engineering graduate programs and Aerospace Engineering undergraduate emphasis in the State of Utah and vicinity areas in Idaho, Wyoming, and Nevada.

The Department has close ties with the local industry and government agencies such as Hill Air Force Base and Idaho National Laboratory (INL). Many student capstone design projects have been sponsored by industry partners and INL, who provide mentors to student design teams throughout the duration of the capstone projects.

The students in Mechanical and Aerospace Engineering Department are well prepared after graduation to enter industry, government agencies, and graduate schools. All MAE graduates are required to pass the Fundamentals of Engineering (FE) exam before they graduate. Since 2013, students in the Department have achieved a 93% pass rate on the FE mechanical engineering exam (some students have to take it more than once) and graduates from the program have achieved an 84% pass rate on the Principals and Practice of Engineering (PE) exam across all mechanical engineering exam topics. During that same period, the ABET comparator group has an 80% pass rate on the FE mechanical engineering exam and a 72% pass rate on the PE exam across all mechanical engineering exam topics.

The Mechanical and Aerospace Engineering Department currently has 23 faculty, 17 tenured or tenure-track faculty, and 4 professors of practice. The Department offers a Bachelor's degree in Mechanical Engineering with an optional emphasis in Aerospace Engineering, a Master's degree in Mechanical Engineering, a Master's degree in Aerospace Engineering, a Master's degree in Space Systems Engineering, a PhD degree in Mechanical Engineering, and a PhD degree in Aerospace Engineering.

Undergraduate Degrees

Bachelor of Science in Mechanical Engineering

The mechanical engineering degree is a scientifically based ABET accredited program focused on the general topics of mechanical engineering. Students are introduced to the design process and other engineering principles early in the program and reinforced through rigorous depth development of subjects including statics, dynamics, thermodynamics, heat transfer, numerical methods, and fluid mechanics. The subjects are drawn together in a capstone design project that includes a design competition or partnership with industry partners.

Bachelor of Science in Mechanical Engineering with Aerospace Emphasis

The aerospace engineering emphasis is a differentiator for mechanical engineering bachelor's degree program. The aerospace emphasis requires a minimum of 12 credit hours of technical electives to be aerospace engineering courses. The coursework prepares graduates from the program with an aerospace engineering emphasis with the foundational preparation to work for top aerospace companies.

Mechanical Engineering Minor

The mechanical engineering minor allows for students to complete a degree in another area while receiving some education in mechanical engineering. The minor requires 15 credit hours which include 12 credit hours of required courses and 3 credit hours of specific elective credit hours. A student who desires to pursue a minor in Mechanical Engineering must recognize that there may be prerequisites to required minor courses and that a GPA of 3.00 (or higher) must be obtained in the Required Minor Courses (12 Credits) and have no more than one total repeat in the Required Minor Courses.

Graduate Degrees

Master of Science in Mechanical Engineering

The Mechanical Engineering MS offers coursework in the areas of aerospace, dynamics and controls, solid mechanics, and thermal/fluid science. Students choose one of three plan options to complete the degree. All graduate students must complete School of Graduate Studies' (SGS) forms and requirements for their chosen plan. All MS-Plan A students must complete the Responsible Conduct of Research (RCR) online training to enhance their understanding of research ethics and practices.

There are three options for the master's degree program: **Plan A, B, and C**. In the MS plan A degree, students complete research on an approved topic and write and defend a thesis documenting the research and conclusions reached. In the MS plan B degree, students complete an approved project and write and defend a report documenting the work done and conclusions reached. In the MS plan C degree, students complete coursework to satisfy degree requirements.

Doctor of Philosophy in Mechanical Engineering

The Mechanical Engineering PhD may be started from a bachelor's or master's degree. If starting from a bachelor's, students may opt to complete a MS Plan C on the way to the PhD. Mechanical Engineering courses are offered in the areas of aerospace, dynamics and controls, solid mechanics, and thermal/fluid science. All graduate students must complete School of Graduate Studies' (SGS) forms and requirements. All PhD students must complete the Responsible Conduct of Research (RCR) online training to enhance their understanding of research ethics and practices.

Master of Science in Aerospace Engineering

The Aerospace Engineering degree is a differentiator for the department and provides students with many benefits. Those benefits include contact with subject matter expert professors who are doing relevant research in aerospace as well as strong industry connections in town. Students complete core aerospace coursework and technical electives in aerospace related areas.

Students choose one of three plan options to complete the degree. All graduate students must complete School of Graduate Studies' (SGS) forms and requirements for their chosen plan. All MS-Plan A students must complete the Responsible Conduct of Research (RCR) online training to enhance their understanding of research ethics and practices.

Similar to the MS mechanical engineering degree, the MS aerospace engineering degree has three plan options: **Plan A, B, and C**. The differences in the plan options are the same as the MS mechanical engineering degree.

Doctor of Philosophy in Aerospace Engineering

We welcome applications from those who are passionate about aerospace engineering. Research topics could include guidance, navigation, control, orbital rendezvous and proximity operations, astrodynamics, orbital navigation, spacecraft trajectory optimization, aerodynamics, aircraft design and optimization, and flight mechanics. Students may start a PhD program after a bachelor's or master's program.

The Aerospace Engineering PhD may be started from a bachelor's or a master's degree. If starting from a bachelor's, students may opt to complete a MS Plan C on the way to the PhD. Either plan requires core aerospace coursework and technical electives in aerospace related areas. All graduate students must complete School of Graduate Studies' (SGS) forms and requirements. All PhD students must complete the Responsible Conduct of Research (RCR) online training to enhance their understanding of research ethics and practices.

Master of Science in Space Systems Engineering

The Space Systems Engineering degree is designed to provide early- and mid-career professionals with post-graduate education and an opportunity to develop an understanding of system engineering from the perspective of the space engineering discipline. The program offers coursework in space systems engineering, space environment, space instruments, spacecraft controls, spacecraft navigation, astrodynamics, propulsion, aerodynamics, flight dynamics, and associated supporting coursework.

The space systems engineering degree is offered as an **MS Plan C** program.

Data Form:

R411 Data Table					
Department or Unit-- Mechanical & Aerospace Engineering					
	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Faculty					
Headcount	17	15	16	16	19
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	15	13	12	13	16
Full-time Tenured	8	7	7	6	6
Full-time Non-Tenured	7	6	5	7	10
Part-time					
With Master's Degrees	2	2	3	3	3
Full-time Tenured					
Full-time Non-Tenured	2	2	3	3	3
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other			1		
Full-time Tenured					
Full-time Non-Tenured			1		
Part-time					
Total Headcount Faculty	17	15	16	16	19
Full-time Tenured	8	7	7	6	6
Full-time Non-Tenured	9	8	9	10	13
Part-time					
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	16.04	13.92	15.76	14.67	18.19
Teaching Assistants	0	0	0	0.23	0
Part-time (May include TAs)	0.75	1.56	1.83	2.3	0.86
Total Faculty FTE	16.79	15.48	17.59	17.2	19.05
Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	127	134	143	141	149
Master's Degrees	30	31	33	26	21
Doctoral Degrees	3	7	3	4	4
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	849	830	879	790	866
Total Department FTE*	303.5	347.7	357.0	353.6	336.2
Total Department SCH*	4281.0	4980.0	5110.0	5085.0	4870.0
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	18.0762	22.4634	20.2937	20.5562	17.6500

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	\$ 3,240,551	\$ 3,094,350	\$ 3,503,940	\$ 2,979,180	\$ 3,478,991
Cost Per Student FTE	\$ 10,677	\$ 8,899	\$ 9,816	\$ 8,426	\$ 10,347
Funding					
Appropriated Fund	\$ 3,441,916	\$ 3,503,673	\$ 3,578,628	\$ 3,729,350	\$ 3,759,546
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition	\$ 170,679	\$ 223,106	\$ 225,324	\$ 214,117	\$ 197,316
Total	\$ 3,612,595	\$ 3,726,779	\$ 3,803,952	\$ 3,943,467	\$ 3,956,862
Grants & Contracts	\$ 6,338,143	\$ 1,498,735	\$ 2,492,375	\$ 2,133,879	\$ 1,433,654
FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	34.78%	33.33%	38.56%	48.31%	60.00%
Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	20.24%	7.53%	10.46%	9.32%	9.66%
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	60.33%	61.83%	49.67%		
Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere	13.59%	13.44%	14.38%		
Percent of majors currently in this program who are underrepresented minorities	6.48%	5.78%	6.71%	6.96%	6.47%
	Year	Year	Year	Year	Year
	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
E&G					
Full-time (Salaried)	\$1,674,459.00	\$1,507,582.00	\$1,554,676.00	\$1,445,373.00	\$1,816,076.00
Teaching Assistants	\$ 181,403.00	\$ 188,313.00	\$ 192,411.00	\$ 131,718.00	\$ 136,405.00
Part-time (May include TAs)	\$ 88,633.00	\$ 142,899.00	\$ 198,946.00	\$ 163,315.00	\$ 101,314.00
Direct Instructional Expenditures	\$1,944,495.00	\$1,838,794.00	\$1,946,033.00	\$1,740,406.00	\$2,053,795.00
Appropriated Fund	\$2,337,472.26	\$2,945,470.70	\$3,306,775.42	\$3,325,783.67	\$3,832,302.20
E&G -	\$2,303,153.26	\$2,882,289.70	\$3,239,430.42	\$3,047,660.67	\$3,495,309.20
Course fees/differential tuition	\$ 34,319.00	\$ 63,181.00	\$ 67,345.00	\$ 278,123.00	\$ 336,993.00
RCDE Faculty	None				
FTE					
Sal					
Ben					

Program Assessment:

A. Program Overview

The program review team met Department Head Dr. Zhongquan (Charlie) Zheng and Associate Head (chair of graduate studies) Dr. Barton Smith, and was presented with an overview of the graduate program, including surveys and statistics of graduate students' employment and salaries after obtaining their degrees. The review team met 10 graduate students from the department and had conversations regarding students' positive opinions and concerns about the graduate program, curriculum, and research and publications. Strength and challenges on meeting the goals of Utah State University as a R1 research institution were discussed. The review team visited three research labs and met faculty members, Drs. Stephen Whitmore, Hailei Wang, and Ryan Berke, with the presence of their graduate students in each lab, and learned about the research work and funding in the department. The review team was also able to tour the Space Dynamics Laboratory of Utah State University.

The review team was able to get some basic information through the on-site visit, which includes:

1. Constituent of the faculty regarding number of junior faculty members, associate professors, full professors; the student/faculty ratio (which is about 35, higher than national average of 20).
2. Lab space resources demand and availability for faculty and graduate students to conduct their research activities.
3. During the tour of labs, a mixture of graduate and undergraduate students were present in labs performing research. Space was centrally located near the MAE department and faculty offices. The space appeared sufficient for the equipment and students.
4. The department has similar degree programs as the University of Arizona and University of Utah, including MS Graduate degrees (A-thesis, B-report, C-coursework only), and PhD programs (post-BS and post-MS).
5. Local industry and national labs including Hill Air Force Base, Idaho National Lab, and the Space Dynamics Laboratory have been actively supporting the MAE program through accepting students for internships, direct hiring of graduates, sponsoring senior design projects, and joint research work with participation of MAE faculty members.

In general, the review team thinks that the MAE department has very good research activities, which are particularly unique in the area of aerospace engineering. The MAE faculty is dynamic and active on research work and educational programs. There are no significant weaknesses or concerns identified regarding to the graduate program, although some recommendations for program improvement were still provided by the review team.

At the end of the meeting, the review team met Dean Jagath Kaluarachchi and Associate Dean Rose Hu of the College of Engineering and learned about the available resources from the college in supporting MAE faculty hiring and graduate student research, publications, and opportunities of attending technical conferences. Some recommendations were communicated and discussed.

Department Strengths

The graduate program builds on the foundation of a strong undergraduate program that varies between 800 and 1000 undergraduates. The department recruits top undergraduates into the accelerated MS program, which is also referred to as a concurrent BS/MS program. The department puts an emphasis on undergraduate students passing the Fundamentals of Engineering (FE) exam, with a 93% pass rate on the FE exam. This ensures that the students accepted to the graduate program from the undergraduate population have a solid foundation from their basic coursework.

Faculty (and thus graduate student) research effort in the department is largely focused on two pinnacles: aerospace engineering and nuclear engineering. This enables the department to have multifaceted and synergistic expertise and offer sufficient graduate-level courses to support the graduate programs. It also aligns the graduate students' training and research with local laboratories and industry; this includes the Space Dynamics Laboratory, which is a unique and substantial resource available at Utah State University.

After graduation, graduate students from the program are going to diversified employers nationally. Statistics show the department's students earn competitive salaries at both the MS and PhD levels.

The accelerated MS degree program has been successful at recruiting domestic students, which should continue to be emphasized. Recruitment effort has been going well.

Areas for Growth and Recommendations for Improvement

The full professors and associate professors' population is currently much lower than that of assistant professors. The department can be dynamic and active because of this, particularly considering some very strong recent faculty hires. However, fewer mid-career and senior professors may lead to a shortage of mentoring and leadership for team effort to obtain large federal grants. A focus on faculty retention will improve this balance over time, as would hiring faculty at the mid-career level.

The class size of required courses is large due to the high student-to-faculty ratio. The national average student-to-faculty ratio of R1 research universities is 18, but the department's is 35. With the impressive financial situation of Utah State University and the state of Utah, it may be reasonable to let the department hire more faculty members, including tenure-line faculty. This will have a desirable side-effect of growing the graduate program. It may also enable the most research-active faculty members to have a reduced teaching load to two courses per year, which will further increase the research productivity of the department.

To align with other R1 research institutions, we recommend faculty meet and discuss how to nurture a culture among PhD students that publication is an important activity to academic society, where knowledge obtained from research work should be disseminated to the society to increase public understanding of science and engineering. Having a norm of two to four journal publications per dissertation should be a reasonable goal to align with peer R1 institutions. Currently, many PhD graduates from the Department are already meeting this standard, but there are also a number of PhD graduates who have not met it. A formalized course to help students on their technical writing skills would be helpful to ease the burden on faculty of editing students' writing.

The Department's process of PhD qualifying exams is very rigorous—possibly too rigorous. Holding PhD qualify exams three times a year, with three subjects for the exam, may require too much time and effort for these exams from faculty members and students. We suggest two exams per year and two subjects for the exam, so it will balance the time commitment of faculty members and students with their time commitment for research and publications. For reference, this suggestion aligns with the practices of both the University of Utah and University of Arizona.

More pre-award support at multiple levels, including the department and Sponsored Programs Office, would help faculty members to reduce their time commitment regarding grant submission process, and allow them to focus on technical writing. In turn, this will generate support for the graduate student program.

Institution's Response:

The Mechanical and Aerospace Engineering (MAE) Department finds the Review Committee report helpful in identifying strengths to retain as well as areas that may be improved upon. The department agrees with the Review Committee's assessment of class size and faculty retention. The MAE Department has reviewed the Review Committee's Report and generated the following responses.

Comments: The full professors and associate professors' population is currently much lower than that of assistant professors. The department can be dynamic and active because of this, particularly considering some very strong recent faculty hires. However, fewer mid-career and senior professors may lead to a shortage of mentoring and leadership for team effort to obtain large federal grants. A focus on faculty retention will improve this balance over time, as would hiring faculty at the mid-career level.

Response: We agree with your comments, which is also our concern. Earlier this year the MAE department had the highest percentage of junior faculty due to the increased number of recently hired faculty members. However, since April 2022, there have been two tenure-track assistant professors (Berke and Hunsaker) promoted to associate professor with tenure and one assistant professor of practice (Graham) promoted to associate professor of practice, which help the department increase the percentage of mid-career-level faculty members. Additionally, the department has gradually implemented procedures to support faculty retention and merit-based salary rewards to retain and increase the percentage of mid-career and senior faculty members.

Comments: The class size of required courses is large due to the high student-to-faculty ratio. The national average students-to-faculty ratio of R1 research universities is 18, but the department's is 35. With the impressive financial situation of Utah State University and the state of Utah, it may be reasonable to let the department hire more faculty members, including tenure-line faculty. This will have a desirable side-effect of growing the graduate program. It may also enable the most research-active faculty members to have a reduced teaching load to two courses per year, which will further increase the research productivity of the department.

Response: As the MAE department, we agree with the comments and will forward them to the upper level USU administrators and add our petition for more faculty positions. We would like to point out some initiatives aligned with the recommendation to reduce student to faculty ratio. The department recently established the Center for the Design and Manufacturing of Advanced Materials funded by the state of Utah. With the funding, we have opened two professional practice positions. These teaching faculty members, along with the current four teaching faculty members, will carry some heavy-lifting teaching load, including addressing the large-student population issues. One position has been recently filled with the faculty member joining in the mid of May, and the other will be filled soon with co-funding from the College of Engineering. We also anticipate state-wide engineering initiative funds next year that may contribute to the addition of faculty. This will depend on the allocation of funds to the MAE department.

Comments: To align with other R1 research institutes, we recommend that faculty meet and discuss how to nurture a culture among PhD students that publication is an important activity to academic society, where knowledge obtained from research work should be disseminated to the society to increase public understanding of the science and engineering. Having a norm of two to four journal publications per dissertation should be a reasonable goal to align with peer R1 institutions. Currently, many PhD graduates from the Department are already meeting this standard, but there are also a number of PhD graduates who have not met it. A formalized course to help students on their technical writing skills would be helpful to ease the burden on faculty of editing students' writing.

Response: Common academic metrics, such as number of journal papers, are widely used but may not be the sole indicator of success. For example, some fields of study may have higher publication counts than others. It is common for controls engineering to publish many more papers, whereas areas like fluid mechanics and solid mechanics have a lower number of publications. The MAE department at USU has more faculty studying these lower publishing areas. We believe the primary indicator of academic success is job placement of our graduates in positions they find desirable. By this metric, MAE's graduate program is considered very successful. Nevertheless, as shown in the data presented to the reviewers and the attached table (MAE PHD Journal Articles List[48].xlsx) included with this response, with only two exceptions, our PhD graduates have at least one first-author publication in keeping with our policy (<https://engineering.usu.edu/mae/students/graduate/mechanical-engineering-program-overview>) and that of other R1 universities such as the University of Utah, and New Mexico State University. The only exceptions were when the PhD faculty advisor left the university in the midst of their student's study.

Comments: The Department's process of PhD qualifying exams is very rigorous—possibly too rigorous. Holding PhD qualify exams three times a year, with three subjects for the exam, may require too much time and effort for these exams from faculty members and students. We suggest two exams per year and two subjects for the exam, so it will balance the time commitment of faculty members and students on their time commitment for research and publications. For reference, this suggestion aligns with the practices of both the University of Utah and University of Arizona.

Response: The current MAE qualifying exam format was adopted in 2012. Before the format was adopted the department agreed on these aims for the exam:

- 1) To ensure that all PhD students are capable of self-learning
- 2) To ensure that all PhD students are sufficiently motivated to independently learn/relearn material
- 3) To maintain the quality of the MAE graduate program by ensuring a minimum level of preparedness for PhD study
- 4) To make good use of our student's and faculty's time.

The exams are based on undergraduate courses and are designed to have minimal cost to the department. We achieve this by ensuring, whenever possible, that the exam writer is a person who recently taught the undergraduate course that the exam is based upon. There is no need for the exam to be significantly different than the exams used in the courses. While offered three times a year, only two unique exams are ever given since exams are not returned to students, and the structure ensures that any student repeating the exam does not see the same exam twice. The two main burdens of the exam are: proctoring, which is performed by staff, and grading. The grading burden scales with the total number of students entering the program rather than the number of times that the exam is offered. Three topics (two ME topics plus Math) is quite typical among other ME schools we have surveyed (Colorado State University, New Mexico State University, University of Nevada, Reno, and University of Idaho). It is true that some schools (Washington State University and Oregon State University) have done away with their exams completely. For the reasons stated above, we believe our exam serves a crucial function.

Comments: More pre-award support at multiple levels, including the department and Sponsored Programs Office, would help faculty members to reduce their time commitment regarding submission process, and allow them to focus on technical writing. In turn, this will generate support for the graduate student program.

Response: We agree the proposal submission support is a very important part of an R1-level university, and thus of the MAE graduate program. The College of Engineering added a staff member to aid in this process about a decade ago. The MAE department business manager (currently Ms. Cathi Allen) helps faculty in the proposal budgeting process. In all universities, there are usually two main pre-award issues that require support: 1) tracking compliance with the proposal calls; 2) the budget. The dean's office staff are very helpful with the first item while MAE financial staff are very helpful with the second. Therefore, we have appropriate help at least at the College and Department levels of support for faculty proposal preparation.



ITEM FOR ACTION

Utah State University's Department of Wildland Resources, in the S.J. and Jessie E. Quinney College of Natural Resources submits the attached program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Wildland Resources' programs and courses ecology and management of natural resources through education and research. The department also collaborates and engages land management agencies at the state and federal level. Wildland Resources students and faculty are involved with Extension programs throughout the state regarding wildlife, forest management, and range management. There are currently 369 declared majors taught and mentored by 29 faculty.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Wildland Resources.



RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Wildland Resources in the S.J. and Jessie E. Quinney College of Natural Resources as required by Utah Board of Regents Policy R411, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review for the Department of Wildland Resources, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Cover/Signature Page – Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Wildland Resources Undergraduate and Graduate Degree Programs*

School or Division or Location: *S.J. and Jesse E. Quinney College of Natural Resources*

Department(s) or Area(s) Location: *Wildland Resources Department*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
R411 Cyclical Institutional Program Reviews		
SECTION NO.		ITEM
4.4	<input type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input checked="" type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Renee V. Galliher

Signature

Date: 09/22/2022

Printed Name: Renee V. Galliher

Seven-Year Program Review
Utah State University
Wildland Resources Department
06/06/2022

Reviewers:

- Dr. Christopher Lepczyk, Professor, Wildlife Biology and Conservation, School of Forestry and Wildlife Sciences, Auburn University
- Dr. Karen Hickman, Professor and Director of Environmental Science, Ferguson College of Agriculture, Oklahoma State University
- Dr. Paul Johnson, Professor and Department Head, Plant, Soils and Climate Department, Utah State University

Program Description:

The Wildland Resources Department (WILD) is the largest of three departments in the S. J. and Jessie E. Quinney College of Natural Resources (QCNR) in terms of both faculty and students. The research and educational programs in WILD are centered on the ecology and management of terrestrial natural resources. The department has a strong emphasis on research, with a strong record of extramural research funding, an international reputation for research excellence, and deep engagement with state and federal land management agencies. We also have robust Extension programs in wildlife, range, and forest management which are well known and highly valued across Utah and beyond. Our graduate and undergraduate academic programs provide students with a foundational understanding of terrestrial ecosystems and real-world experience in sustainable management issues and practices.

WILD undergraduate degrees include 4 B.S. programs and one minor. All four WILD undergraduate degrees are related to terrestrial ecology and management. These programs are tied directly to the departmental mission. Each degree is designed to provide a solid general education, an ecological and quantitative foundation, and courses which provide specific scientific and practical background to prepare students for employment in natural resources fields and/or preparation for future graduate studies

- Wildlife Ecology and Management, BS
- Wildlife minor
- Forest Ecology and Management, BS
- Rangeland Ecology and Management, BS
- Conservation and Restoration Ecology, BS

WILD offers eight graduate degrees and seven optional specializations which provide high-quality interdisciplinary education in terrestrial ecology, preparing students for a broad range of research-based careers in academia, state and federal agencies, and private and non-governmental organizations. USU is the only public university in Utah that offers graduate degrees in forestry, range science, and wildlife biology, and the only public university in Utah to offer graduate programs in ecology through a College of Natural Resources. Our degree programs allow graduate students to focus on topics ranging from highly theoretical

to solidly applied, with most integrating across this continuum. These programs contribute strongly to our university and departmental missions as a land-grant institution. We expect MS and PhD students to make new contributions to the science of terrestrial ecology and management, and we strongly encourage students to disseminate their work by publishing in scientific or professional journals, presenting at professional society meetings, and participating in public outreach.

- Ecology (MS, PhD)
 - Specializations: Conservation Biology, Forest Ecology, Wildlife Ecology, Climate Adaptation Science
- Wildlife Biology (MS, PhD)
 - Specializations: Wildlife Management
- Range Science (MS, PhD)
 - Specializations: Range Animal Nutrition, Range Management
- Forestry (MS, PhD)

Data Form:

R411 Data Table					
Wildland Resources Department	Year	Year	Year	Year	Year
	2016-17	2017-18	2018-19	2019-20	2020-21
Faculty					
Headcount	29	26	29	28	29
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	27	23	27	26	27
Full-time Tenured	15	15	17	16	17
Full-time Non-Tenured	10	7	9	9	10
Part-time	2	1	1	1	
With Master's Degrees	2	2	2	2	2
Full-time Tenured	1	1	1		
Full-time Non-Tenured	1	1	1	1	1
Part-time				1	1
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other		1			
Full-time Tenured					
Full-time Non-Tenured		1			

Part-time		1			
Total Headcount Faculty	29	26	29	28	29
Full-time Tenured	16	16	18	16	17
Full-time Non-Tenured	11	9	10	10	11
Part-time	2	1	1	2	1
FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	11.05	10.92	13.3	13.13	12.52
Teaching Assistants	0	0	0	0	0
Part-time (May include TAs)	0.8	0.84	0.43	0	0.22
Total Faculty FTE	11.85	11.76	13.73	13.13	12.74
Number of Graduates					
Certificates	63	63	80	57	77
Associate Degrees					
Bachelor's Degrees	49	43	64	46	61
Master's Degrees	9	15	10	8	12
Doctoral Degrees	5	5	6	3	4
Number of Students—(Data Based on Fall Third Week)					
Total # of Declared Majors	369	331	344	342	369
Total Department FTE*	194.1	168.2	194.1	177.7	208.5
Total Department SCH*	2,686.0	2,343.0	2,697.5	2,454.0	2,871.5
*Per Department Designator Prefix					
Student FTE per Total Faculty FTE	16.383	14.303	14.136	13.534	16.362
Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1,620,611	1,671,240	1,915,304	1,970,810	1,901,584
Cost Per Student FTE	8,347.93	9,936.03	9,868.46	11,090.66	9,122.50
Funding					
Appropriated Fund	1,591,390	169,172,2	1,748,107	1,903,807	1,832,465
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition				10,137	
Total	1,591,390	1,691,722	1,748,107	1,913,944	1,832,465
Grants & Contracts	6,641,197	3,160,730	3,609,571	4,819,411	3,305,162
FOR USU TRUSTEES:					
Cohort	2011	2012	2013	2014	2015
Percent of first-time full-time students declared into department major(s) that graduated in 6 years at USU	28.89%	50.00%	50.00%	40.00%	50.00%

Percent of first-time full-time students declared into department major(s) that graduated in 6 years after transferring elsewhere	6.67%	2.50%	6.25%	9.09%	9.52%
Percent of first-time full-time students declared into department major(s) that graduated in 8 years at USU	85.19%	61.54%	47.50%		
Percent of first-time full-time students declared into department major(s) that graduated in 8 years after transferring elsewhere	3.70%	10.26%	15.00%		
Percent of majors currently in this program who are underrepresented minorities	12.20%	10.57%	7.27%	8.77%	10.30%

Program Assessment and Department Responses:

The Review Team was provided with the WILD Self-Study Report on February 16, 2022, and visited the USU Logan campus on March 28th and 29th, 2022. They met with a variety of academic leaders, faculty, staff, graduate students, and undergraduate students, and toured the campus and facilities. The Review Team compiled a Review Report to the WILD department head and QCNR Dean which was submitted on May 23, 2022. Overall the Review Report was very positive, with favorable comparisons to other institutions and many specific accolades. The Review team’s overall summary of strengths WILD included the following, which are discussed in more detail in the Review report (excerpted text in italics):

Overall, we found a healthy academic environment for students and faculty in the WILD department. The faculty and students are very productive in terms of research and Extension, and the educational programs serve a significant number of students—the most in the QCNR. The department has an excellent reputation in the state, region, and nation, and appears to be educating and preparing students well for careers in wildlife ecology, wildland restoration, range management, forestry, and very strong in ecology overall.

Achievements:

- *Very productive research activities in terms of funding and publications.*
- *Excellent cooperation and interaction with the Ecology Center, the Utah Agricultural Experiment Station, and USU Extension.*
- *Strong ecology program and education.*
- *Very good preparation of students for and cooperation of faculty and staff with state and federal agencies.*
- *Good atmosphere of collegiality among faculty, staff, and students.*
- *The orientation which fosters community among the graduate students is exceptional.*
- *The Extension specialists in the department are well regarded and highly valued in the USU Extension system and in the state.*
- *The identification of the unifying themes of ecological restoration and climate adaptation will serve as overarching foci that tie together research, teaching, and Extension.”*

The Review Report was divided into three sections (Research, Extension, and Teaching), and selections relating to strengths and weaknesses are pasted below and followed by responses from the department.

Research

Program Resources

The program is housed across several buildings, that range in age and facilities available to conduct research. A wing of the Biology/ Natural Resources Building (BNR) is currently undergoing renovation with an end goal of space and resources similar to that of the recently remodeled wing of building.

WILD comment: The extent and pace of the renovations are a concern to us because they have been very disruptive for faculty and students over the past year, and work is projected to last several more years. We hope that the quality of these renovations will be high, but our understanding is that the budget for the BNR renovations is much lower than for the first half of BNR, and that the floors and walls from many decades ago on the south portion of BNR will not be replaced in this renovation effort. This is an issue for recruitment and retention of faculty and students alike.

Resources included several computer labs with GIS/remote sensing software, wet and dry lab space, a college specific library as well as a large university wide library, and off campus field stations. In addition, the program has strong ties to the Ecology Center, which provides financial support for faculty and student research. Excellent support is provided by the Remote Sensing and GIS laboratory. The College also houses the USGS FWS COOP, which serves as a critical resource for state and federal agencies to work as cooperators and interact directly with the university faculty. COOP Unit faculty expressed having a great relationship with USU.

WILD comment: We do value our relationships with the Ecology Center and the USGS Coop unit; they add value to our research as well as to our student programs.

They (the COOP unit) emphasized the importance of a direct liaison with the Utah Department of Wildlife Resources, Frank Howe, and were concerned with the continuance of this relationship given his pending retirement.

WILD comment: The QCNR Dean and WILD department head have been in communication with UDWR about Frank Howe's position (UDWR university liaison) and have encouraged them to consider replacement of this position in Logan since USU is geographically more isolated from UDWR headquarters than the other Utah universities. Ultimately this is not USU's decision to make.

Faculty

The WILD faculty represent a diverse background of subject areas and expertise, but collectively are grounded in ecology. As such, the research conducted by the faculty and their labs is diverse, but takes an ecological approach intended to address mostly applied research questions. The committee noted that many faculty collaborate with one another, as do their students, on research questions and have shared interests and goals in the quality of the research program.

The faculty have a strong history of competitive and non-competitive grantsmanship, particularly from state and federal agencies to support their research programs. Based on both discussions and evaluation of the self-study plan, it was evident that there appear to be many faculty who receive funding for research from state and federal agencies as well as through the Watershed Restoration Initiative and the Public Lands Initiative which has a state-sponsored program with strong support.

Regarding publishing, the faculty production is very high relative to peer institutions, with even junior faculty producing high rates of peer reviewed journal articles. The annual average of 6 publications/faculty is well above that expected of research-dominated faculty. These articles are published across a range of journals, that include discipline specific ones to broad scope general science ones. Most articles are in high quality journals that are well-regarded amongst peers.

Nearly all faculty have an experiment station affiliation which allows for intramural funding. Notably, many of the Extension faculty, while having few to no official research appointments, were actively involved in research. This research engagement is a positive aspect of these faculties' contribution to both the department and Extension. There also appeared to be good collaborations on research between Extension and research faculty.

WILD comment: We are fortunate indeed to have such strong affiliations with the Utah Agricultural Experiment Station. This linkage is particularly critical for our land-grant mission.

The College and University have some short-term internal research funds; however, these were not elucidated in terms of amounts or regularity of funding. At least some of this internal funding was available for match.

The department has faculty expertise that covers a range of research topics. While no wildlife related research gaps were stated, there was a strong consensus on the need for research in fire ecology and management as this was an increasingly important issue to the state. Finally, given the ongoing and potentially worsening ecological problems associated with climate change, there was consistent mention of the need for research on management of public lands.

WILD comment: The Self-study report does emphasize the need for a population ecologist following the loss of a faculty member to another institution in 2021. This position would be largely, but not strictly, a wildlife position.

Students

The graduate student body was of a size representative of the number of faculty members in WILD. Graduate students were positive about their research experiences and opportunities. However, the graduate students supporting the research enterprise are almost entirely funded through graduate research assistantships (GRAs). Thus, the research program is closely tied to PI funding. Several students do have partial graduate teaching assistantships (GTAs), but these are only part time and either provide a small stipend increase or is used to offset grant funds.

WILD comment: The heavy reliance on faculty-generated GRAs is accurate. Because WILD does not teach very large service courses (e.g., Introductory Biology or Chemistry), our funding for GTAs is small and there is not a possibility of supporting graduate students exclusively on GTAs. The dearth of funding available for GTAs limits not only teaching experiences for graduate students but also field experiences and lab experiences for undergraduate students. This is a continuing challenge for WILD programs.

The undergraduate research program was less clear in terms of obvious unity across WILD. For instance, faculty had differing levels of understanding of the undergraduate research opportunities. In addition, the type and amount of funding available to a student seemed to vary slightly depending on whether it came through the formal university undergraduate research program or not. For instance, the university wide funding amounted to \$3000 in the form of a tuition waiver. Depending upon the length of time the funding is to be used over, the amount is competitively less than other R1 institutions which have significantly higher amounts available for an academic year or summer position. While undergraduates appear eager to engage in undergraduate research, it was noted that the program appears mainly to be selected by students that can afford it. As a result, the program seemed somewhat ad hoc and is also a situation that may be a missed opportunity to increase diversity, particularly for students from lower socioeconomic backgrounds.

WILD comment: We agree with this assessment. Funding for undergraduate research projects is available through the USU-wide Undergraduate Research and Creative Opportunities (URCO) program, but this program only offers \$1000 in the form of a scholarship and \$1000 for research costs, which require a 1:1 match from a university source (typically provided by QCNR). This is insufficient to support a student through the summer, so this does favor students who are not required to work to support themselves. Investing in a grant writing effort for funds to support an undergraduate research program (perhaps tied to our very strong internship program) could be a worthwhile effort at either the department or college level.

Extension

It is evident that the Cooperative Extension system at Utah State is quite strong and the Extension specialists in the WILD department are no exception. The department has six core faculty that have Extension appointments ranging from 65% to 90% that address state needs in rangeland, forestry, wildlife biology, and human-wildlife interactions. They are well integrated with primary research faculty. This integration is important and good for the success of both. Based on discussions with VP White, these Extension specialists cooperate well with county faculty. One example is on invasive weed issues.

Program Resources

An area of need among this Extension specialist group is expertise in fire, especially since so much of the state is public land. However, some position redirection from a future retirement appears to address this situation. What remained unclear was what that will mean for urban forestry expertise in the state. With a primarily urban population, an urban forestry position is important. It sounds like those needs will be addressed, but maybe not at the specialist level. With that said, the existing Extension specialists cannot meet all the Extension needs throughout the state.

WILD comment: We agree that the wildland fire extension position is a critical need for the citizens of Utah and for federal Utah-based land management agencies. Most western states have multiple such positions. Funding has now been secured for this position from Extension and QCNR, and a search committee has been appointed. We anticipate making a hire for this position by January 2023. QCNR funding came from the retirement of a range extension faculty member and the retirement of the department head (Mike Kuhns, urban forestry Extension Specialist), but additional funding from these retirements have been diverted to the retention of other QCNR faculty in other departments. As a result, funding for a future urban forestry/ forest health specialist position may be insufficient in the near term. We agree with the Review Committee that this position is also critical for a land-grant institution and that both urban forestry and forest health expertise are areas of increasing need, especially with unprecedented growth of urban areas in Utah and continuing challenges with forest pests

and diseases on both public and private lands. Conversations are currently underway with the QCNR Dean and Extension to determine the possible scope, level, geographic location, and administrative unit for this position.

Faculty

The Extension Specialist faculty appear well supported and good resources are available to them from internal and external sources. The three specialists we met with highlighted the Watershed Restoration Initiative as an excellent collaboration with state and federal agencies where this group is seen as those who get the job done well. Governmental agencies are the main clientele for the Extension Specialist group in WILD.

WILD comment: It is true that state and federal agencies are a major source of funding for WILD Extension specialists, but the benefits of the work done by these specialists includes many different Utah stakeholders, including private landowners, agricultural producers who are permit holders, hunters, and recreationists. We are very proud of our Extension programs and their positive impacts and excellent stakeholder relationships.

Promotion in the academic ranks is encouraged in the Extension community and expected. As a result, there are few individuals that remain Associate Professor until retirement. The review document mentions that having more Extension faculty engaging in academic teaching would be beneficial. We agree with this assessment, and this is being done to some extent with two of the Extension specialists having a teaching appointment. This coupling of extension and teaching is a natural and useful combination. Specialists are well versed in the state and federal communities they serve and can provide excellent teaching and mentoring to students. The difficulty is the time conflict that occurs between those roles, especially at the assistant professor level. In particular, it is a time conflict mainly due to the expectations of Extension faculty to serve citizens and agencies. Navigating this will be tricky but with the right expectations and people, it may work for WILD.

WILD comment: We agree with this perspective about the value of extension personnel participating in course delivery and other forms of student involvement. We anticipate that the new wildland fire position will have a teaching component, and that the teaching for student programs could be combined with extension outreach activities (e.g., workshops that both audiences attend simultaneously). This arrangement will also increase connections and community between students and other stakeholders.

The review document describes future challenges within Extension relationships due to changeover of landowners to more corporate ownership. Specialists and county faculty they work with should be aware of this and making the needed interactions to adapt communications.

WILD comment: The issue of changing land ownership patterns in Utah and other western states is an emerging topic in the Extension community, and we anticipate that future Extension programming and relationship development will need to address this.

Students

Students are included in the Extension activities through the Extension Intern program. It provides good funding for qualified undergraduate students. However, it was mentioned that the dollars and intern opportunities might be more impactful if they could go to supporting graduate students as it would provide an excellent opportunity to teach those students what Extension is and feed the growing need for natural resource specialists around the country. This shift towards graduate students would be helpful with a clientele of students less familiar with

Extension. Often, graduate students consider Extension work as only giving talks to outside groups, however by expanding the program to graduate students could show them program development as well.

WILD comment: We agree with this perspective, and the department head will initiate a conversation about the availability of graduate student internships. It is our perspective that graduate students are often unaware of the role of Extension but could benefit from this exposure to more applied perspectives. We have discussed the possibility of offering a graduate certificate in Extension, and an Extension internship or practicum could be a major part of such a program.

Teaching

The Review Team noted that there was a clear delineation among the various degree paths undergraduate students can select from, with coursework provided by WILD faculty and other departments. The focus of our review was on the Wildlife Ecology and Management and Conservation and Restoration Ecology undergraduate programs, as well as the Graduate program. The Forest Ecology and Management and Rangeland Ecology and Resources are both externally accredited. It was noted that the upper administration was very supportive of the accredited programs (i.e., Range and Forestry). Overall, the Review Team found the teaching programs to be well supported by administration and faculty.

WILD comment: we might add here that additional internal funding for Graduate Teaching Assistantships (especially for field courses) would be valuable for undergraduate courses and also beneficial for the graduate students serving as GTAs.

Program Resources

Throughout the review, it was noted that the large number (60-70) of students taking the Common Curriculum courses results in a very challenging situation. Teaching a field-based course with this large number of students tends to be more challenging than lab courses for logistics (e.g., number of vans and drivers needed for travel, ability to teach field techniques to >60 students at a time). The common explanation was that these field courses are not considered “large” enough (in comparison to lab classes) to warrant support of the course with a GTA. While it is not uncommon in other institutions to have a large number of students enroll in a field-based course, a more common approach is to provide more GTA support so that the program could offer more than one section of lab, ensuring all students can receive adequate instruction and field time.

An additional challenge exists in that GTA assistance in courses is lacking, especially with limited financial resources available to pay an adequate salary for a GTA. With the relatively large number of students, more GTA support would be very beneficial. While we do understand the financial challenges for providing additional funding, faculty are limited to the number of students they can have in their field-based classes because of the minimal GTA support. Additional comments came from faculty stating that some do not appear supportive of students doing the GTA work. This was interpreted by the Review Team as an indicator of less value being placed on teaching by some faculty. This view is disappointing and a concern for the future of higher education in these areas. Yes, research is important but so is quality and skilled instruction. Starting with an organized GTA training, this could provide an additional skill set for PhD students looking to go into academia. Other than GTA funding there was no mention of any inadequacies concerning support for teaching, Faculty mentioned excellent support for travel to field-sites to conduct class exercises.

WILD comment: We agree that GTA support is a serious need for WILD courses, particularly field courses. Additional GTAs would improve the student experiences and allow for more efficient/effective course delivery. Additional GTA funding would also allow graduate students to be fully supported by GTAs for at least a semester or two, and could be a catalyst for better-developed GTA training and a stronger GTA community.

We understand the Review Committee's perspective that faculty who prefer that their students not serve as GTAs could be interpreted as undervaluing instruction and teaching experience relative to research. However, the great majority of WILD graduate student support (GRAs) comes from faculty-generated grants, which come with obligations and timelines, so faculty are strongly incentivized to value graduate student research. An institutional investment in more fully-supported GTAs would be helpful in changing this dynamic.

Faculty

Faculty described a very favorable mentoring process for faculty going through tenure and promotion, however, they admitted to difficulty in determining how faculty documented and quantified teaching excellence vs effectiveness. The typical default has been to refer to IDEA scores, enrollment, peer-evaluation, or self-surveys. Overall, faculty stated that they could identify poor teaching via IDEA scores, but that it was difficult to acknowledge teaching excellence. Teaching improvements are typically gauged on the number of trainings attended not on the implementation of what was learned in the training.

WILD comment: This has long been a source of uncertainty for faculty, and has resulted in a beneficial institutional investment in the Tenure Academy and in extensive support from USU's Academic and Instructional Services. The WILD department head and chairs of promotion committees are increasingly encouraging faculty to document teaching impacts in ways other than student evaluations. Metrics and indicators of impact are not prescribed in role statements, but are left to faculty to demonstrate in their dossiers. This would be a good discussion to hold at the annual WILD retreat in Fall 2022.

Faculty at branch campuses appear to be well-invested in their programs. There is a concern, similar to other institutions, that students at the branch campuses may not be receiving equivalent academic experience as those on the Logan campus. We noted that students in Price cannot major in range management because of courses only offered in Logan, although there is successful placement in that region for the students. The connection between the branch campuses and the land management agencies appears to be a benefit to students in getting hired.

WILD comment: Regarding the availability of students to obtain a Range Ecology and Management degree on the Price campus, this has been a goal of WILD. A barrier has been the availability to offer field-based courses on the Price Campus (e.g., PSC 5130, PSC 3500, and WILD 4910). These are critical elements of the REMA program, and additional instructors are necessary to teach them on the Price campus. They cannot be offered online. However, we will explore ideas for offering these courses with a single semester at the Logan campus.

Students

The undergraduate students were very positive in their engagement during the review and provided several comments regarding their views about the program. Overall, there is excellent advising, career guidance, internship/job placement, and scholarship opportunities (i.e., Quinney Scholarships). Students identified several issues that should be addressed moving forward.

Starting with advising new students through graduating students, the QCNR Academic and Advising Center provides excellent resources with limited staffing, yet a long list of responsibilities (advising for course enrollment, placement in internships, managing the summer internship program). Students get summer jobs at agencies, which are coordinated by excellent advising and career development. However, it was clearly noted that while the department provides information concerning the GS 454/460 positions available, there tends to be a disconnect between the classes and these potential career positions.

WILD comment: We agree that our Advising Center is a wonderful service for our students. This is a good point about the disconnect between the OPM classifications and the degree requirements. We mention this in our orientation course WILD 2000 but could do more to make sure that juniors and seniors are reminded about these federal OPM standards and how to present them to employers.

The University Teaching Fellowship is regarded as a good program for students. However, students acknowledged that the 100-hour limit is not realistic in many courses and that \$7.50/hour is not an appropriate livable wage which tends to discriminate against lower socioeconomic class students. Given the lack of oversight, students are sometimes overworked, thus faculty should regularly be reminded of what is reasonable and expected. Low hourly pay was also discussed relative to department jobs.

WILD comment: These are well founded concerns. A larger discussion about fairness in GRA, GTA, UTF, and hourly student wages and hourly expectations seems to be in order and will be a topic at the next WILD retreat.

The completing of a curriculum map will address concerns noted by students in that some course content tends to be repeated in subsequent courses (i.e., higher level courses). We would encourage the Curriculum Committee to identify in which courses learning objectives or concepts are introduced, developed/reinforced, and applied. This coordinating of the curriculum would address these concerns. The math and science course rigor in the curriculum illustrate the level of students graduating from the program.

WILD comment: The suggestion about topical progression in courses will be forwarded to the WILD Curriculum Committee.

The perception of the committee is that the curriculum is good but does have a few weaknesses. Specifically, with only 2 – 3 electives in the program, the opportunity for students to take related courses is limited. Additionally, the scheduling of required courses may be an impediment to some students graduating in 4 years.

WILD comment: Elective credits have been a consistent challenge, especially with the WEMA degree. That said, while there may be few available slots for fully 'elective' courses, there are several requirements which allow students to make limited choices among courses. This trend towards short menus is increasing, giving students more flexibility.

Regarding course availability and degree completion, WILD does work to ensure that courses are available for students according to the 4-year degree plans. Problems sometimes arise when students fail a course or need remedial courses, especially when those courses are prerequisites to others in their program, or when students are working and unable to take a full-time course load. See "Undergraduate Degree Completion Trends" section in the Self-Study Report.

Excellent student support is provided by WILD and QCNR through the offering of scholarships, a Natural Resource Career Fair, above-average Club activity (e.g., field trips, career exploration), and the QCNR Summer

Employment Program with >30 students hired, to name a few. Students highlighted the move by faculty away from textbooks to more journal articles as a tremendous benefit. Enhancing the restoration program (4+1 program) would be a benefit to students, although meeting the teaching obligations required may prove difficult given the current teaching load for faculty.

WILD comment: The WILD faculty carefully considered the addition of a 4+1 program but decided that we didn't have to teaching capacity to do this without additional faculty. Further, without a funding mechanism, we felt that this would mostly benefit students who could afford to pay the tuition and invest the time in a 4+1 degree, which was counter to our efforts to increase student diversity. We did decide, however, to work on a variety of certificates which would be stackable credentials which would have less expense and less teaching commitment.

Graduate students (M.S. and PhD) provided a great overview of the program starting with the Orientation Trip that is held prior to the beginning of the fall semester for new (spring and fall) graduate students. Faculty support for this program was excellent. Overall, graduate students were very positive about their program and the integral relationship with the Ecology Center.

Several constructive comments were made by the graduate students that should be taken into consideration: A clear set of guidelines describing key steps and deadlines along their degree program would be helpful for students to make adequate progress. Formalizing special topics classes to schedule them more regularly would be helpful for students to include them on their plan of study. While the quantitative skill training is improving (e.g., course offerings), students desire courses in experimental design and an introduction to Bayesian statistics. Consistency in requirements for proposals (i.e., content, deadlines) among faculty members would provide students a sense of equitability.

WILD comment: These are all things which are being addressed by WILD currently and which will be discussion items at the 2022 retreat. Guidelines are clear in the Graduate Student Handbook, but key deadlines and procedures could be reinforced and tracked better in partnership with faculty advisors.

Special Topics courses are actively being formalized, and a list of graduate Special Topics courses for the coming semester has been made available on the WILD department website. We will communicate this to graduate students at the beginning of the Fall semester.

Graduate research assistant (GRA) pay-level is inconsistent within the program and provides students with a view of favoritism, inequity, and lack of fairness. At other institutions this is common across programs, but typically, less common within a program. We would encourage addressing this issue with not only GRA's but also GTA's, so that there is pay equity across labs and advisors.

WILD comment: The issue of GRA minimums will be discussed at the upcoming retreat. We agree that this is appropriate, especially in light of increasing housing prices. This will also be a topic of discussion at the next meeting of QCNR department heads.

The certificate programs offered (NEPA, GIS, NMR, professional masters) are viewed positively and provide a good model for other institutions.

Conclusion

Overall, the team enjoyed learning about the WILD department and their many programs. We found many more strengths than weaknesses after meeting with the faculty, students, staff, and administrators throughout our review visit. The team was impressed with the diversity of research, teaching, and Extension activities that are on-going and which bode well for the future of the department and the people they serve. The faculty are highly productive in their academic research. The large number of students are receiving high quality instruction with some very good experiential activities and are serviced well through advising and career support. We also found a healthy Extension group that serves the extensive public land resources of the state very well. We look forward to the department to continue being and training leaders for the future.

Action Items for WILD

In summary, action items to be undertaken by WILD in response to the Review findings include:

- a) Explore funding (grant writing) opportunities for undergraduate research support.
- b) Fall 2022 retreat discussion topics:
 - potential graduate certificate programs
 - metrics/indicators of impact for teaching roles (other than IDEA student surveys)
 - minimum pay for GRAs
 - clarification of expectations for hours of work for GTAs and UTFs
 - clarification and tracking of deadlines for graduate students and advisors
 - potential for REMA degree at Price and Vernal campuses
- c) Work with undergraduate students to clarify the federal OPM standards and how their degree programs are designed to meet them.
- d) Discussion of topical progression in undergraduate curricula in WILD Curriculum Committee.
- e) Continue efforts to convert Special Topics courses to formal courses in the catalog, and improve communication to graduate students about Special Topics course offerings.

ITEM FOR ACTION

RE: Report of Investments for July 2022

The Report of Investments for July 2022 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

This set of investment reports presents investment activity for July 2022 and comparative year-to-date totals for FY 2022-2023 and FY 2021-2022.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during July 2022 was \$533,068,740, up \$5,566,934 over June 2022. Total investment gain was \$4,469,635, up \$7,683,984 over June 2022, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was 10.06%, up 17.37% over June 2022.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$533,068,740, up \$101,465,231 (23.51%) over FY 2021-2022. Total interest income for FY 2022-2023 amounted to \$835,245, up \$298,370 (55.58%) over FY 2021-2022, reflecting an increase in the amount available for investing and a decrease in interest rates.

The total amount invested at 31 July 2022 was \$523,680,779, up \$82,790,838 (18.78%) over 31 July 2021.

ENDOWMENT POOL

The average daily fair value invested during July 2022 was \$257,296,091, down \$8,189,355 from June 2022. Interest and dividend income of \$185,001 minus net realized losses of \$50,599 totaled \$134,402 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$257,296,091, up \$4,071,158 (1.61%) over FY 2021-2022. Total realized income for FY 2022-2023 was \$134,402, down \$10,376 (7.17%) from FY 2021-2022. This decrease resulted from \$61,924 more in interest and dividends and \$72,300 more in net realized losses during FY 2022-2023.

The total amount invested at 31 July 2022 was \$261,023,171, up \$7,139,054 (2.81%) over 31 July 2021.

OTHER INVESTMENTS

The average daily fair value invested during July 2022 was \$263,116,180, up \$7,610,077 over June 2022. Interest and dividend income of \$612,868 plus net realized gains of \$97,636 totaled \$710,504 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$263,116,180, up \$2,538,823 (0.97%) over FY 2021-2022. Total realized income for FY 2022-2023 was \$710,504, up \$549,152 (340.34%) over FY 2021-2022. This increase resulted from \$425,294 more in interest and dividend income and \$123,858 more in net realized gains during FY 2022-2023.

The total amount invested at 31 July 2022 was \$265,489,231, up \$3,908,693 (1.49%) over 31 July 2021.

ENDOWMENT TRUSTS

The average daily fair value invested during July 2022 was \$6,358,542, down \$182,852 from June 2022. Interest and dividend income of \$9,530 minus net realized losses of \$60,327 totaled \$50,797 in realized losses for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$6,358,542, down \$222,216 (3.38%) from FY 2021-2022. Total realized loss for FY 2022-2023 was \$50,797, down \$145,056 (153.89%) from FY 2021-2022. This decrease resulted from \$4,246 less in interest and dividend income and \$140,810 more in net realized losses during FY 2022-2023.

The total amount invested at 31 July 2022 was \$6,542,413, up \$70,771 (1.09%) over 31 July 2021.

PLANT FUND TRUSTS

The average daily fair value invested during July 2022 was \$33,824,987, down \$1,637,029 from June 2022. Interest income totaled \$45,106 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$33,824,987, down \$31,508,516 (48.23%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$45,106, up \$25,133 (125.83%) over FY 2021-2022. This increase reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 31 July 2022 was \$38,653,713, down \$26,061,755 (40.27%) from 31 July 2021.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of July was \$969,669,344. Purchases totaled \$68,919,408 and sales totaled \$36,430,059. From this activity the University realized net losses of \$13,290 and earnings of \$1,493,619.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for July 2022.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Finance and Administrative Services, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 July 2022 to 31 July 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 July 2022 and 1 July 2021 to 31 July 2021; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 July 2022 to 31 July 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 July 2022 and 1 July 2021 to 31 July 2021;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for July 2022.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
JULY 2022

The following schedules (A through E2) provide a report of the University's Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.

Handwritten signature of Danford R. Christensen in black ink.

Danford R. Christensen
Controller

12/8/22

Date

Handwritten signature of David T. Cowley in black ink.

David T. Cowley
Vice President
for Finance and Administrative Services

12/14/22

Date

UTAH STATE UNIVERSITY
 CASH MANAGEMENT INVESTMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule A-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Less Service Charges	Net Interest Income
Jul 2022	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
Aug 2022									
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
FY 2021-22	418,202,496	21,952,000	0	735,445	440,889,941	431,603,509	536,875	9,661	527,214
Amt Change					82,790,838	101,465,231	298,370	1,478	296,892
% Change					18.78%	23.51%	55.58%	15.30%	56.31%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of July 2022

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$227		\$227		0.00%
Money Market Account				52,787		52,787	\$60,200,000	1.05%
Utah Public Treasurers' Investment Fund				26,988		26,988	19,100,000	1.70%
Commercial Paper and Corporate Notes	\$35,971,557	\$8,000,000	\$8,000,000	428,721	\$49,073	477,794	179,950,106	3.19%
Obligations of U. S. Government				316,143	3,525,469	3,841,612	268,043,634	17.20%
Municipal Bonds				10,379	59,848	70,227	5,775,000	14.59%
Receivable	835,245	909,142	909,142			0		0.00%
Total	\$36,806,802	\$8,909,142	\$8,909,142	\$835,245	\$3,634,390	\$4,469,635	\$533,068,740	10.06%

UTAH STATE UNIVERSITY
 ENDOWMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule B-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
*Jul 2022	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
Aug 2022											
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											

Comparative Totals:

Year-to-date											
FY 2022-23	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
FY 2021-22	252,565,749	3,455,085	3,335,205	1,198,488	253,884,117	253,224,933	123,077	21,701	144,778	3,197	141,581
Amt Change					7,139,054	4,071,158	61,924	(72,300)	(10,376)	(1,220)	(9,156)
% Change					2.81%	1.61%	50.31%	-333.16%	-7.17%	-38.16%	-6.47%

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$6,916,681 principal beginning balance, a \$6,927,533 ending balance, and a \$6,931,250 average daily balance for the current month. Current month interest and dividends from the CMIP were \$10,852 bringing the total to \$10,852 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of July 2022

Schedule B-2
Page 1 of 2

Endowment Pool Transactions	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Cash Management Investment Pool						
CMIP Interest		\$10,852				\$10,852
Equity funds						
Dimensional - DFA Emerging Markets Core Equity	1,212.813	25,748				25,748
Dimensional - DFA Micro Cap	206.179	4,653				4,653
Dimensional - DFA Small Cap	140.709	5,371				5,371
Fixed Income funds						
Longfellow		548,283		\$417,632	\$367,679	(\$49,953)
Paydenfunds - Emerging Markets Bond Fund	989.749	9,769				9,769
Vanguard Inflation Protected Secs Ad	2,720.635	68,234				
Vanguard Short Term Inflation Protected Securities Index F	1,568.881	38,893				
Wellington - CTF Opportunistic Emerging Markets	984.262	8,278	335.409	3,466	2,821	(645)
Alternatives						
Aether Investment Partners, LLC						
Aether Real Assets IV, LP		40,994		3,956	3,956	0
Aether Real Assets V, LP		198,958		10,530	10,529	(1)
Centerbridge						0
Centerbridge Partners Real Estate Fund II, LP		93,776				
Fort Washington Capital Partners Group						
Fort Washington Private Equity Investors X, LP		450,000				
Solamere Capital						
Solamere Founders Fund IV, LP		429,494		82,726	82,726	0
Woodbury						
Woodbury IFRI						664
Woodbury Capital II, LP						25,280
Woodbury Capital III, LP						16,504
Money Market Funds						
Goldman Sachs Bank Deposit		83				83
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		43,354		1,079,752	1,079,752	0
US Bank - Longfellow First Am Treas Ob Fund Cl Z		232,131		399,498	399,498	0
Cash						
Longfellow						
US Bank Cash		66,123		32,361	32,361	0

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of July 2022

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Accruals / Payable						
Endowment Pool						
Goldman Sachs		\$10				\$10
US Bank - Accruals		520		\$108,031	\$108,031	\$0
Longfellow						
Longfellow Investment Management		16,673				
US Bank Receivable - Interest Accrual		41,854		47,000	47,000	0
Total Endowment Pool Transactions		<u>\$2,334,051</u>		<u>\$2,184,952</u>	<u>\$2,134,353</u>	<u>(\$50,599)</u>
						<u>\$185,001</u>

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C1A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
Aug 2022									
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-22	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
FY 2021-22	226,770,652	2,735,491	2,549,378	1,325,198	228,281,963	227,526,308	186,113	(32,710)	153,403
Amt Change					7,196,411	6,375,904	425,566	32,710	458,276
% Change					3.15%	2.80%	228.66%	100.00%	298.74%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$124,714,243 principal beginning balance, a \$114,897,522 ending balance and a \$117,063,946 average daily balance for the current month. Current month interest and dividends from the CMIP were \$183,279 bringing the total to \$183,279 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
OTHER INVESTMENTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C2A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
Aug 2022									
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
FY 2021-22	32,803,523	236,623	216,379	474,808	33,298,575	33,051,049	1,461	6,488	7,949
Amt Change					(3,287,718)	(3,837,081)	(272)	91,148	90,876
% Change					-9.87%	-11.61%	-18.62%	1404.87%	1143.24%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of July 2022

Schedule C2C
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Other Investments</u>							
Common and Preferred Stock							
Closely Held Stock							
Rowpar Pharmaceuticals, Inc			5,000.000	\$5,000	\$21,060	\$16,060	
Rowpar Pharmaceuticals, Inc			20,000.000	46,200	84,239	38,039	
Rowpar Pharmaceuticals, Inc			30,000.000	92,400	126,358	33,958	
Rowpar Pharmaceuticals, Inc			25,000.000	103,250	105,298	2,048	
Morgan Stanley							
Allspring Discipld US Core Fund	1,153.223	21,588	1,153.223	21,588	21,894	306	
Utah Public Treasurers'							
Investment Fund		218				218	
ETF / Bonds / Mutual Funds							
Charles Schwab							
Bond Funds							
Janus Henderson Multi Sector Income Fund	19.606	175				175	
PIMCO Income Instl	28.155	307				307	
Western Asset Core Plus Bond	19.428	199				199	
Commonfund							
CEU Title III							
Multi-Strategy Bond			87.980	1,018	1,302	284	
Multi-Strategy Equity			9.805	601	5,217	4,616	
TD Ameritrade							
Exchange Traded Funds earnings						111	
Fixed Income							
Citigroup Global Markets Holdings 07/26/2022			150.000	15,000	17,325	2,325	
Citigroup Global Markets Holdings 07/26/2022			150.000	15,000	15,000	0	
Fixed Income earnings						163	
Stocks earnings						12	
Money Market / Cash							
Charles Schwab - Cash		919				1	
Charles Schwab - Money Market				918	918	0	
TD Ameritrade Cash				18	18	0	
TD Ameritrade Deposit Account		32,632		1,429	1,429	0	
Receivable / In Transit / Unsettled Purchases							
Inventrust				49,807	49,807	0	
Total Other Investments		<u>\$56,038</u>		<u>\$352,229</u>	<u>\$449,865</u>	<u>\$97,636</u>	<u>\$1,189</u>

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule D-1

	<u>Beginning Fair Value</u>	<u>Purchases</u>	<u>Sales Proceeds</u>	<u>Change in Fair Value</u>	<u>Ending Fair Value</u>	<u>Average Daily Fair Value</u>	<u>Total Interest and Dividends</u>	<u>Realized Gain or (Loss)</u>	<u>Total Realized Income/(Loss)</u>	<u>Less Expenses</u>	<u>Net Realized Income/(Loss)</u>
Jul 2022	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
Aug 2022											
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
FY 2021-22	6,689,873	1,035,170	1,249,992	(3,409)	6,471,642	6,580,758	13,776	80,483	94,259	650	93,609
Amt Change					70,771	(222,216)	(4,246)	(140,810)	(145,056)	7	(145,063)
% Change					1.09%	-3.38%	-30.82%	-174.96%	-153.89%	1.08%	-154.97%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
PLANT FUND TRUSTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule E-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106		\$45,106		\$45,106
Aug 2022											
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106	\$0	\$45,106	\$0	\$45,106
FY 2021-22	66,189,244	22,634	1,496,410	0	64,715,468	65,333,503	19,973	0	19,973	0	19,973
Amt Change					(26,061,755)	(31,508,516)	25,133	0	25,133	0	25,133
% Change					-40.27%	-48.23%	125.83%	0.00%	125.83%	0.00%	125.83%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS
For the Month of July 2022

Schedule E-2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Plant Trusts							
Utah Public Treasurers' Investment Fund		\$32,034		\$3,005,734	\$3,005,734	\$0	\$45,103
US Bank - Money Market		3					3
US Bank - Cash		7,233,000		62,000	62,000	0	
Accounts Receivable							
Utah Public Treasurer's Investment Fund				32,034	32,034	0	
US Bank - Money Market				3	3	0	
Total Plant Trusts		<u>\$7,265,037</u>		<u>\$3,099,771</u>	<u>\$3,099,771</u>	<u>\$0</u>	<u>\$45,106</u>

ITEM FOR ACTION

RE: Report of Investments for August 2022

The Report of Investments for August 2022 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

This set of investment reports presents investment activity for August 2022 and comparative year-to-date totals for FY 2022-2023 and FY 2021-2022.

CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during August 2022 was \$553,613,625, up \$20,544,885 over July 2022. Total investment loss was \$7,462,466, down \$11,932,101 from July 2022, reflecting the increase in the amount available for investing and a decrease in total investment return. The annualized total investment return was -16.18%, down 26.24% from July 2022.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$543,341,183, up \$101,801,977 (23.06%) over FY 2021-2022. Total interest income for FY 2022-2023 amounted to \$1,816,488, up \$699,464 (62.62%) over FY 2021-2022, reflecting an increase in the amount available for investing and a decrease in interest rates.

The total amount invested at 31 August 2022 was \$529,178,125, up \$68,508,167 (14.87%) over 31 August 2021.

ENDOWMENT POOL

The average daily fair value invested during August 2022 was \$258,941,127, up \$1,645,036 over July 2022. Interest and dividend income of \$163,687 plus net realized gains of \$8,538 totaled \$172,225 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$258,118,609, up \$3,740,727 (1.47%) over FY 2021-2022. Total realized income for FY 2022-2023 was \$306,627, down \$624,407 (67.07%) from FY 2021-2022. This decrease resulted from \$62,108 more in interest and dividends and \$686,515 more in net realized losses during FY 2022-2023.

The total amount invested at 31 August 2022 was \$256,859,083, down \$318,462 (0.12%) from 31 August 2021.

OTHER INVESTMENTS

The average daily fair value invested during August 2022 was \$264,351,694, up \$1,235,514 over July 2022. Interest and dividend income of \$741,706 minus net realized losses of \$21,262 totaled \$720,444 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$263,733,936, up \$2,628,652 (1.01%) over FY 2021-2022. Total realized income for FY 2022-2023 was \$1,430,948, up \$918,315 (179.14%) over FY 2021-2022. This increase resulted from \$881,176 more in interest and dividend income and \$37,139 more in net realized gains during FY 2022-2023.

The total amount invested at 31 August 2022 was \$263,214,155, up \$1,528,270 (0.58%) over 31 August 2021.

ENDOWMENT TRUSTS

The average daily fair value invested during August 2022 was \$6,401,729, up \$43,187 over July 2022. Interest and dividend income of \$19,737 minus net realized losses of \$11,750 totaled \$7,987 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$6,380,136, down \$186,878 (2.85%) from FY 2021-2022. Total realized loss for FY 2022-2023 was \$42,810, down \$184,543 (130.20%) from FY 2021-2022. This decrease resulted from \$10,088 less in interest and dividend income and \$174,455 more in net realized losses during FY 2022-2023.

The total amount invested at 31 August 2022 was \$6,261,044, down \$373,851 (5.63%) from 31 August 2021.

PLANT FUND TRUSTS

The average daily fair value invested during August 2022 was \$38,421,090, up \$4,596,103 over July 2022. Interest income totaled \$70,709 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$36,123,039, down \$26,540,683 (42.35%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$115,815, up \$79,111 (215.54%) over FY 2021-2022. This increase reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 31 August 2022 was \$37,263,884, down \$20,758,572 (35.78%) from 31 August 2021.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of August was \$999,179,294. Purchases totaled \$50,655,217 and sales totaled \$35,064,665. From this activity the University realized net losses of \$24,474 and earnings of \$1,760,388.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for August 2022.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Finance and Administrative Services, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 August 2022 to 31 August 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 August 2022 and 1 July 2021 to 31 August 2021; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 August 2022 to 31 August 2022 and comparative year-to-date totals for the periods 1 July 2022 to 31 August 2022 and 1 July 2021 to 31 August 2021;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for August 2022.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
AUGUST 2022

The following schedules (A through E2) provide a report of the University's Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.

A handwritten signature in black ink, appearing to read 'Danford R. Christensen', written over a horizontal line.

Danford R. Christensen
Controller

12/8/22
Date

A handwritten signature in black ink, appearing to read 'David T. Cowley', written over a horizontal line.

David T. Cowley
Vice President
for Finance and Administrative Services

12/14/22
Date

UTAH STATE UNIVERSITY
 CASH MANAGEMENT INVESTMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule A-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Less Service Charges	Net Interest Income
Jul 2022	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
Aug 2022	523,680,779	22,871,803	8,930,748	(8,443,709)	529,178,125	553,613,625	981,243	(15)	981,258
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$492,148,729	\$59,678,605	\$17,839,890	(\$4,809,319)	\$529,178,125	\$543,341,183	\$1,816,488	\$11,124	\$1,805,364
FY 2021-22	418,202,496	61,237,854	19,003,778	233,386	460,669,958	441,539,206	1,117,024	9,646	1,107,378
Amt Change					68,508,167	101,801,977	699,464	1,478	697,986
% Change					14.87%	23.06%	62.62%	15.32%	63.03%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY
CASH MANAGEMENT INVESTMENT POOL
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE
For the Month of August 2022

Schedule A-2

	<u>Purchases</u>	<u>Sales</u>		<u>Earnings</u>	<u>Change in Fair Value</u>	<u>Total Investment Income</u>	<u>Average Daily Fair Value</u>	<u>Annualized Total Investment Return</u>
		<u>Cost</u>	<u>Receipts</u>					
Miscellaneous				\$100		\$100		0.00%
Money Market Account				82,268		82,268	\$60,200,000	1.64%
Utah Public Treasurers' Investment Fund				35,905		35,905	19,100,000	2.26%
Commercial Paper and Corporate Notes	\$21,890,560	\$8,000,000	\$8,000,000	507,871	\$219,222	727,093	200,494,991	4.35%
Obligations of U. S. Government				344,720	(8,554,223)	(8,209,503)	268,043,634	-36.75%
Municipal Bonds				10,379	(108,708)	(98,329)	5,775,000	-20.43%
Receivable	<u>981,243</u>	<u>930,748</u>	<u>930,748</u>			<u>0</u>		0.00%
Total	<u><u>\$22,871,803</u></u>	<u><u>\$8,930,748</u></u>	<u><u>\$8,930,748</u></u>	<u><u>\$981,243</u></u>	<u><u>(\$8,443,709)</u></u>	<u><u>(\$7,462,466)</u></u>	<u><u>\$553,613,625</u></u>	-16.18%

UTAH STATE UNIVERSITY
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
For the Month of August 2022

Schedule A-3

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<u>Cash Management Investment Pool</u>						
Miscellaneous						\$100
Money Market Account						82,268
Utah Public Treasurers' Investment Fund						35,905
Corporate Bonds and Floaters		\$21,890,560		\$8,000,000	\$8,000,000	\$0
Obligations of U. S. Government						344,720
Municipal Bonds						10,379
Accounts Receivable		992,593		930,748	930,748	0
Premiums & Discounts		(11,350)				

UTAH STATE UNIVERSITY
 ENDOWMENT POOL
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule B-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
*Jul 2022	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
Aug 2022	261,023,171	5,850,682	4,977,234	(5,037,536)	256,859,083	258,941,127	163,687	8,538	172,225	\$2,963	169,262
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											

Comparative Totals:

Year-to-date											
FY 2022-23	\$253,569,010	\$8,184,733	\$7,111,587	\$2,216,927	\$256,859,083	\$258,118,609	\$348,688	(\$42,061)	\$306,627	\$4,940	\$301,687
FY 2021-22	252,565,749	6,633,080	6,152,216	4,130,932	257,177,545	254,377,882	286,580	644,454	931,034	7,337	923,697
Amt Change					(318,462)	3,740,727	62,108	(686,515)	(624,407)	(2,397)	(622,010)
% Change					-0.12%	1.47%	21.67%	-106.53%	-67.07%	-32.67%	-67.34%

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$6,927,533 principal beginning balance, a \$5,651,894 ending balance, and a \$6,581,559 average daily balance for the current month. Current month interest and dividends from the CMIP were \$11,637 bringing the total to \$22,489 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT POOL TRANSACTIONS
For the Month of August 2022

Schedule B-2
Page 1 of 1

Endowment Pool Transactions	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Cash Management Investment Pool							
Utah State University		\$712,724		\$2,000,000	\$2,000,000	\$0	\$11,637
CMIP Interest		11,637					
Equity funds							
RhumbLine QSI Index			79.088	1,944	2,963	1,019	
Fixed Income funds							
Longfellow		1,072,832		1,272,187	1,195,895	(76,292)	
Paydenfunds - Emerging Markets Bond Fund	985.762	9,858					9,858
Silver Rock Offshore Tactical Allocation Fund		978,384					
Wellington - CTF Opportunistic Emerging Markets	891.223	7,442					7,442
Alternatives							
Centerbridge							
Centerbridge Partners Real Estate Fund II, LP		157,468					
Fort Washington Capital Partners Group							
Fort Washington Private Equity Investors X, LP				105,336	151,326	45,990	28,674
Global Infrastructure Partners							
Global Infrastructure Partners III-A/B, L.P.		13,314		64,016	97,193	33,177	16,736
Global Infrastructure Partners IV-A/B, L.P.		23,925					2,373
Goldman Sachs							
Vintage Fund VI							6,267
HarbourVest							
HarbourVest 2017 Global Fund L.P.				50,056	54,700	4,644	
Silicon Valley Bank							
Strategic Investors Fund X Cayman, LP		35,900					
Woodbury							
WSP Wilmington, Phase I & II				78,208	78,208	0	19,552
Money Market Funds							
Goldman Sachs Bank Deposit		6,411					144
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		2,335,835		1,095,544	1,095,544	0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		406,386		232,615	232,615	0	
Cash							
Longfellow							
US Bank Cash		17,563		10,825	10,825	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		(8)					(8)
US Bank - Accruals		1,906		520	520	0	1,906
Longfellow							
US Bank Receivable - Interest Accrual		59,105		57,445	57,445	0	59,106
Total Endowment Pool Transactions		<u>\$5,850,682</u>		<u>\$4,968,696</u>	<u>\$4,977,234</u>	<u>\$8,538</u>	<u>\$163,687</u>

UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C1A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
Aug 2022	235,478,374	13,606,846	11,446,676	(3,369,981)	234,268,563	234,873,469	740,196	0	740,196
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-22	\$232,326,049	\$35,356,389	\$32,584,540	(\$829,335)	\$234,268,563	\$234,387,840	\$1,351,875	\$0	\$1,351,875
FY 2021-22	226,770,652	3,863,219	3,946,519	1,021,811	227,709,163	227,760,935	471,119	(37,710)	433,409
Amt Change					6,559,400	6,626,905	880,756	37,710	918,466
% Change					2.88%	2.91%	186.95%	100.00%	211.92%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of \$114,897,522 principal beginning balance, a \$109,522,553 ending balance, and a \$115,968,412 average daily balance for the current month. Current month interest and dividends from the CMIP were \$205,057 bringing the total to \$388,336 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.

UTAH STATE UNIVERSITY
OTHER INVESTMENTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C2A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
Aug 2022	30,010,857	278,014	282,459	(1,060,820)	28,945,592	29,478,225	1,510	(21,262)	(19,752)
Sep 2022									
Oct 2022									
Nov 2022									
Dec 2022									
Jan 2023									
Feb 2023									
Mar 2023									
Apr 2023									
May 2023									
Jun 2023									

Comparative Totals:

Year-to-date									
FY 2022-23	\$28,417,079	\$334,052	\$732,324	\$926,785	\$28,945,592	\$29,346,096	\$2,699	\$76,374	\$79,073
FY 2021-22	32,803,523	607,785	645,565	1,210,979	33,976,722	33,344,349	2,279	76,945	79,224
Amt Change					(5,031,130)	(3,998,253)	420	(571)	(151)
% Change					-14.81%	-11.99%	18.43%	-0.74%	-0.19%

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of August 2022

Schedule C2C
Page 1 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Other Investments</u>							
Common and Preferred Stock							
Morgan Stanley							
Anglo American Platinum Limited	1,290.000	\$16,531	1,290.000	\$16,531	\$16,142	(\$389)	
Utah Public Treasurers'							
Investment Fund		294					294
ETF / Bonds / Mutual Funds							
Charles Schwab							
Bond Funds							
Janus Henderson Multi Sector Income Fund	21.108	185					185
PIMCO Income Instl	28.718	308					308
Western Asset Core Plus Bond	21.278	209					209
Commonfund							
CEU Title III							
Multi-Strategy Bond			88.720	1,026	1,279	253	
Multi-Strategy Equity			9.900	606	5,064	4,458	
Harold Dance Investments							
American Balanced Fund - Class A							
TD Ameritrade							
Exchange Traded Funds							
Amplify ETF TR			39.000	1,912	865	(1,047)	
Exchange Traded Concepts Trust			83.000	4,129	2,522	(1,607)	
Global X FDS			182.000	4,725	4,107	(618)	
Innovator Etf's Trust Innovator Laddered Alloc	175.000	6,032					
Invesco Exchange Traded Fund			48.000	4,431	4,089	(342)	
Invesco Exchange Traded Fund DWA Small Cap			42.000	3,648	3,168	(480)	
Invesco Exchange Traded Fund Taxable Mun Bond			139.000	4,651	3,909	(742)	
iShares Trust			56.000	7,559	6,384	(1,175)	
iShares Trust Edeg High Yield ETF			96.000	4,985	4,390	(595)	
Kraneshares Tr Quadrtc Int RT Etf			173.000	4,827	4,363	(464)	
Pacer FDS Tr Trenpilot US BD			172.000	4,745	3,743	(1,002)	
Proshares Trust PSHS ULT S&P 500			364.000	26,035	19,282	(6,753)	
Vanguard Mega Cap Value ETF			61.000	6,298	6,121	(177)	
Vanguard Real Estate ETF			16.000	1,711	1,567	(144)	
Exchange Traded Funds Earnings							52
Fixed Income							
BNP Paribas Note Index Linked 08/26/2022			20.000	2,000	1,369	(631)	
Fixed Income Earnings							352
Stocks							
Adobe Inc			2.000	1,315	818	(497)	

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of August 2022

Schedule C2C
Page 2 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
TD Ameritrade (continued)							
Stocks							
Advanced Micro Devices			10.000	\$1,110	\$992		(\$118)
Alibaba Group Holding Ltd ADR			7.000	1,404	651		(753)
Ammo Inc			165.000	1,124	836		(288)
Arcbest Corp Com	52.000	\$4,535					
Berkshire Hathaway Inc			5.000	1,485	1,474		(11)
Block Inc (formerly Square)			8.000	1,858	634		(1,224)
Broadcom Inc Com	8.000	4,295					
Brunswick Corp Com	54.000	4,180					
Camping World Holdings Inc Com Cl A	140.000	3,849					
Concentrix Corporation Com	31.000	4,258					
Crown Holdings Inc Com	41.000	4,068					
Dollar General Corp			6.000	1,341	1,507		166
Dominos Pizza Inc Com	12.000	4,719					
Donaldson Co Inc Com	75.000	4,117					
DR Horton Inc			13.000	1,252	1,002		(250)
Dynatrace Inc Com	120.000	4,681					
Freeport-McMoran Inc			24.000	867	711		(156)
Generac Holdings Inc			4.000	1,684	1,073		(611)
Harmony Biosciences Hldgs Inc Com	93.000	5,115					
Hillenbrand Inc Com	96.000	4,460					
Home Depot Inc			3.000	964	911		(53)
Houlihan Lokey Inc			14.000	1,259	1,178		(81)
Idexx Laboratories Inc Com	10.000	4,049					
Installed Building Products In Com	40.000	3,992					
Intuit Inc Com			2.000	1,120	896		(224)
Johnson Controls Intl Plc Com	73.000	3,974					
JP Morgan Chase & Co			9.000	1,459	1,027		(432)
Keysight Technologies Inc Com	25.000	4,089					
Kla Corporation Com	11.000	4,277					
Laboratory Corp Amer Hldgs Com	16.000	4,086					
Louisiana-pacific Corp Com	55.000	3,522					
Lowe's Companies Inc Com	21.000	4,010					
Meritage Homes Corp Com	45.000	3,915					
Meta Platforms Inc (Facebook Inc)			4.000	1,449	643		(806)
Micron Technology			16.000	1,176	999		(177)
Microsoft Corp Com	12.000	3,322					
Mks Instruments Inc Com	32.000	3,790					
Nvidia Corp			5.000	1,123	930		(193)

UTAH STATE UNIVERSITY
SUMMARY OF OTHER INVESTMENT TRANSACTIONS
For the Month of August 2022

Schedule C2C
Page 3 of 3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
Stocks (continued)							
Oneok Inc			23.000	\$1,239	\$1,349	\$110	
Parker-hannifin Corp Com	14.000	\$4,043					
PayPal Holdings Inc			7.000	1,686	624	(1,062)	
Peabody Energy Co			99.000	1,302	1,956	654	
Prestige Consumer Healthcare I Com	72.000	4,385					
Pulte Group Inc Com	95.000	4,107					
Qorvo Inc Com	39.000	4,042					
Roku Inc Com Cl A			4.000	753	310	(443)	
S&P Global Inc Com	11.000	4,104					
SalesForce.Com Inc			5.000	1,104	917	(187)	
Scotts Miracle-Gro Company			9.000	1,436	801	(635)	
Sea Limited			6.000	1,741	472	(1,269)	
Sherwin-Williams Co			4.000	1,213	967	(246)	
Shyft Group Inc Com	150.000	3,825					
Smucker (Jm) Co Com	32.000	4,271					
St Joe Co			19.000	858	775	(83)	
Starbucks Corp Com	53.000	4,502					
Taiwan Semiconductor Manufacturing			12.000	1,427	1,045	(382)	
Tempur Sealy International Inc Com	146.000	4,011					
Tencent Holdings Limited ADR			15.000	900	559	(341)	
Teradyne Inc Com	40.000	4,035					
Thermo Fisher Scientific Inc			2.000	920	1,175	255	
Thermo Fisher Scientific Inc Com	7.000	4,114					
Thryv Holdings Inc Com	165.000	4,038					
Toll Bros Inc Com	88.000	4,280					
Topbuild Corp Com	18.000	3,857					
Trinet Group Inc Com	52.000	4,294					
Trane Technologies Plc			7.000	1,403	1,023	(380)	
Trex Company Inc			10.000	1,095	644	(451)	
UnitedHealth Group Inc			3.000	1,256	1,617	361	
Zoominfo Technologies Inc Com	104.000	4,337					
Stock Earnings							\$107
Money Market / Cash							
Charles Schwab - Money Market		2					2
TD Ameritrade Deposit Account		96,905		163,579	163,579	0	1
Total Other Investments		<u>\$278,014</u>		<u>\$303,721</u>	<u>\$282,459</u>	<u>(\$21,262)</u>	<u>\$1,510</u>

UTAH STATE UNIVERSITY
 ENDOWMENT TRUSTS
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule D-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income/(Loss)	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
Aug 2022	6,542,413	834,153	824,000	(291,522)	6,261,044	6,401,729	19,737	(11,750)	7,987	86	7,901
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											
<hr/> <hr/>											
Comparative Totals:											
Year-to-date											
FY 2022-23	\$6,174,670	\$1,542,090	\$1,523,064	\$67,348	\$6,261,044	\$6,380,135	\$29,267	(\$72,077)	(\$42,810)	\$743	(\$43,553)
FY 2021-22	6,689,873	1,609,294	1,805,519	141,247	6,634,895	6,567,013	39,355	102,378	141,733	785	140,948
Amt Change					(373,851)	(186,878)	(10,088)	(174,455)	(184,543)	(42)	(184,501)
% Change					-5.63%	-2.85%	-25.63%	-170.40%	-130.20%	-5.35%	-130.90%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of August 2022

Schedule D-2
Page 1 of 2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
Endowment Trusts						
Common and Preferred Stock						
Blackstone Inc				\$670	\$670	\$0
Citigroup Inc New			2,750.000	182,884	140,737	(42,147)
Glaxosmithkline Plc ADR			0.000	178	178	0
Haleon Plc Spon Ads ADR	0.000	178				
JP Morgan Chase & Co	611.000	71,064				
Lyondellbasell	1,424.000	124,555				
MetLife Incorporated	1,102.000	71,063				
Pfizer Inc			2,000.000	72,914	98,497	25,583
iShares Preferred & Income	3,550.000	124,337				
SPDR S&P 500 ETF			370.000	141,037	150,518	9,481
Funds held at Morgan Stanley - Dividends						\$19,332
Mutual Funds - Equity						
Goldman Sachs Activebeta International Equity ETF	4.000	116				
Goldman Sachs Activebeta US Large Cap Equity ETF						
iShares Core S&P Total US Stock Market ETF			19.000	1,882	1,742	(140)
iShares Russell 2000 ETF						
Vanguard Dividend Appreciation						
Vanguard Midcap VIPER			6.000	1,480	1,306	(174)
iShares Core MSCI Emerging Markets ETF			70.000	4,465	3,451	(1,014)
Goldman Sachs Activebeta International Equity ETF	6.000	174				
Goldman Sachs Activebeta US Large Cap Equity ETI	2.000	163				
iShares Core S&P Total US Stock Market ETF			15.000	1,557	1,374	(183)
iShares Russell 2000 ETF						
Vanguard Dividend Appreciation						
Vanguard Midcap VIPER			5.000	1,234	1,088	(146)
iShares Core MSCI Emerging Markets ETF			69.000	4,245	3,399	(846)
Mutual Funds - Bond						
iShares Core Total US Aggregate Bond ETF	52.000	5,354				
iShares JP Morgan USD Emerging			2.000	219	179	(40)
PGIM High Yield Q #1067			1,175.000	6,562	5,687	(875)
The iShares Core Total US Bond Market ETF			14.000	745	664	(81)
iShares Core Total US Aggregate Bond ETF	55.000	5,663				
PGIM High Yield Q #1067			1,538.000	8,536	7,444	(1,092)
The iShares Core Total US Bond Market ETF			12.000	646	570	(76)
Funds held at Wells Fargo - Dividends						

UTAH STATE UNIVERSITY
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
For the Month of August 2022

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Real Asset Funds (ETF)							
Invesco Optimum Yield Diversified ETF	220.000	\$3,782					
Invesco Optimum Yield Diversified ETF	224.000	3,851					
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		410,366		\$391,104	\$391,104	\$0	\$28
Morgan Stanley Cash				583	583	0	
Wells Fargo #451		5,861		6,622	6,622	0	10
Wells Fargo #451		7,626		8,187	8,187	0	11
Total Endowment Trusts		<u>\$834,153</u>		<u>\$835,750</u>	<u>\$824,000</u>	<u>(\$11,750)</u>	<u>\$19,737</u>

UTAH STATE UNIVERSITY
PLANT FUND TRUSTS
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule E-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106		\$45,106		\$45,106
Aug 2022	38,653,713	7,213,719	8,603,548	0	37,263,884	38,421,090	70,709		70,709		70,709
Sep 2022											
Oct 2022											
Nov 2022											
Dec 2022											
Jan 2023											
Feb 2023											
Mar 2023											
Apr 2023											
May 2023											
Jun 2023											

Comparative Totals:

Year-to-date											
FY 2022-23	\$34,488,447	\$14,478,756	\$11,703,319	\$0	\$37,263,884	\$36,123,039	\$115,815	\$0	\$115,815	\$0	\$115,815
FY 2021-22	66,189,244	42,911	8,209,699	0	58,022,456	62,663,722	36,704	0	36,704	0	36,704
Amt Change					(20,758,572)	(26,540,683)	79,111	0	79,111	0	79,111
% Change					-35.78%	-42.35%	215.54%	0.00%	215.54%	0.00%	215.54%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS
For the Month of August 2022

Schedule E-2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Plant Trusts							
Utah Public Treasurers' Investment Fund		\$7,213,716		\$1,436,096	\$1,436,096	\$0	\$70,706
US Bank - Money Market		3					3
US Bank - Cash				7,167,452	7,167,452	0	
Total Plant Trusts		<u>\$7,213,719</u>		<u>\$8,603,548</u>	<u>\$8,603,548</u>	<u>\$0</u>	<u>\$70,709</u>

PRESIDENT'S REPORT

1. Recent Events

- a. Women's Basketball – Utah Valley at USU – December 3, 2022
- b. Women's Basketball – BYU at USU – December 6, 2022
- c. Mountain West Board Meeting – Phoenix, Arizona – December 11-12, 2022
- d. Men's Basketball – Westminster College at USU – December 15, 2022
- e. Men's Basketball – Weber State at USU – December 19, 2022
- f. Men's Basketball – Diamond Head Tournament – Hawaii – December 22-25, 2022
- g. Football vs. Memphis at SERVPRO First Responder Bowl – Dallas, TX – December 27, 2022
- h. Men's Basketball – Fresno State at USU – December 31, 2022
- i. Women's Basketball – San Diego State at USU – December 31, 2022
- j. Women's Basketball – Colorado State at USU – January 5, 2023
- k. USU Board of Trustees Virtual Meeting – January 6, 2023

2. Upcoming Events

- a. Women's Basketball – Boise State at USU – January 7, 2023
- b. Men's Basketball – Wyoming at USU – January 10, 2023
- c. USU Legislative Preview Dinner – USU Brigham City Campus – January 11, 2023
- d. Utah Board of Higher Education Meetings – University of Utah, Salt Lake City, Utah – January 13, 2023
- e. Plant, Animal, and Genome Conference – San Diego, California – January 13-16, 2023
- f. Top of Utah Gymnastics Meet with USU, University of Utah, Brigham Young University, and Southern Utah University – Salt Lake City, Utah – January 13, 2023
- g. Legislative Session – January 17-March 3, 2023
- h. Men's Basketball – UNLV at USU – January 17, 2023
- i. Food Security Council Bill Press Conference – Salt Lake City, Utah – January 18, 2023
- j. Women's Basketball – Air Force at USU – January 19, 2023
- k. Remarks at Research on Capitol Hill – Salt Lake City, Utah – January 20, 2023
- l. Men's Basketball – San Jose State at USU – January 21, 2023
- m. Northwest Commission on Colleges and Universities Meeting – Seattle, Washington – January 24-27, 2023
- n. Women's Basketball – University of Wyoming at USU – January 26, 2023
- o. Remarks at Blue Plate Research – Salt Lake City, Utah – January 27, 2023
- p. Women's Basketball – University of New Mexico at USU – January 28, 2023
- q. AGB Annual Foundation Leadership Forum – San Antonio, Texas – January 29-31, 2023
- r. Men's Basketball – University of New Mexico at USU – February 1, 2023
- s. Women's Basketball – University of Nevada at USU – February 4, 2023
- t. Men's Basketball – San Diego State at USU – February 8, 2023
- u. USU Board of Trustees Meeting – February 10, 2023