

AGENDA
REGULAR MEETING OF THE
UTAH STATE UNIVERSITY BOARD OF TRUSTEES
VIA ZOOM VIDEOCONFERENCE

<https://usu-edu.zoom.us/j/81140976362?pwd=cllSS280K0cxbUMybmlKKzNONmtFUT09>

Meeting ID: 811 4097 6362

Passcode: tM1Lvc

October 16, 2020

- 9:00 a.m. Regular Meeting
- Introductory Items
- 9:05 a.m. Closed Session
- 10:00 a.m. Regular Meeting continued
- Chair's Report
 - President's Report
 - Consent Agenda
 - Action Agenda
 - Information Agenda
 - Strategic Agenda: Increasing Fundraising Productivity and Advancement's Return on Investment – Vice President Matthew White

CHAIR'S REPORT

1. Committee Reports

- a. Audit, Risk and Compliance Committee – Kent Alder
- b. Marketing/Public Relations Committee – Jacey Skinner
- c. Recruitment, Retention and Completion Committee – Gina Gagon
- d. Student Health, Safety and Well-being Committee – David Huntsman

2. Information Items

- a. The next meeting of the Board of Trustees will be held on December 4, 2020

PRESIDENT'S REPORT

1. Information

- a. Policy 20.T4: Student Code Health and Safety Violations

2. Recent Events

- a. Utah Public Radio recording – August 19, 2020
- b. Utah Board of Higher Education Virtual meeting – August 21, 2020
- c. Year of Woman Celebration of 100th Anniversary – August 26, 2020
- d. Fraternity & Sorority Virtual Town Hall – August 27, 2020
- e. Mountain West Board of Directors Virtual meeting – August 28, 2020
- f. Remarks at USU Connections Luminary – August 28, 2020
- g. Utah Public Radio weekly recording – September 2, 2020
- h. Mountain West Board of Directors Virtual meeting – September 4, 2020
- i. USU Ambassadors Virtual Meet & Greet – September 8, 2020
- j. Judge Miss USU Pageant – September 8, 2020
- k. Utah Public Radio weekly recording – September 9, 2020
- l. K-16 Alliance Meeting – September 10, 2020
- m. Mountain West Board of Directors Virtual meeting – September 11, 2020
- n. Mountain West Board of Directors Virtual meeting – September 15, 2020
- o. Association of Public Land-Grant Universities Council of Presidents by Video Conference – September 16, 2020
- p. Utah Board of Higher Education Virtual Meeting – September 18, 2020
- q. Council of Presidents by Video Conference – September 21, 2020
- r. Utah Public Radio weekly recording – September 21, 2020
- s. Northwest Commission on Colleges and Universities 2020 Standards Virtual meeting – September 22, 2020
- t. Virtual Remarks at Departmental Seminar at University of Wisconsin at Madison – September 22, 2020
- u. Mountain West Board of Directors/Directors of Athletics Virtual meeting – September 24, 2020
- v. USU Board of Trustees Executive Committee conference call – September 29, 2020
- w. Remarks at Virtual Blue Plate Research – September 29, 2020
- x. Utah Public Radio weekly recording – September 29, 2020
- y. Plenary Session Panelist at Experiment Station Section Virtual Annual Meetings – September 29, 2020
- z. Present at Commission on Food, Environment, & Renewable Resources Mental/Behavioral Health Webinar – October 1, 2020
- aa. Mountain West Board of Directors Virtual meeting – October 2, 2020
- bb. Council of Presidents by Video Conference – October 5, 2020
- cc. Remarks at Center for Growth and Opportunity Virtual Student Reception – October 5, 2020
- dd. Utah Public Radio weekly recording – October 6, 2020
- ee. Meeting with Robert C. O'Brien, National Security Advisor – Salt Lake City, October 6, 2020
- ff. USU Board of Trustees Executive Committee conference call – October 6, 2020
- gg. USU Residence Life Virtual Town Hall – October 6, 2020
- hh. Utah Board Transfer Council Virtual meeting – October 12, 2020
- ii. Salt Lake Chamber Board of Governors Meeting – Salt Lake City, October 13, 2020

- jj. President's Alliance on Higher Education Steering Committee conference call – October 14, 2020
- kk. Panelist at Washington Monthly/New America Virtual event – October 15, 2020
- ll. Utah Public Radio weekly recording – October 15, 2020
- mm. USU Board of Trustees – October 16, 2020

3. Upcoming Events

- a. Council of Presidents by Video Conference – October 19, 2020
- b. Presidents' Alliance on Higher Education Steering Committee conference call – October 21, 2020
- c. Utah System of Higher Education Virtual Town Hall for Logan Region – October 21, 2020
- d. Utah Public Radio weekly recording – October 22, 2020
- e. Football – USU at Boise State - October 24, 2020
- f. Virtual USU Inclusive Excellence Symposium – October 26-30, 2020
- g. Panel Moderator at 2020 Utah Economic & Energy Summit – Salt Lake City, October 26, 2020
- h. Commission on Food, Environment, & Renewable Resources Virtual Executive Committee Meeting – October 26, 2020
- i. Utah Public Radio weekly recording – October 27, 2020
- j. Association of Public Land-Grant Universities Virtual Board Meeting – October 29, 2020
- k. Utah Board of Higher Education Virtual Meeting – October 30, 2020
- l. Football - San Diego State at USU – October 31, 2020
- m. Council of Presidents by Video Conference – November 2, 2020
- n. Utah Public Radio weekly recording – November 4, 2020
- o. Regence BlueCross BlueShield Community Board Virtual meeting – November 4, 2020
- p. Football – USU at University of Nevada – November 7, 2020
- q. Association of Public Land-Grant Universities Virtual Board Meeting – November 9-11, 2020
- r. Utah Public Radio weekly recording – November 11, 2020
- s. K-16 Alliance Meeting – November 12, 2020
- t. USU Foundation Board Meeting – November 13, 2020
- u. Football – Fresno State at USU – November 14, 2020
- v. Council of Presidents by Video Conference – November 16, 2020
- w. Northwest Commission on Colleges and Universities Annual Conference – Location TBD, November 17-20, 2020
- x. Utah Public Radio weekly recording – November 18, 2020
- y. Remarks at Virtual Research Landscapes – November 19, 2020
- z. Football - USU at University of Wyoming – November 21, 2020
- aa. Utah Public Radio weekly recording – November 25, 2020
- bb. Football – New Mexico at USU – November 28, 2020
- cc. Utah Public Radio weekly recording – December 2, 2020
- dd. USU Board of Trustees Regular Meeting – December 4, 2020



EXECUTIVE MEMORANDUM

FROM: Noelle E. Cockett, President

DATE: August 21, 2020

SUBJECT: Policy 20.T4: Student Code Health and Safety Violations

In response to COVID-19 pandemic and state and local declarations of a public health emergency, the University has activated its Infectious Disease Plan. To reduce the spread of an infectious disease, [USU's Infectious Disease Plan](#) requires various actions by the University to assess and address the risk of campus community spread.

One critical component of helping reduce campus community spread, and thus increase the chances of maintaining in-person learning and working opportunities for students, faculty, staff, and other university stakeholders, is student compliance with COVID-19 guidelines. Failure to comply with these guidelines by students could result in significant and catastrophic consequences for the campus community. This temporary policy will provide the university administration with the requisite Student Code-related tools to maximize student compliance with COVID-19 guidelines.

As authorized by USU Policy 201.1, I am issuing this executive memorandum directing the implementation of a temporary policy that contains revised Student Code language and procedures to levy consequences and sanctions for student non-compliance with COVID-19 guidelines. This temporary policy will be numbered and entitled, 20.T4: Student Code Health and Safety Violations. A copy of the temporary policy is attached hereto.

The temporary policy applies to all students.

This COVID-19-related temporary policy was recommended by the COVID-19 Task Force, the COVID-19 Stabilization Group, and the COVID-19 Safety Committee and supported by the Executive Committee, the Staff Employee Association, and the USUSA President.



TEMPORARY University Policy 20.T4: Student Code Health and Safety Violations

Covered Individuals: All Students

Responsible Executive: Vice President for Student Affairs

Policy Custodian: Division of Student Affairs

Last Revised: August 21, 2020

Previous USU Policy Number: Temporary

PURPOSE AND SCOPE

During the COVID-19 pandemic, Utah State University (USU) has adopted numerous health and safety protocols to reduce the possible transmission of the COVID-19 virus. This policy outlines how the various mechanisms USU has created, including the USU Student Code of Conduct (Student Code) and the Disruptive Classroom Policy, may be used to maximize adherence to these protocols by students.

POLICY

20.T4.1.1 Requirement to Follow Health and Safety Policies and Directives

USU's Student Code requires all students to comply with federal, state, and local laws and expressly reserves the university's authority to pursue disciplinary action for violations of law that affect the University's educational interests. This prohibition applies to all federal, state, and local laws related to COVID-19 prevention and reduction. Similarly, the Student Code prohibits misconduct that interferes with University functions or threaten the well-being and the educational purposes of students.

Consistent with the Student Code's intent to prohibit conduct that endangers the health and well-being of the university community or interferes with the university's operations, the following conduct is prohibited and subject to disciplinary action:

- Failing to comply with any directives and/or directions of University officials, including instructors, regarding health or safety practices and procedures, and the safe use of university equipment.
- Conduct that intentionally or recklessly threatens or endangers the health and/or safety of any person.

20.T4.1.2 Reporting Violations

Faculty, staff, and other members of the USU community who identify a student who is not complying with USU's COVID-19 directives, will refer the student to the Office of Student Conduct and Community Standards (Student Conduct) using this [Maxient form](#). Upon receipt of the completed form, Student Conduct will contact the student about the reported violation.

20.T4.1.3 Due Process

As with all Student Code violations, a student accused of violating health and safety policies will be afforded due process, including receiving timely notification of the violation and an opportunity to evaluate the evidence and respond to the alleged violation. The student will also be allowed to appeal a consequence or sanction, but they will not be allowed to attend in-person classes or activities before the appeal process is complete, unless permission to do so is obtained from Student Conduct.

20.T4.1.4 Consequences and Sanctions

Student Conduct will determine and levy the appropriate consequence or sanction for the violation. The sanction determination will be guided by education and personal betterment and will be informed by [Student Conduct's guidelines for COVID-19 violations](#). Each violation of a COVID-19 directive or policy will be evaluated independently taking into consideration the circumstances of the violation and all aggravating and mitigating factors.

TERM

This is a temporary policy created to address an emergency situation. This policy expires on December 31, 2020.

CONSENT AGENDA

1. Minutes from the Regular Meeting held on August 14, 2020
2. Minutes from the Closed Session held on August 14, 2020
3. Minutes from the Workshop held on August 14, 2020
4. Academic Proposals
 - a. Emma Eccles Jones College of Education and Human Services, School of Teacher Education and Leadership, proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction.
 - b. Emma Eccles Jones College of Education and Human Services, School of Teacher Education and Leadership, proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction.
5. Fall 2020 Program Reviews Submissions to Utah System of Higher Education
 - a. Summary Page
 - b. Emma Eccles Jones College of Education and Human Services, Teacher Education Program Accreditation Review
 - c. Emma Eccles Jones College of Education and Human Services, Instructional Leadership Program Accreditation Review
 - d. Emma Eccles Jones College of Education and Human Services, School Counseling Program Accreditation Review
 - e. Caine College of the Arts, Master of Music in Performance – Voice Program Accreditation Review
 - f. Emma Eccles Jones College of Education and Human Services, Nursing Bachelor of Science (BSN) Program Accreditation Review
 - g. Emma Eccles Jones College of Education and Human Services, Practical Nursing (PN) and Associate Degree Nursing (AD) Program Accreditation Review
 - h. S.J. and Jessie E. Quinney College of Natural Resources, Department of Environment and Society, Undergraduate and Graduate Programs Accreditation Review

UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University Eastern, Price, Utah
August 14, 2020

Minutes of the Regular Meeting of the Utah State University Board of Trustees held at USU Eastern in Price, Utah, commencing at 10:02 a.m.

MEMBERS PRESENT

Jody K. Burnett	Chair
Kent K. Alder	Vice Chair
Sami I. Ahmed	
Laurel Cannon Alder	
John Y. Ferry	
Gina Gagon	
David H. Huntsman – via telephone	
Wayne L. Niederhauser	
David A. Petersen – via telephone	
Jacey Skinner	
Terryl Warner	

UNIVERSITY REPRESENTATIVES PRESENT

Neil N. Abercrombie	Vice President, Government Relations
Noelle E. Cockett	President
David T. Cowley	Vice President, Business and Finance
Teresa Denton	Staff Assistant
Francis D. Galey	Executive Vice President and Provost
Mica A. McKinney	General Counsel and Vice President, Legal Affairs – via telephone
Sydney M. Peterson	Secretary of the Board of Trustees
Laurens H. Smith	Vice President, Statewide Campuses
Robert W. Wagner	Vice President, Academic and Instructional Services

OTHERS PRESENT

Geoffrey T. Landward	Deputy Commissioner and General Counsel, Utah System of Higher Education
Dave R. Woolstenhulme	Commissioner, Utah System of Higher Education

Chair Burnett called the meeting to order and welcomed those present for their attendance.

Action: Trustee Kent Alder moved in accordance with 52-4-205 of the Utah Code, that the Trustees go into a Closed Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. Trustee John Ferry seconded the motion. The voting was unanimous in the affirmative.

Chair Burnett reopened the Regular Meeting at 10:49 a.m., thanking those present for their attendance.

I. CHAIR'S REPORT

A. Information Items

1. Discussion on the Next Board of Trustees Meeting

The next meeting of the USU Board of Trustees will be on October 16, 2020 via Zoom.

2. Higher Education/Board Retreat October 29-30, 2020

Commissioner Woolstenhulme confirmed the Board of Higher Education Retreat on October 29-30, 2020. The Board of Higher Education will meet the morning of October 29. The retreat including trustees will begin the afternoon of October 29. More details will follow.

II. PRESIDENT'S REPORT

A. Recent Events

1. Farmers Feeding Utah, Northern Utah Miracle Press Conference – Logan, June 23, 2020
2. Northwest Commission on Colleges and Universities Virtual Board Meeting – June 24-26, 2020
3. Higher Education Strategic Planning Virtual Meeting – June 24, 2020
4. Council of Presidents by Video Conference – June 29, 2020
5. APLU Commission on Food, Environment & Renewable Resources Executive Committee Virtual Meeting – June 30, 2020
6. Utah Board of Higher Education Virtual Meeting – July 1, 2020
7. Council of Presidents by Video Conference – July 6, 2020
8. Mountain West Board of Directors Executive Committee Virtual Meeting – July 10, 2020
9. Mountain West Board of Directors Virtual Meeting – July 13, 2020
10. EDCUtah Board of Trustees Virtual Meeting – July 14, 2020
11. Council of Presidents by Video Conference – July 20, 2020
12. Mountain West Board of Directors Virtual Meeting – July 20, 2020
13. Mountain West Board of Directors Virtual Meeting – July 31, 2020
14. Council of Presidents by Video Conference – August 3, 2020
15. USU Foundation Board Executive Committee Virtual Meeting – August 3, 2020
16. USU Board of Trustees Executive Committee conference call – August 4, 2020
17. Mountain West Board of Directors Virtual Meeting – August 5, 2020
18. Salt Lake Chamber Board of Governors Meeting – Salt Lake City, August 11, 2020
19. Remarks at Research Landscapes Virtual Session – August 11, 2020
20. USU Board of Trustees Workshop – Price, August 14, 2020

B. Upcoming Events

1. Council of Presidents by Video Conference – August 17, 2020
2. Presidents' Alliance Steering Committee Conference Call – August 19, 2020
3. Utah Board of Higher Education – Orem, August 21, 2020
4. Year of Woman Celebration of 100th Anniversary – Logan, August 26, 2020
5. USU Football vs. Washington State – September 3, 2020

6. K-16 Alliance Meeting – Logan, September 10, 2020
7. USU Football vs. Southern Utah – September 12, 2020
8. Utah Board of Higher Education Committee Virtual Meeting – September 18, 2020
9. NEHMA Exhibition Opening Remarks – September 18, 2020
10. USU Football at University of Washington – September 19, 2020
11. Council of Presidents by Video Conference – September 21, 2020
12. Virtual Remarks to Departmental Seminar at University of Wisconsin at Madison – September 22, 2020
13. Plenary Session Panelist at Experiment Station Section Virtual Annual Meetings – September 28-30, 2020
14. USU Football at BYU – October 2, 2020
15. Council of Presidents by Video Conference – October 5, 2020
16. Remarks at Research Landscapes – Salt Lake City, October 6, 2020
17. USU Football vs. San Diego State – October 10, 2020
18. Salt Lake Chamber Board of Governors Meeting – Salt Lake City, October 13, 2020
19. Utah Board of Higher Education Retreat – October 15-16, 2020
20. USU Board of Trustees – October 16, 2020

III. CONSENT AGENDA

Chair Burnett stated that the Trustees received the following agenda items for review.

- A. Minutes from the Regular Meeting held on June 19, 2020
- B. Minutes from the Closed Session held on June 19, 2020
- C. Academic Proposal
 - a. College of Science, Department of Computer Science, proposes creating five new institutional certificate online programs [Resolution 20-08-01] (Appendix A)

Action: Trustee Terry Warner moved to approve the Consent Agenda. Trustee Jacey Skinner seconded the motion. The voting was unanimous in the affirmative.

IV. ACTION AGENDA

- A. Faculty and Staff Adjustments [Resolution 20-06-02] (Appendix B)
 1. Paul T. Mitri to be Department Head and Professor with tenure, Department of Theatre Arts, Caine College of the Arts; effective January 1, 2021, replacing Adrienne Moore. B.A. University of Washington, 1986; M.F.A. University of Washington, 1989.

Action: Trustee Laurel Cannon Alder moved to accept the Faculty and Staff Adjustments. Trustee Gina Gagon seconded the motion. The voting was unanimous in the affirmative.

B. Utah State University Innovation Campus Annual Update [Resolution 20-06-03]
(Appendix C)

Vice President David Cowley presented the Innovation Campus annual update. The Space Dynamics Laboratory (SDL) is growing dramatically and a private development is planned.

On the map, the red-shaded building is currently under construction for SDL. The two blue-shaded buildings have recently been completed – one was built by SDL and the other was built by a private developer and SDL will lease the building.

The oval track on the map is the electrified roadway where research is being conducted to develop a way to charge an electric vehicle while it is in motion. USTAR Professor Regan Zane won a grant from the National Science Foundation for \$26M over five years and renewable for an additional five years to establish the Sustainable Electrified Transportation Center (SELECT) at USU.

The southeast part of the campus (red-dashed area of the map) contains the Old Chicago Pizza and Taproom on the corner of 1400 North and 800 East. More retail space is available for development along 1400 North. The purpose of this space is to provide retailers to support the people working at the Innovation Campus. The large square building is in the design phase and will be built by SDL. The entire building will be secured to accommodate classified research. A future hotel is planned along 800 East. The developer is waiting to see what happens with the pandemic before moving forward with construction.

The High Bay Building is under construction. This building will contain high bays and cranes for assembly of large satellites.

The Woodbury Building is being built by a group of investors and will be leased to SDL.

The Space Dynamics Building is finished and was opened without celebration due to the pandemic. A part of this building will be secured to accommodate classified research.

Trustee Niederhauser asked the length of ground leases for retailers along 1400 North. Vice President Cowley explained that the typical lease is 40 years but can be negotiated between USU and the developer. USU will never sell the land but will redevelop as needed.

Trustee Skinner asked who would use the hotel. Vice President Cowley said that the hotel is located far from downtown and will be available for visitors to the Innovation Campus. SDL has a lot of federal visitors. The hotel is located close to sports venues and would attract participants in sporting events.

Action: Trustee Kent Alder moved to accept the USU Innovation Campus Annual Update. Trustee Jacey Skinner seconded the motion. The voting was unanimous in the affirmative.

C. Utah State University 2020-21 Budgets [Resolution 20-06-04] (Appendix D)

Vice President Dave Cowley said the budget is typically brought before the Board of Trustees before the fiscal year begins; however, the pandemic changed the usual schedule.

Chair Burnett suggested that this item be deferred to the next meeting of the Board of Trustees for consideration. The Executive Committee will review the information and include it in the action agenda for the meeting on October 16, 2020.

Trustee Warner asked if the CARES Act funding helped the budget. Vice President Cowley explained that the CARES Act monies were divided into two parts – one part going directly to students and the other part for institutional needs. The institutional part may only be used to pay for academic delivery changes needed during the pandemic and has helped USU in that respect. These funds will also cover supplies, such as hand sanitizer. Any funds not used by April will need to be returned. Governor Herbert has ongoing funds available for more technology-related expenses.

Action: This item will be moved to the action agenda for the meeting on October 16, 2020.

V. INFORMATION AGENDA

- A. Report of Investments for March 2020 (Appendix E)
- B. Report of Investments for April 2020 (Appendix F)
- C. Report of Investments for May 2020 (Appendix G)

VI. COMMISSIONER OF HIGHER EDUCATION PRESENTATION ON ROLES AND RESPONSIBILITIES (Appendix H)

Commissioner Dave Woolstenhulme said that Senate Bill 111 combined the Board of Regents and the technology colleges into the Board of Higher Education. This state board will focus on high-level issues and will delegate local issues to local boards of trustees.

The document titled “Summary: Delegation of Responsibilities and Authority of USHE Governing and Administrative Officers” was distributed and will be presented for approval to the Board of Higher Education at its next meeting.

Deputy Commissioner Geof Landward explained the first column “Statutory Guidance” was broken up into different responsibilities starting with the president. The Utah System of Higher Education (USHE) will still appoint presidents of institutions; however, search committees will be chaired by a member of the institution’s board of trustees and a member of USHE. Search activities will be delegated to the boards of trustees. The annual evaluation of the president will shift more to the boards of trustees in partnership with the resource and review team appointed by USHE. The comprehensive evaluation of presidents will still be done by USHE after the first year of appointment and then every four years throughout the president’s term. The resource and review team along with the chair and vice

chair of the boards of trustees will report to the Board of Higher Education about the president's goal setting and priorities.

The boards of trustees will have the responsibility for oversight and will monitor how the institution contributes to USHE goals. The boards of trustees will set a performance matrix for the institution and monitor progress toward strategic planning. USHE will have a system strategic plan; however, all institutions will have strategic plans specific to their institution's vision, mission, and role developed by its board of trustees and president. The USHE strategic plan will be built from the institutions' strategic plans. The boards of trustees will be present when the statewide strategic plan is discussed.

For effective administration, the Board of Higher Education will establish general parameters and reporting requirements and will delegate day-to-day oversight to boards of trustees and presidents. The Board of Higher Education will only be involved with system-wide policies. The boards of trustees will approve policies for its institution.

Trustee Niederhauser asked if the mission of the institution would be a subset of the statewide strategic plan. Commissioner Woolstenhulme explained that the state's role is to make sure all institutions stay within their mission.

Deputy Commissioner Landward continued by stating that the Board of Higher Education will have final approval for increases in tuition and fees. With each institution submitting justifications for increases, the Board of Higher Education would not have time to understand each institution's budget and budget needs. The Board of Higher Education will set criteria and the boards of trustees will scrutinize proposals before approving. The Board of Higher Education will make sure the boards of trustees have done their due diligence and met the criteria before approving tuition increases.

The Board of Higher Education will restrict its role to setting system parameters and policy on budgeting and finance and will require only necessary reporting by the institutions. The boards of trustees will have oversight of budgets and controls to make sure resources are being used appropriately. The Board of Higher Education would only step in if there is an issue.

Facilities will be handled similarly to budget and finance. The Board of Higher Education will monitor system risk levels and audits.

The Board of Higher Education will set criteria for review of programs. The boards of trustees will approve new programs within the mission of their institution. The Board of Higher Education will be involved only in situations where an institution wants to start a program that falls outside of their mission and role to make sure the program does not already exist at another institution. In this situation, the institutions will be encouraged to collaborate rather than have stand-alone programs at both institutions.

The boards of trustees will still have responsibility for community relations, alumni relations, fundraising, advancement relationship, presidential relationships, honorary degrees, etc. A new responsibility is to approve research and training grants. Institutions will report highlights and most impactful research to the Board of Higher Education annually.

The Board of Higher Education will review all policies over the next year and will ask all general counsels to review their institution's policies.

Presidents have the leadership responsibility of setting the institution's vision, external relations, strategic plan, master plan, goals and initiatives to assure students' success, etc. The day-to-day management of the institution will be the responsibility of the president.

Trustee Niederhauser asked about any changes to the capital development process.

Commissioner Woolstenhulme said Senate Bill 102 states that capital development funds go to the institutions and the institutions may decide how those funds are spent. The Board of Higher Education will take forward the buildings that were funded and then defunded this year. In the future, money will flow to the institutions and the institutions will decide how the money is spent. The boards of trustees will have a lot more input in prioritizing building funds.

Chair Burnett asked if there were any other items the Trustees would like to discuss before the meeting closed; none were mentioned.

The meeting adjourned at 12:07 p.m.

Jody K. Burnett, Chair

Sydney M. Peterson, Secretary
(Minutes taken by Teresa Denton)

Date Approved

UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University Eastern, Price, Utah
August 14, 2020

Minutes of the Closed Session of the Utah State University Board of Trustees held at USU Eastern in Price, Utah, commencing at 10:04 a.m.

MEMBERS PRESENT

Jody K. Burnett Chair
Kent K. Alder Vice Chair
Sami I. Ahmed
Laurel Cannon Alder
John Y. Ferry
Gina Gagon
David H. Huntsman – via telephone
Wayne L. Niederhauser
David A. Petersen – via telephone
Jacey Skinner
Terry Warner

UNIVERSITY REPRESENTATIVES PRESENT

Noelle E. Cockett President
David T. Cowley Vice President, Business and Finance
Francis D. Galey Executive Vice President and Provost
Mica McKinney General Counsel and Vice President, Legal Affairs – via telephone
Sydney M. Peterson Secretary of the Board of Trustees

Chair Burnett conducted the meeting. Legal and property issues were discussed.

Action: Trustee John Ferry made a motion to adjourn the meeting. Trustee Kent Alder seconded the motion; the voting was unanimous in the affirmative.

The meeting adjourned at 10:47 a.m.

Jody K. Burnett, Chair

Sydney M. Peterson, Secretary
(Minutes taken by Sydney Peterson)

Date Approved

UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University Eastern, Price, Utah
August 14, 2020

Minutes of the Workshop of the Utah State University Board of Trustees held at USU Eastern in Price, Utah, commencing at 1:30 p.m.

MEMBERS PRESENT

Jody K. Burnett	Chair
Kent K. Alder	Vice Chair
Sami I. Ahmed	
Laurel Cannon Alder	
John Y. Ferry	
Gina Gagon	
David H. Huntsman – by telephone	
Wayne L. Niederhauser	
David A. Petersen – by telephone	
Jacey Skinner	
Terryl Warner	

UNIVERSITY REPRESENTATIVES PRESENT

Noelle E. Cockett	President
Teresa Denton	Staff Assistant
Sydney M. Peterson	Secretary of the Board of Trustees
Laurens H. Smith	Vice President, Statewide Campuses
Robert W. Wagner	Vice President, Academic and Instructional Services

Chair Burnett opened the Workshop thanking those present for their attendance.

USU'S STATEWIDE CAMPUSES: OVERVIEW AND UPDATES (Appendix I)

Vice President Laurens Smith began with an overview of USU's statewide campuses framework. USU fulfills its land-grant mission to provide statewide access to educational opportunities with nine campuses and 21 educational centers throughout the state. A map showed the credentials that are offered at each statewide campus.

USU's integrated education delivery system includes the following methods: face to face, broadcast (IVC), online, and synchronous (live) web broadcast. Wherever faculty are located in the statewide system, a class can originate and then be delivered throughout the state. Graphs illustrate the percentage of face to face, broadcast, and online delivery systems used in the statewide system. On the main campus in Logan, 80% of delivery is face-to-face, 15% is online, and 5% is broadcast. At USU Eastern, 56% is face to face, 35% is broadcast, and 9% is online. At USU Blanding, 25% is face to face, 20% is online, and 14% is broadcast. At the other statewide campuses, 46% is online, 34% is face to face, and 20% is broadcast.

Dr. Pam Dupin-Bryant, Professor in the Data Analytics and Information Systems Department at the Tooele Campus, delivers her MIS 2100 class face to face at the Tooele campus and broadcast to other statewide classrooms. Faculty housed at statewide campuses total 166 in 31 departments. There are 19 new faculty in nine departments on seven campuses beginning fall 2020.

Dr. Wayne Freimund, Professor in the Environment and Society Department at the Moab campus, is one of the new faculty this year. He is a nationally recognized superstar in the area of recreation resource management with his career research in both Arches and Canyonlands National Parks. He was previously on the faculty at Clemson University, but joined the faculty at USU Moab in order to have his base in the area where he conducts his research.

A chart illustrates the enrollment at statewide campuses over the past five years. Each campus is either level or on a downward trend. Enrollment comparison between fall 2019 and fall 2020 shows that enrollment statewide is increasing where enrollment at the Logan campus may be flat. A reason for this may be attributed to the COVID-19 pandemic where students are staying home and taking advantage of educational opportunities at a campus near their home.

Enrollment comparison between summer 2019 and summer 2020 (beginning of the pandemic) shows that there is a drop in overall summer enrollment at the Logan campus; however, the statewide campuses have increased overall.

Graphs illustrate the ages of students at each campus. On the main campus in Logan, 83% of students are ages 18-24, 15% are 25-39, and 2% are 40 and older. At the other statewide campuses, 47% of the students are ages 25-39, 32% are 18-24, and 21% are 40 and older.

Graphs illustrate the gender of students at each campus. On the main campus in Logan, 52% of students are male and 48% are female. At USU Eastern, 56% of the students are female and 44% are male. At USU Blanding, 69% of the students are female and 31% are male. At the other statewide campuses, 69% of the students are female and 31% are male. The higher number of female students at statewide campuses may be attributed to the kinds of programs offered in the statewide system such as nursing, cosmetology, etc.

Part of Senate Bill 232 provided funding to help develop new programming in the statewide campus system. Instruments and Control programs were added to USU Eastern which targets energy industry and management of power plants. Automotive Technology and Certified Nursing Assistant programs were supported in Moab. Medical Assistant, Building Construction, and Construction Management programs were supported in Blanding.

A statewide tuition and fees structure was developed providing Price, Moab, and Blanding campuses to have the same tuition structure designed to lower tuition for students taking 65 credits or fewer. Above 65 credits the students pay the same tuition that students at other statewide campuses pay.

Senate Bill 232 also required USU to revisit the tuition structure for technical education programs. Technical education programs are based on membership hour rather than a strict credit mode. The membership rate is \$2.75 per hour. Total cost of technical education programs can vary widely; nevertheless, USU's tuition is competitive with similar programs in the rest of the state's technical education system.

Vice President Robert Wagner presented the new institutional financial aid strategies and scholarships. The need to update and change the financial aid strategies was identified through the strategic planning process. Consultants Ruffalo Noel Levitz were asked to look at the financial aid strategies for USU students. It was decided that USU should focus on three areas: 1) increase net tuition revenue, 2) increase overall headcount, and 3) balance quality vs.

access.

USU changed its Scholarship Index which shows parents how much it will cost for their child to attend USU. In the past the index was weighted more toward placement tests such as ACT and SAT exams. Higher education is learning to rely less on placement exams and more on high school GPA. High school GPA is a more accurate predictor of student success than scores on a placement exam. Recently, USU announced that for fall 2021 placement test scores would be optional for admission. Due to the COVID-19 pandemic, SAT and ACT exams have not been available for some students to take. Placement exam scores will still be needed to qualify for scholarships.

Merit awards will shift from percentages to fixed-dollar amounts. Percentages allowed for tuition increases where fixed-dollar amounts do not. Lower-tier awards are two-year scholarships. Upper-tier awards are multi-year awards. After two years, students are moving into specific departments and can qualify for departmental awards.

USU has \$1.25M for need-based awards which provide funding for academically qualified students who do not have sufficient economic resources to go to college.

The Advancement Office is identifying more private funding for students, i.e., Ivory Foundation, to focus on former USU students who are within 30 credits of completing their degree but have been away from campus for at least five years. These students may be awarded \$4,000 over two semesters. A new Integrated Studies program will help these students return to complete their degrees.

A comparison of online headcount on August 9 in both 2019 and 2020 showed 9,329 students in 2019 and 18,033 in 2020. Major initiatives include 25 years of teaching online courses, new online degree programs, competency-based programming, corporate and educational partnerships, and a new director of statewide and online recruiting. One possible explanation for the almost doubled headcount is the COVID-19 pandemic where students are staying home and continuing their education online. The average student at USU takes one or two online courses a semester because of flexibility. USU online programs have received three awards from *U.S. News and World Report* in 2020 including Best Online Programs for Bachelor's, Best Online Programs for Veterans Bachelor's, and Best Online Programs for Grad Education.

Vice President Smith presented an overview of statewide facilities. A new Moab campus building is funded with a groundbreaking possible in late fall. This building will be a total of 22,500 square feet and include classrooms, labs, shops, and centers. The USU Blanding Technical Education building has a total of 23,000 square feet. A trucking program will start summer 2021 with a welding program next. The USU Salt Lake Greenhouse supports horticulture and landscape architecture programs including courses in greenhouse management and turf grass management. The greenhouse provides support for the International Rescue Committee New Roots program for refugees.

The Statewide Strategic Enrollment Management plan focuses on recruitment, retention and completion, and student advising and success coaching. Its process is to develop new analytical tools for enrollment data, hold statewide workshops, organize work groups, and plan and set goals.

Statewide recruitment was reorganized to include a recruitment leadership team; central

admissions, statewide student affairs, marketing, and online programs; and priorities and campus plans. Campus recruitment teams include individual campus recruitment committees, campus-specific recruitment plans, and the Statewide Recruitment Collaborative. Anca Matcovschi was selected as Director of Statewide and USU Online Recruitment where she will focus on post-traditional student recruitment, expansion of online program offerings, and development of academic programs with corporate partners.

Fall 2020 recruitment strategies include individually contacting 4,100 transfer and first-time students who were admitted to the Logan campus but have not enrolled. Spring 2021 recruitment strategies include contacting 2,700 students who were admitted in the past but never enrolled or graduated from another institution. Contacts include emails, direct mailers, digital advertising, and a personalized outreach campaign.

A future degree completion campaign will focus on 25,000 students who attended between 2006 and 2015 but did not complete their degrees. This multi-faceted campaign will encourage students to finish their degree at USU.

A retention and completion campaign showed that texts were the most effective in communicating with students with a 49% response rate or 162 students registered or applied for graduation. Rebecca Berrett is the new Completion Coordinator and will focus on planning completion outreach and campaigns for current and prospective students. The Integrated Studies degree began in fall 2018 and has a 100% online option. So far 52 students have graduated with 10 more this summer. In fall 2020 enrollment was at 56 students.

Student Success and Support is undertaking a large-scale effort to recruit. Academic Advising and Success will coordinate using best practices to support student success. Success messaging will communicate with students more effectively. Faculty mentoring will increase connection to support and motivate. First-year students will develop a sense of belonging for new students. Online student services will provide expanded and relevant resources. Statewide exploratory will encourage major declaration and completion.

The Learn and Work in Utah program received state CARES funding from the governor's office and USHE in the amount of \$783,968 for tuition awards and support for certificate programs and training opportunities for rural students who are unemployed, underemployed, or vulnerable to economic impacts of the COVID-19 pandemic.

Future statewide programs include an Entrepreneurship Certificate in the Management Department and a Cybersecurity Certificate, an Analytics Programming Certificate, and a Data Engineering Certificate in the Data Analytics and Information Department.

Action: Trustee Terryl Warner made a motion to adjourn the meeting. Trustee Laurel Cannon Alder seconded the motion; voting was unanimous in the affirmative.

The meeting adjourned at 2:40 p.m.

Jody K. Burnett, Chair

Sydney M. Peterson, Secretary

(Minutes taken by Teresa Denton)

Date Approved

16 October 2020

ITEM FOR ACTION

Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction., and

WHEREAS, The proposal will offer statewide via distance education with students having a Plan B or C option like other specializations with the Master of Education, 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 the proposal to offer an Interventions for Secondary Students' Specialization within the existing Master of Education in Curriculum and Instruction in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Emma Eccles Jones College of Education and Human Services - School of Teacher Education and Leadership

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

Emma Eccles Jones College of Education and Human Services

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 131001

Minimum Number of Credits (if applicable)* 36

Maximum Number of Credits (if applicable)* 36

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
 - New K-12 Endorsements
 - Other

- Existing Program Changes:**
- Program Transfer
 - Program Restructure
 - Program Consolidation
 - Program Suspension
 - Program Discontinuation
 - Program Name Change
 - Out-of-Service Area Delivery of a Program
 - Reinstatement of a Previously Suspended Program
 - Other

Administrative Unit Changes:

- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Add 'Interventions for Secondary Students' as a new specialization within the existing Master of Education in Curriculum and Instruction.

Section II: Program Proposal

Proposed Action & Rationale* This specialization was originally recommended by approximately a dozen administrators who asked USU to offer their high school teachers advanced training in interventions. Specifically, administrators want their teachers to be able to provide academic and behavioral supports to secondary students who exhibit multiple risk indicators, including low literacy, high absenteeism, and low engagement. Secondary general education teachers are content trained with minimal or no training in interventions to support students without disabilities requiring intensive interventions.

Labor Market

Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This specialization will be offered statewide via distance education with students having a Plan B or C option like other specializations within the Master of Education in Curriculum and Instruction program. The planning guides for both are attached.

Finances*

Since all courses within this proposed specialization already exist, no additional costs are anticipated.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

16 October 2020

ITEM FOR ACTION

Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction, and

WHEREAS, The proposal will offer statewide via distance education with students having a Plan B or C option like other specializations with the Master of Science, 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 the proposal to offer an Interventions for Secondary Students' Specialization within the existing Master of Science in Curriculum and Instruction in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

Emma Eccles Jones College of Education and Human Services - School of Teacher Education and Leadership

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Proposal Information

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Emma Eccles Jones College of Education and Human Services

DEPARTMENT (include all cross listed departments)*

School of Teacher Education and Leadership

Current Title (if applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 131001

Minimum Number of Credits (if applicable)* 36

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

Request

Step 4: Select the Type of Change Being Requested.

- New Programs:**
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
 - New Certificates of Completion
 - New Post-Baccalaureate and Post-Masters Certificates
 - New Minors
 - New Emphases within an Approved Degree
 - New K-12 Endorsements
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 - Program Restructure
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 - Program Discontinuation
 - Program Name Change
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- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative Units:

- New Center
- New Institute
- New Bureau
- Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* Add 'Interventions for Secondary Students' as a new specialization within the existing Master of Science in Curriculum and Instruction.

Section II: Program Proposal

Proposed Action & Rationale* This specialization was originally recommended from approximately a dozen administrators who asked USU to offer their high school teachers with advanced training in interventions. Specifically, administrators want their teachers to be able to provide academic and behavioral supports to secondary students who exhibit multiple risk indicators, including low literacy, high absenteeism, and low engagement. Secondary general education teachers are content trained with minimal or no training in interventions to support students without disabilities requiring intensive interventions.

Labor Market

Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*


This specialization will be offered statewide via distance education like other specializations within the Master of Science in Curriculum and Instruction program. A planning guide is attached.

Finances*

Since all courses within this proposed specialization already exist, no additional costs are anticipated.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

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

Fall 2020 Program Reviews Submissions to USHE

Year	Review Type	College/Department	Program
2018-2019	Accreditation	Emma Eccles' Jones College of Education and Human Services/The School of Teacher Education and Leadership, The Department of Special Education and Rehabilitation, and 22 content area departments across USU	Teacher Education Program
2018-2019	Accreditation	Emma Eccles Jones' College of Education and Human Services/The School of Teacher Education and Leadership	Instructional Leadership Program
2018-2019	Accreditation	Emma Eccles Jones' College of Education and Human Services/Department of Psychology	School Counseling Program
2018-2019	Accreditation	Caine College of the Arts/Department of Music	Masters of Music in Performance – Voice Program
2018-2019	Accreditation	Emma Eccles Jones' College of Education and Human Services/Department of Nursing	Bachelor of Science (BSN) Program
2019-2020	Accreditation	Emma Eccles Jones' College of Education and Human Services/Department of Nursing	Practical Nursing (PN) and Associate Degree Nursing (AD) Program
2019-2020	Program Review	S.J. and Jessie E. Quinney College of Natural Resources/Department of Environment and Society	Undergraduate and Graduate Programs

<Date>

ITEM FOR ACTION

Utah State University's Teacher Education Program submits the attached accreditation documentation for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Teacher Education Program and courses emphasize the preparation for licensure in the state of Utah and professional training in one of four options offered – early childhood education, elementary education, secondary education, and special education. These four areas of specialization reside in two departments, The School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation, in partnership with 22 content area departments across the university. The Teacher Education Program includes 28 degree program majors along with specific endorsements. The USU Teacher Education Program follows the Utah Effective Teaching Standards as set forth by the Utah State Board of Education, and meets the rubrics developed by the Utah Teacher Education Assessment and Accreditation Council as well as rubrics for the Council for Exceptional Children. And as USU is a land-grant university based throughout the state of Utah, the USU Teacher Education Program has formed partnerships with districts across Utah to strengthen the mentor teacher – student teacher relationship for students completing the program.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this accreditation of the Teacher Education Program.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University has received report of accreditation of the Teacher Education Program 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 accreditation for the Teacher Education Program, and that this accreditation 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 Programs

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

Department(s) or Area(s) Location: The School of Teacher Education and Leadership, and the Department of Special Education and Rehabilitation, along with 22 content area departments across Utah State University

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 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.

Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher



Association for **Advancing**
Quality in Educator Preparation

May 24, 2019

Dr. Sylvia Read
Associate Dean for Educator Preparation
Utah State University
2805 Old Main Hill
Logan, UT 84322

Dear Sylvia:

This letter serves as formal notification of action taken regarding the Utah State University Teacher Education Program by the Accreditation Commission of the Association for Advancing Quality in Educator Preparation at its meeting of May 2, 2019.

Action: Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission awards **accreditation for a term of 7 years** to the Teacher Education Program provided by Utah State University.

This action is effective immediately and remains **in effect through June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

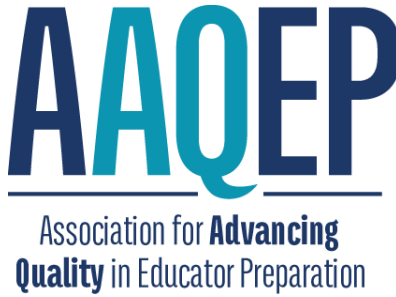
Congratulations!

A handwritten signature in black ink, reading 'Mark LaCelle-Peterson'.

Mark LaCelle-Peterson, Ed.D.
President and CEO

Advancing quality in educator preparation

P.O. Box 7511
Fairfax Station, VA 22039-9998



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Utah State University Teacher Education Program

Logan, Utah

May 2019

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the Accreditation Commission makes the following determination regarding the Utah State University Teacher Education Program:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and conditions specified below.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

RATIONALE

The program presented compelling evidence that it meets all AAQEP standards. The evidence showed that program completers are prepared to work effectively as professional educators and that they are able to adapt to different contexts and to grow professionally. Program capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates was evident and sufficient to meet AAQEP standards. The program engages with stakeholders and partners to strengthen the P-20 education system locally and across the State of Utah.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Standard	Concern or condition	Remedy and timeline
n/a	n/a	n/a

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.



AAQEP Accreditation Self-Study

UTAH STATE UNIVERSITY
TEACHER EDUCATION PROGRAMS

Prepared by Sylvia Read, Professor and Associate Dean for Teacher Education
Tim Slocum, Professor and Head, Department of Special Education
Darcie Peterson, Program Coordinator, Department of Special Education
Scott Hunsaker, Associate Professor and Coordinator, Elementary Teacher Education, School of Teacher
Education and Leadership
Eric Mohr, Professional Practice Associate Professor, Secondary Education, School of Teacher Education
and Leadership

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Introduction and Overview

Utah State University is Utah's land-grant and space grant institution. Its Carnegie classification is RU/H, a research university with high research activity.

President Abraham Lincoln signed the Morrill Land-Grant Colleges Act on July 2, 1862, opening the way for the establishment of a new college in each state and territory. The intent of the Morrill Act in creating these new schools was to provide opportunities for higher education and practical learning to the people in each state, especially those in more rural areas. Nearly twenty-six years later, on March 8, 1888, the Utah State Legislature passed the Lund Bill, and the Agricultural College of Utah (UAC) was created. In the spirit of the Land Grant Act, the Lund Bill stated: "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanic arts, and such other scientific and classified studies as shall promote the liberal and practical education of the industrial classes in the several pursuits of the professions of life." Conspicuously absent from the legislative language was the authorization of a teacher preparation curriculum, which was to remain part of the mission of the University of Utah in Salt Lake City.

As Utah grew in population and the need for school teachers increased, the Utah State Legislature authorized the Agricultural College of Utah in 1921 to offer rural related teacher education programs under its own name. A new Department of Education was established at the Agricultural College of Utah and became part of the School of General Science. In 1923, the National Summer School was founded at ACU, bringing in Knute Rockne, Frederick Jackson Turner, and other distinguished faculty from Harvard, Stanford, Columbia, and elsewhere. For the next three consecutive summers, farmers, educators, and their families flocked to Logan to learn from the visiting scholars. Many of them lived in a tent city located in the grove of trees east of the quad. The sessions of this educational experiment were remarkably successful. Over thirteen hundred students were enrolled in the first session, coming from twenty-four states and five foreign countries. The 1925 Summer School was even more impressive and brought distinguished scholars like Columbia University's William H. Kilpatrick, John Dewey's associate and interpreter of his philosophy, to instruct the attendees. Finally, on March 8, 1927, Utah's Governor George H. Dern signed Utah's Course of Study Bill (Senate Bill No. 97), which authorized the College to "give courses for the preparation of teachers . . . such as to meet the certification requirements of the State Board of Education." The new School of Education was assigned to the College of Arts and Sciences. The following year, the newly launched School of Education established a teacher training school, which is now known as the Edith Bowen Laboratory School. The new School of Education was made independent of the School of Arts and Sciences in 1932 with the naming of Dr. E.A. Jacobsen as its first full time Dean. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education.

On April 23, 2008, Utah State University announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a \$25 million gift from the Emma Eccles Jones Foundation. The gift made possible the design and construction of a new building, the Emma Eccles Jones Center for Early Childhood Education, and five endowed chairs in early childhood education.

Regional Campuses

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in regional campus offerings. Distance education extends USU's and the Emma Eccles Jones College of Education and Human Services's reach to provide higher education to students throughout Utah and

around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes in selected programs. A complete map of USU's regional campuses can be viewed here: <https://regionalcampuses.usu.edu/locations/>. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: https://higheredutah.org/wp-content/uploads/2013/11/SBR-Policy-2013-09-13_R315-FINAL-V03.pdf

Profile of the Emma Eccles Jones College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and corporate settings.

The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University with 5,773 students (2017-18).

The College is comprised of seven departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Kinesiology and Health Science, Instructional Technology and Learning Sciences, Psychology, the School of Teacher Education and Leadership, and Special Education and Rehabilitation.

The College is also home to the following: the Emma Eccles Jones Center for Early Childhood Education; the Center for Persons with Disabilities; the Sorensen Legacy Foundation Center for Clinical Excellence; the National Center for Hearing Assessment and Management; the Dolores Dore Eccles Center for Early Care and Education; the Edith Bowen Laboratory School; and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

Honors for the Emma Eccles Jones College of Education and Human Services

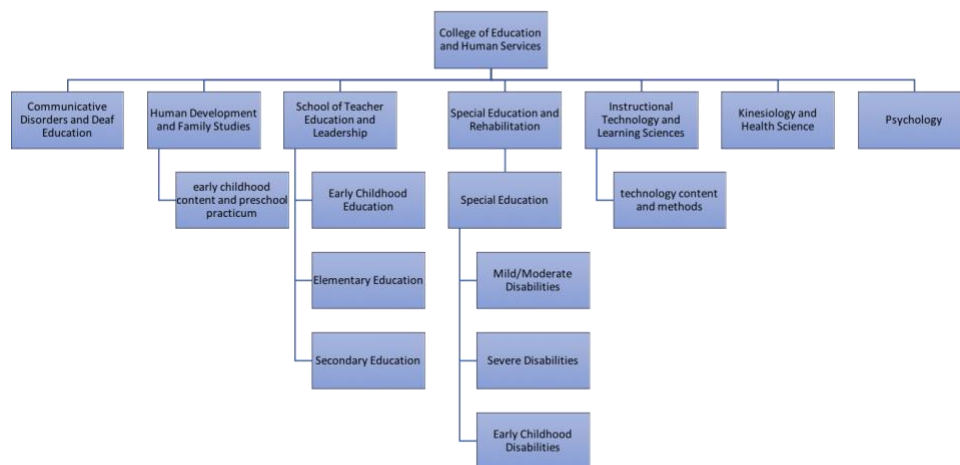
U.S. News and World Report magazine has ranked the graduate programs in the university's Emma Eccles Jones College of Education and Human Services among the top tier of colleges of education in the nation—the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. In 2018, the magazine ranked the college 27th in the nation overall against all graduate colleges of education, and the college ranked 6th in the nation in total research dollars. The College's dean, Beth Foley, has said: "The amount and scope of the research we do only aids in our ongoing commitment to be pioneers in education. Potential educators and students looking to learn from and work with some of the nation's best now know the Emma Eccles Jones College is a leader when it comes to producing quality teachers and offering innovative research opportunities."

The *U.S. News and World Report* bases its rankings on a weighted average of 11 quality measures, including peer assessments, faculty resources, faculty awards and GRE scores for doctoral students.

Program Options

Initial licensure programs undergoing accreditation review reside in two departments: The School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation. There are four main teacher education options for initial licensure at Utah State University – early childhood education, elementary education, secondary education, and special

education. The School of Teacher Education and Leadership provides professional training in early childhood education (in partnership with the Department of Human Development and Family Studies), elementary education, and secondary education (in partnership with 22 content area departments across all colleges in the university). The Department of Special Education and Rehabilitation offers training in special education with emphases in mild/moderate disabilities, severe disabilities, or early childhood disabilities. Each option offers a variety of strands that provides students an opportunity to license in specific areas that best meet their interests and/or needs, including specific endorsements (e.g., ESL, dual language immersion, math level 2).



Profile of the School of Teacher Education and Leadership (TEAL)

The School of Teacher Education and Leadership (TEAL) offers programs for early childhood education, elementary education, the social studies composite secondary teaching major, and the professional education framework leading to secondary education licensure in other teaching majors. Students access these programs on-campus or through distance delivery via online and interactive video conferencing technology. The department's website is <http://teal.usu.edu/>.

The mission statement for the School of Teacher Education and Leadership details the program faculty's commitment to research, teaching, leadership, and service:

- As a unit within the land grant institution of Utah State University, we are part of one university, geographically dispersed. We acknowledge and appreciate the complex contexts that shape our work, and we are committed to furthering the cause of equitable educational opportunity for all students. We aim to prepare students for informed and influential participation in local and global communities.
- The mission of the School of Teacher Education and Leadership (TEAL) is to inspire and prepare reflective and effective educators, scholars, and leaders through student-focused learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice.

Profile of the Department of Special Education and Rehabilitation

The Department of Special Education and Rehabilitation at Utah State University offers educational training in programs for teachers, supervisors, support personnel, rehabilitation counselors, and others working with children and adults with disabilities. The department's website is sper.usu.edu. The department is recognized as one of the nation's most productive and innovative research, development, and training departments. Its mission is to:

- Establish and maintain national leadership in research and scholarship in disability related fields including special education, applied behavior analysis with individuals with disabilities, rehabilitation counseling and disability studies.
- Establish and maintain national leadership in the preparation of special educators and rehabilitation counselors.
- Serve individuals with disabilities through community service programs, technical assistance, advocacy, public education, and policy development.

Self-study Overview

The data for this study has been drawn from the past 2-4 years of programs, depending on the source of data. Data have been analyzed by core faculty in elementary, secondary, and special education. The entire self-report has been read and approved by the faculty in the School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation.

Sources of data

- Two full years of final summative evaluation of student teaching using the Performance Assessment and Evaluation System (PAES). Prior to two years ago, we used a different assessment that is no longer valid. During student teaching, teacher candidates are assessed on all of the Utah Effective Teaching Standards (UETS) through the Performance Assessment and Evaluation System (PAES), which was developed by the Utah Teacher Education Accreditation and Assessment Consortium (members include faculty from Brigham Young University, Utah Valley University, Westminster College, University of Utah, Southern Utah University, Weber State University). The PAES was developed to align specifically with the state's teacher evaluation instrument, the Utah Teacher Observation Tool.
- Four years of Praxis data for license and endorsement areas required by the Utah State Board of Education
- Coursework: Our teacher preparation programs ensure that students have the relevant content knowledge by requiring general education coursework.
- Pedagogical content knowledge is developed through specific methods courses. Special education students take specific methods courses for teaching students with disabilities. Elementary education majors take two methods courses for reading, one for language arts, one for social studies, **four for math (two from the math department and two from TEAL)**, and one for science. In addition, early childhood majors take an early childhood methods course specific to teaching kindergarten. Secondary education majors take methods courses through their home department (e.g., music methods, art methods). Secondary science and social studies education majors also take specific methods courses in TEAL.
- Practicum/clinical experiences: Through practicum (elementary and special education terminology) and clinical (secondary terminology) experiences, students apply learning theory,

create and development positive learning environments, and develop the dispositions and behaviors required for successful teaching careers.

- Teacher Performance Assessment: In order to pass student teaching, students must successfully complete a teacher performance assessment. In the elementary and secondary programs, this is a stand-alone assignment called the Teacher Work Sample. In the special education program, the Teacher Work Sample is embedded into a portfolio that includes other evidence of learning outcomes specific to special education (e.g., Behavioral Assessment and Intervention, Comprehensive Educational Assessment, Individual Educational Plan, etc.). This assessment requires students to document the learning environment in which they are student teaching (or completing an internship), provide a coherent set of lesson plans, collect assessment data on selected students, analyze the data, and, finally, reflect upon the effectiveness of their own teaching.
- Surveys: Each April/May, graduates of the program **who have completed a placement survey to determine if and where they are teaching are sent a different follow-up survey** to assess their level of satisfaction and feelings of preparedness for the classroom in which they are teaching. In addition, each student's principal is sent a similar survey that specifically asks about the competencies of the USU graduate teaching in their school. The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned. Beginning in May 2018, the same survey was sent to graduates and employers of all three programs, elementary, secondary, and special education. In addition, the new surveys (named Utah Teacher Education Employer Survey or UTEES and the Utah Teacher Education Student Survey or UTESS) were developed by members of UTEAAC (Utah Teacher Education Assessment and Accreditation Consortium), and the participating institutions (e.g., Brigham Young University, Utah Valley University, Weber State University) are all using the same survey. The new survey is administered electronically at Utah State University and thus we are getting a slighter higher response rate than we did with previous surveys that were paper-based.
- Documents including faculty meeting minutes, Council on Teacher Education meeting minutes, formal partnership documents, student contact form, syllabi with alignment matrices to state teacher effectiveness standards (UETS), waiver policy and data, general education coursework, teaching major 4-year degree maps.

Standard 1: Completer Performance

The evidence that the elementary, secondary, and special education programs meet the expectations of Standard 1 comes from several data sources and perspectives, including Praxis scores, coursework, student teaching and other field experiences, and surveys of graduates and their principals after they are employed.

Content and Pedagogical Knowledge

This section will address the aspect of Standard 1 that focuses on providing evidence of content and pedagogical knowledge. First, we present all of the evidence, and then we provide our interpretation of the evidence.

Praxis Scores

Praxis scores serve as a primary measure of content knowledge. Below is a presentation of Praxis scores for selected majors. The full dataset can be accessed <http://cehs.usu.edu/evidence-room/Praxis%20Data%20-%202014-2018.xlsx>. Highlighted cells indicate areas of possible concern—meaning that the when standard deviation is subtracted from the mean, it is clear that some students are not passing on the first attempt. The N includes all attempts.

Selected Praxis Data 2014-2018

(CS= Praxis test cut scores set by Utah State Board of Education)	2014-15			2015-2016			2016-2017			2017-2018 (as of 6-1-18)		
	M	SD	N	M	SD	N	M	SD	N	M	SD	N
ELED Majors												
5002 ELED: Reading & LA Subtest CS 157	167.11	13.40	135	164.05	13.65	155	164.64	13.30	154	166.94	13.60	80
5003 ELED: Mathematics Subtest CS 157	179.99	15.52	126	179.31	16.66	134	183.16	14.31	114	178.34	16.84	64
5004 ELED: Social Studies Subtest CS 155	164.64	16.44	141	162.36	14.40	171	163.37	15.27	161	163.93	13.96	82
5005 ELED: Science Subtest CS 159	173.34	14.53	131	172.90	15.75	138	171.95	13.74	130	172.26	15.15	69
5169 Middle School Mathematics CS 165	175.86	12.38	22	171.36	16.41	25	167.33	12.69	21	172.64	19.92	14
Special Education Majors												
5002 ELED: Reading & LA Subtest CS 157	166.98	12.84	59	161.42	14.72	55	159.10	14.50	51	158.33	9.43	12
5003 ELED: Mathematics Subtest CS 157	174.45	21.17	58	172.06	19.66	48	175.53	19.52	40	173.08	19.40	12
5004 ELED: Social Studies Subtest CS 155	160.30	16.32	57	158.40	15.47	65	157.29	15.39	49	152.88	12.14	16
5005 ELED: Science Subtest CS 159	170.21	14.06	56	166.75	16.77	51	165.02	13.86	44	158.67	19.23	15
Agriculture Education												
5701 Agriculture CS 147	170.40	9.07	5	166.40	7.24	10	170.24	8.91	17	162.33	14.61	6
Biology												
5235 Biology CS 149	176.38	8.67	8	172.00	7.16	14	177.20	12.28	5	179.00	N/A	1
Chemistry												
5245 Chemistry CS 151				189.00	N/A	1	151.33	11.24	9	165.50	6.36	4
English												
5039 English/LA CS 162	174.82	12.48	22	169.73	9.66	30	177.70	7.52	23	173.83	10.62	12
History												
5941 World & US History CS 156	157.25	9.23	16	162.88	17.30	16	162.07	16.72	15	169.67	11.59	3

Math & Stats Composite												
5161 Mathematics CS 160	158.33	11.08	18	159.78	23.99	23	162.17	18.31	18	157.67	2.52	3
Music												
5113 Music CS 156	175.15	10.03	13	164.50	8.80	8	174.00	7.62	10	175.83	11.21	6
Social Studies Composite												
5081 Social Studies CS 159	164.78	18.50	23	165.69	11.58	16	170.25	14.12	8	177.73	11.98	11

General Education Coursework

In addition to Praxis as evidence of content knowledge, students in specific majors take specific general education coursework. All four-year degree plans for all majors include courses in:

- Communications Literacy (English 1010, 2010)
- Quantitative Literacy
- Breadth requirements (18-20 credits)
 - Breadth American Institutions
 - Breadth Creative Arts
 - Breadth Humanities
 - Breadth Life Sciences
 - Breadth Physical Sciences
 - Breadth Social Science

For more detail: <http://catalog.usu.edu/content.php?catoid=12&navoid=3849>

All degree maps can be found here: <http://catalog.usu.edu/content.php?catoid=12&navoid=3905>

Specific majors specify preferred general education coursework that prepares teacher candidates for the content they will teach. Degree maps also include courses that are required for admission into a teacher education program. Students are required to have minimum grades in specific general education courses and an overall GPA of 3.0 in order to be admitted into a teacher education program.

Links to Elementary Education degree maps:

- [Early Childhood Education](#)
- [Elementary Education](#)

Links to Special Education degree maps:

- [Special Education: Mild/Moderate Emphasis](#)
- [Special Education: Severe Emphasis](#)
- [Special Education: Birth to Age 5 Emphasis \(Early Childhood\)](#)

Links to Secondary Education degree maps:

- [Art Education](#)
- [Biological Science Composite](#)
- [Business Education](#)
- [Chemistry Teaching](#)
- [Earth Science Composite](#)
- [English Teaching](#)
- [Family and Consumer Sciences Education](#)
- [French Teaching](#)
- [German Teaching](#)
- [History Teaching](#)

- [Human Movement Science: Physical Education Teaching](#)
- [Math/Stats Composite](#)
- [Music Education, Band](#)
- [Music Education, Orchestra](#)
- [Music Education, Choral](#)
- [Physical Science Composite \(Chemistry\)](#)
- [Physical Science Composite \(Physics\)](#)
- [Physics Teaching](#)
- [Social Studies Composite Teaching](#)
- [Spanish Teaching](#)
- [Technology and Engineering Education](#)
- [Theater Education](#)

Evidence from Performance Assessment and Evaluation System (PAES)

The final student teaching evaluation (PAES) includes items (items 4.1, 6.1, 7.2, 7.3, 7.4 and 7.5) that specifically probe the degree to which our graduates’ teaching is informed by sufficient and appropriate content knowledge. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Content and Pedagogical Knowledge		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
4.1 Bases instruction on accurate content knowledge using multiple representations of concepts and appropriate academic language (UETS 4a, 4c, 4d, 4e, 7c). InTASC 4 and 5.	Fa16-Sp17	2.9	0.3	145	2.93	0.29	150	2.85	0.38	128	2.93	0.32	133	2.75	0.48	45	2.61	0.61	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.6	0.6	49	2.8	0.4	50	2.63	0.63	15	2.83	0.39	12
	Sp18	2.8	0.4	108	2.9	0.3	100	2.8	0.5	58	2.8	0.4	58	2.76	0.43	21	3	0	19
6.1 Demonstrates knowledge of the Utah Core Standards and references them in short- and long-term planning (UETS 4b, 6a). InTASC 7	Fa16-Sp17	2.91	0.31	145	2.95	0.24	150	2.78	0.46	128	2.86	0.45	133	2.79	0.41	45	2.63	0.57	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.5	49	2.8	0.5	50	2.56	0.64	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.5	58	2.9	0.4	58	2.83	0.38	21	3	0	19
7.2 Provides multiple opportunities for students to develop higher-order and meta-cognitive skills (UETS 3f, 6d, 7e). InTASC 8	Fa16-Sp17	2.75	0.46	145	2.91	0.29	150	2.76	0.46	128	2.86	0.4	133	2.68	0.47	45	2.5	0.59	46
	Fa17	2.7	0.5	59	2.8	0.5	59	2.6	0.6	49	2.8	0.5	50	2.56	0.51	15	2.75	0.45	12
	Sp18	2.7	0.5	108	2.8	0.4	100	2.7	0.5	58	2.7	0.5	58	2.68	0.52	21	2.95	0.23	19
7.3 Supports and expands each learner’s communication skills through reading, writing, listening, and speaking (UETS 3f, 7d). InTASC 8	Fa16-Sp17	2.88	0.37	145	2.94	0.25	150	2.83	0.43	128	2.9	0.37	133	2.75	0.44	45	2.65	0.53	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.6	0.5	49	2.8	0.4	50	2.74	0.53	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.2	100	2.8	0.4	58	2.8	0.4	58	2.8	0.46	21	2.95	0.23	19
7.4 Uses a variety of available and appropriate technology and resources to support learning (UETS 3e, 7f, 7g). InTASC 8	Fa16-Sp17	2.89	0.32	145	2.96	0.2	150	2.85	0.4	128	2.92	0.3	133	2.71	0.46	45	2.7	0.47	46
	Fa17	2.8	0.4	59	2.8	0.5	59	2.7	0.5	49	2.7	0.5	50	2.74	0.45	15	2.67	0.49	12
	Sp18	2.8	0.4	108	2.8	0.5	100	2.9	0.3	58	2.9	0.3	58	2.8	0.46	21	2.89	0.32	19
7.5 Develops learners’ abilities to find and use information to solve real-world problems (UETS 7g, 7f). InTASC 8	Fa16-Sp17	2.77	0.45	145	2.88	0.32	150	2.68	0.5	128	2.79	0.46	133	2.7	0.46	45	2.54	0.62	46
	Fa17	2.7	0.5	59	2.8	0.4	59	2.5	0.7	49	2.7	0.5	50	2.63	0.49	15	2.92	0.29	12
	Sp18	2.7	0.5	108	2.8	0.4	100	2.7	0.5	58	2.8	0.5	58	2.73	0.5	21	2.89	0.32	19

Evidence from First-Year Teacher and Principal Surveys

We survey our graduates who are in their first-year of teaching and the supervisors, usually principals, of those graduates. Below are the relevant items for Content and Pedagogical Knowledge from the 2015-2017 administrations of the first-year teacher and principal surveys for elementary and secondary education followed by two tables summarizing relevant data for special education. **The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.**

Response rates vary a bit because of missing data, but this chart estimates the response rate for each group for each year.

	2015	2016	2017
First year teachers ELED	25%	36%	26%
Principals ELED	64%	96%	63%
First year teachers SCED	12%	23%	20%
Principals SCED	57%	80%	68%
First year teachers Special Education	65%	68%	77%
Principals Special Education	72%	65%	85%

Content and Pedagogical Knowledge Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 – Always demonstrates exceptional level of content knowledge in all the subject areas taught. 4 – 3 – Demonstrates solid content knowledge in the subject areas taught. 2 – 1 – Frequently reveals inaccurate or incomplete knowledge in any subject area AND does not work to build background knowledge.	3.60	0.50	20.00	3.30	0.68	57.00	3.97	0.75	31.00	3.96	0.78	84.00	3.52	0.59	23.00	3.58	0.62	59.00
5 – Skillfully incorporates multicultural resources and perspectives across curriculum areas (e.g., through use of children’s literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding. 4 – 3 – Incorporates multicultural resources and perspectives across curriculum areas (e.g., through use of children’s literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding. 2 – 1 – Does not incorporate multicultural resources and perspectives across curriculum areas (e.g., through use of children’s literature, visual media, classroom displays, curriculum materials) to develop cross-cultural understanding.	3.26	0.81	27.00	3.20	0.71	65.00	3.74	0.93	31.00	3.63	0.88	84.00	3.30	0.67	27.00	3.43	0.68	67.00
5 – Consistently plans lessons with comprehensive attention to and understanding of state standards and the Common Core. 4 – 3 – Plans lessons with attention to state standards and the Common Core. 2 – 1 – Plans with little familiarity of state standards and the Common Core.	3.65	0.49	17.00	3.44	0.61	52.00	4.42	0.85	31.00	4.12	0.77	84.00	3.74	0.45	19.00	3.54	0.72	46.00
5 – Skillfully and creatively applies a range of effective instructional strategies that are suited to the content. 4 – 3 – Applies a range of instructional strategies. 2 – 1 – Fails to apply a range of instructional strategies.	3.45	0.63	29.00	3.37	0.71	62.00	3.90	0.70	31.00	3.99	0.78	84.00	3.63	0.49	24.00	3.48	0.67	62.00
Secondary education																		
Understand AND conveys accurately and clearly key concepts of subject(s) taught	4.20	0.56	15.00	4.14	0.92	72.00	4.23	0.81	22.00	4.05	0.80	78.00	4.54	0.66	24.00	4.23	0.69	82.00
Evaluates and selects instructional resources for accuracy, accessibility, and relevance	4.13	0.64	15.00	4.01	0.85	72.00	4.32	0.72	22.00	3.96	0.82	77.00	4.42	0.88	24.00	4.05	0.72	81.00
Makes connections to students’ experiences and uses reflection to make content accessible and relevant	4.13	0.99	15.00	4.03	0.97	71.00	4.32	0.65	22.00	3.96	0.80	75.00	4.46	0.83	24.00	4.14	0.77	81.00
Integrates reading and writing (and other content areas, when relevant) into instruction to purposefully engage learners in applying content knowledge	4.33	0.62	15.00	3.82	0.92	71.00	4.23	0.87	22.00	3.65	0.98	72.00	4.17	0.83	23.00	3.66	0.91	82.00
Engages students in meaningful learning experiences where they can construct their own knowledge using a wide array of tasks and materials	4.07	0.88	15.00	3.96	1.01	72.00	3.73	0.88	22.00	3.95	0.92	78.00	4.29	0.86	24.00	4.00	0.86	82.00
Uses a variety of appropriate teaching strategies to help students attain knowledge that is usable and applicable	4.20	0.68	15.00	4.00	0.90	72.00	4.14	0.77	22.00	3.85	0.91	78.00	4.17	0.70	24.00	3.95	0.84	82.00
Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness	4.13	0.92	15.00	4.03	0.98	72.00	3.91	0.92	22.00	3.79	1.02	78.00	4.04	0.95	24.00	4.01	0.84	81.00

Content and Pedagogical Knowledge	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.29	0.46	21	3.28	0.54	25.00	3.43	0.66	23
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23

Content and Pedagogical Knowledge	2015			2016			2017		
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.54	0.51	24	3.57	0.65	47	3.46	0.62	48
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

[2018 Survey of First-Year Teachers and Principals](#)

Beginning in May 2018, we adopted a new survey, which was sent to graduates and employers of all three programs, elementary, secondary, and special education. In addition, the new surveys (named Utah Teacher Education Employer Survey or UTEES and the Utah Teacher Education Student Survey or UTESS) were developed by members of UTEAAC (Utah Teacher Education Assessment and Accreditation Consortium), and the participating institutions (e.g., Brigham Young University, Utah Valley University, Weber State University) are all using the same survey. **The new survey is administered electronically at Utah State University; the response rate for completers is slightly higher, but the response rate for principals is lower than in previous years when surveys were paper-based.**

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well. Below are charts for elementary, secondary, and special education summarizing the relevant items for Content and Pedagogical Knowledge from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that require further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>.

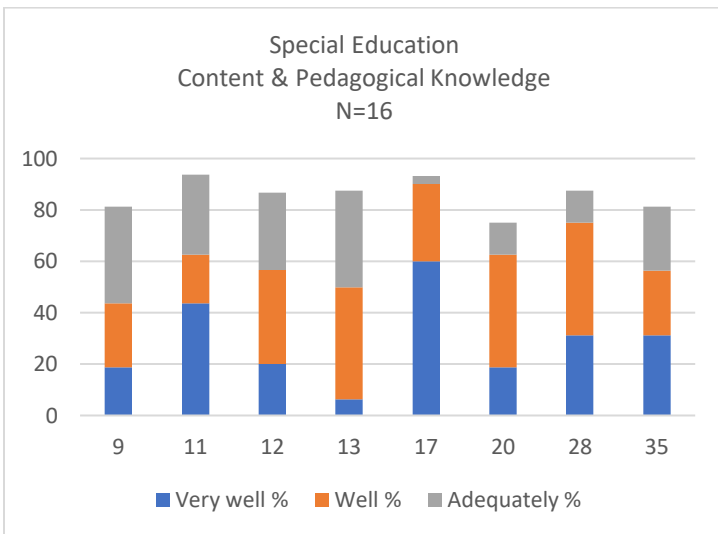
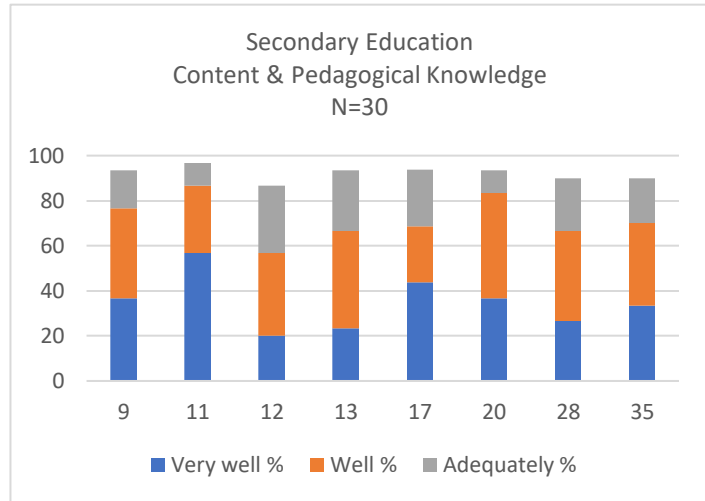
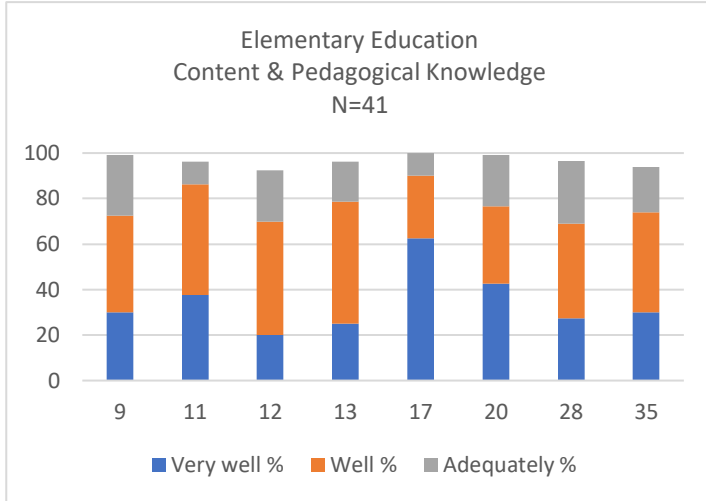
First-Year Teachers

For the first-year teacher data, the items sampled for Content and Pedagogical Knowledge were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond your classroom.
11. Convey accurate information and concepts based on the content knowledge of your discipline(s).
12. Engage your students in applying methods of inquiry.
13. Engage your students in critical thinking.

- 17. Plan instruction based on the Utah Core Standards.
- 20. Use technology effectively to support and enhance your instruction.
- 28. Integrate literacy and/or other content areas into instruction to purposefully engage your students in applying content knowledge.
- 35. Provide opportunities for your students to connect classroom learning to the real world.



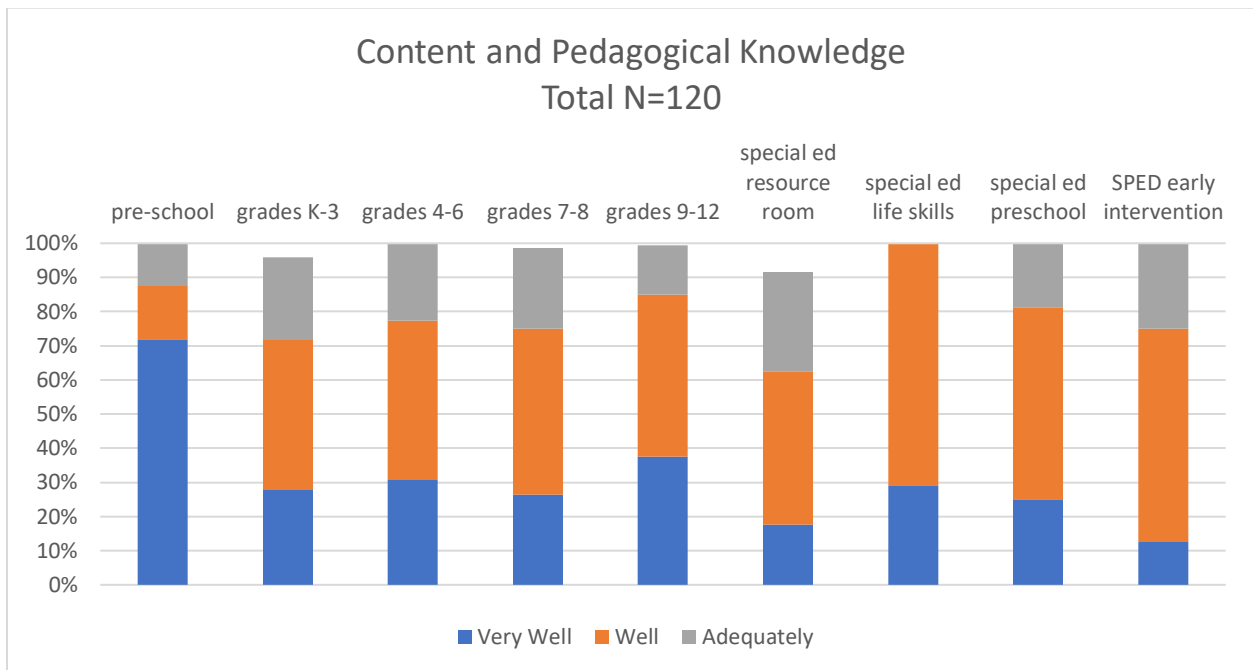
Principals

In the chart below, the items sampled were combined to derive an overall Content and Pedagogical Knowledge rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type.

Items sampled for Content and Pedagogical Knowledge were:

Thinking about the first-year teacher in your building, how well can he/she do the following:

- 9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond the classroom.
- 11. Convey accurate information and concepts based on the content knowledge of his/her discipline(s).
- 12. Engage students in applying methods of inquiry.
- 13. Engage students in critical thinking.
- 17. Plan instruction based on the Utah Core Standards.
- 20. Use technology effectively to support and enhance instruction.
- 28. Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.
- 35. Provide opportunities for students to connect classroom learning to the real world.



Evidence from Teacher Work Samples and Special Education Portfolio

Although the Teacher Work Sample has only been in use for two full semesters for elementary education and we have just begun to require it for secondary education majors, it does shed light on some of the aspects of the AAQEP standards. All Teacher Work Samples in elementary and secondary education are scored using the same rubric. The data for the row of the rubric most relevant for Content and Pedagogical Knowledge is summarized below for Fall 2017 (ELED only) and Spring 2018.

The portfolio in special education includes lesson plans that are scored using a rubric based on the one used for the Teacher Work Sample in elementary and secondary education. The new rubric has been in use for two full semesters and the data for Fall 2017 and Spring 2018 are provided below.

Teacher Work Sample--Content and Pedagogical Knowledge

Rationale for methods: To earn a 3, the rationale for methods must provide a justification for teaching methods that references and explicitly connect instructional decisions to learning in methods class, professional development, or research literature.

	N	mean	SD
Fall 17 ELED	56	2.66	0.61
Spring 18 ELED	88	2.55	0.59
Spring 18 SCED	46	2.52	0.72

The Special Education Student Teaching Portfolio includes a section on developing and implementing a lesson plan. Two evaluation items are relevant here. The grading scales are as follows.

SPED Lesson Plan Components 1: To earn a 3, Lesson plan includes:

1. Clear demonstration and modeling of new material; 2. Each phase of the effective teaching cycle (learning set, new material, guided practice, independent practice); 3. Scripted text shows an effective instructional strategy; 4. Sufficient number of trials, items, and opportunities to respond; 5. Scaffolding includes reduction of support.

SPED Lesson Plan Components 2: Lesson plan includes:

1. Feedback planned in lesson provided to learner is meaningful and linked to learner performance; 2. Lesson clearly describes corrections of learner errors using effective strategies; 3. Data based criteria for moving to the next phase of the lesson is specific and establish based on individual learner needs.

		N	mean	SD
Fall 17 SPED	Lesson Plan Components 1	20	2.65	0.49
	Lesson Plan Components 2	20	2.50	0.51
Spring 18 SPED	Lesson Plan Components 1	38	2.97	0.16
	Lesson Plan Components 2	38	2.82	0.39

Overall Interpretation of the Evidence for Content and Pedagogical Knowledge

Elementary Education

Given the mean Praxis scores shown in the Praxis Table, elementary education majors demonstrate sufficient content knowledge in reading and language arts, mathematics, and science. The same holds true for social studies; however, performance in social studies tends to be right at the state adopted cut-off. The ETS reported standard error of measurement (SEM) for the social studies subtest for 2016-2017 is 7.7, although it varies slightly from year to year. Thus, applying an SEM of approximately 8 to each year's mean creates the image of student performance on this test that is right at the cut-off. One solution we will implement to improve this is limiting the courses students use to meet their Breadth Humanities requirement under the General Education Program to only those courses that have a social studies focus.

Evidence from all these sources (i.e., PAES, teacher and principal surveys, teacher work sample) combined indicates that elementary education majors graduating from Utah State University have the content and pedagogical knowledge necessary to be effective teachers. Although ratings in all aspects of content and pedagogical knowledge are strong, the general area of critical thinking skills is not quite as strong. For example, PAES averages for higher order thinking and problem solving are closer to 2.7, whereas other items are closer to 2.9. First-Year teacher survey data also indicate less confidence in these areas. These data indicate that performance is still quite good in the pedagogical application of

critical thinking but that it may be an area that can be strengthened even further. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Secondary Education

Collectively considering Praxis, PAES, first-year teacher and principal surveys, and the Teacher Work Sample data variously from 2015-18, we see that secondary education teacher candidates are generally prepared in the aspect of content and pedagogical knowledge. Although appraising themselves somewhat higher than do their principals, these USU-trained secondary teachers demonstrate that in their first-year they easily exceeded the threshold for competence. For the *2018 survey* of first-year teachers and principals, USU-trained teachers in their first-year also comfortably exceeded the threshold of 80%.

Perhaps signaling some attention, although still several points above 80%, the response to item 12 (“Engage your students in applying methods of inquiry”) reveals that about 15% of first-year SCED teachers feel only adequately prepared to deal with this issue. Although USU secondary education teacher educators will take steps to look into this item, there is no reason to believe that it is a major concern. The collective data from 2015-18 continue to show that the secondary education program remains suitably on track to prepare teacher candidates to meet the Content and Pedagogical Knowledge aspect of Standard 1.

Among secondary education majors for the years 2014-18, the means of candidates’ performance on most PRAXIS subject areas often exceeds the cut scores by a comfortable margin, even when including the standard deviations. Some notable exceptions, however, include Chemistry, English, Mathematics, and Social Studies, although Chemistry (2016-17) and English (2015-16) each respectively demonstrate *just one year* when the standard deviations reflected a number of students who scored somewhat below the mean.

Regarding the other two subject areas, the means for Social Studies secondary candidates in the years 2014-16 suggest that the majority easily exceeded the cut score, while the standard deviation for 2015-16 noticeably improved by a third. For Mathematics (2014-18), the mean consistently hovers near the cut score for those years, yet again, the standard deviation noticeably reflects improvement for 2017-18. Despite these few minor anomalies, therefore, the PRAXIS data for 2014-18 still broadly suggest that USU secondary teacher candidates easily meet the content and pedagogical knowledge aspect for Standard 1.

Special Education

Special education majors demonstrate a pattern of performance on the Praxis subtests that is similar to elementary education majors. Performance is well above cut points in the core basic academic areas of reading and language arts and mathematics. It is above the threshold in science except in the 2017-2018 year, and the data for this year are incomplete and constitute a small sample of only 16 students, less than one-third of the sample in other years. The social studies Praxis shows performance slightly above the cut point, except in the current year with the small sample. Special education program faculty have decided not to limit the courses students can choose from for general education, but instead to encourage more test preparation for the social studies subtest.

Content and pedagogical knowledge appears to be an area of strength based on the ratings that our graduates provided for the first-year teacher survey. The only area of concern is special education teachers’ perception of preparation in the use of technology.

The data from the PAES, teacher and principal surveys, and the Teacher Work Sample data from 2015-2018 demonstrate that special education teacher candidates from Utah State University are well prepared in content and pedagogical knowledge. In the principal and first-year teacher surveys, the special education teacher candidates scored a little lower than expected in items 9 and 20, which cover digital media and technology (9. Incorporate a variety of digital media and technology tools to extend the learning environment beyond your classroom, 20. Use technology effectively to support and enhance your instruction). Faculty from special education were already aware of this issue and in the 2017-2018 year moved the special education technology course to later in the special education sequence so that candidates had a lesson plan framework and a great deal more experience with all aspects of special education before learning how to incorporate technology into their teaching. We expect these data to increase when the current teacher education cohort completes the program.

Learners, Learning Theory, and Application

This section will address aspects of Standard 1 that include application of learning theory in practice, impact of language acquisition/literacy on learning, pedagogical knowledge, learners, and learning theory. Evidence related to this topic includes performance in student teaching (PAES), first-year teacher and principal surveys, and the Teacher Work Sample for elementary and secondary education and the portfolio for special education. Following a presentation of all the evidence is our interpretation of the evidence.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from item 1.1 on the final student teaching evaluation (PAES) which evaluates the degree to which the student “creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs.” This item is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Learners, Learning Theory, and Application		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
1.1 Creates developmentally appropriate and challenging learning experiences based on each learner’s strengths, interests, and needs (UETS 1a, 2e). InTASC 1	Fa16-Sp17	2.86	0.37	145	2.94	0.25	150	2.77	0.46	128	2.93	0.33	133	2.71	0.49	45	2.65	0.53	46
	Fa17	2.9	0.6	59	2.9	0.6	59	2.6	0.7	49	2.8	0.7	50	2.7	0.54	15	2.92	0.29	12
	Sp18	2.9	0.7	108	2.8	0.4	100	2.8	0.7	58	2.9	0.8	58	2.76	0.49	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Learners, Learning Theory, and Application Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 - Always writes or adapts lesson plans that demonstrate thorough preparedness and attention to learning objectives, materials, procedures, accommodations for diverse learners, and assessment. 4 -3 - Usually writes or adapts lesson plans that demonstrate thorough preparedness and attention to learning objectives, materials, procedures, accommodations for diverse learners, and assessment. 2 -1 - Does not write or adapt lesson plans.	3.43	0.59	23.00	3.45	0.62	62.00	4.10	0.70	31.00	4.04	0.81	84.00	3.71	0.46	24.00	3.54	0.72	61.00
5 - Skillfully creates opportunities for students to generate original work in appropriate contexts (e.g. drawings, digital presentations, posters, or informational, persuasive, or narrative writing). 4 -3 - Creates opportunities for students to generate original work (e.g. drawings, digital presentations, posters, or informational, persuasive, or narrative writing). 2 -1 - Does not create opportunities for students to generate original work.	3.32	0.56	25.00	3.33	0.65	63.00	3.90	0.71	30.00	3.68	0.78	84.00	3.56	0.51	27.00	3.37	0.60	63.00
5 - Frequently and successfully involves families and community members in supporting and enriching students' experiences. 4 - 3 - Occasionally and successfully involves families and community members as needed 2 - 1 - Does not involve families or commun	3.17	0.54	29.00	3.28	0.64	68.00	3.90	0.80	30.00	3.87	0.82	84.00	3.34	0.59	35.00	3.54	0.64	67.00
Secondary education																		
Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals	3.87	0.74	15.00	3.63	0.98	72.00	3.86	1.04	22.00	3.88	0.86	76.00	3.67	1.01	24.00	3.80	0.88	80.00
Differentiates instruction for individuals and groups of students by choosing appropriate strategies and accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning	4.13	0.83	15.00	3.81	0.97	72.00	4.09	0.87	22.00	3.73	0.96	78.00	3.92	0.88	24.00	3.89	0.88	81.00
Creates plans that are appropriate to students' levels, backgrounds, and standards	4.13	0.74	15.00	3.93	1.02	71.00	4.00	0.82	22.00	3.90	0.87	77.00	3.92	0.97	24.00	3.89	0.90	82.00
Sets appropriate learning goals and encourages student reflection	3.87	0.92	15.00	4.01	0.86	72.00	4.23	0.69	22.00	3.89	0.84	76.00	4.04	0.62	24.00	4.01	0.82	82.00
Modifies instructional approaches and materials for students with special needs	3.67	0.90	15.00	3.74	1.06	72.00	4.09	0.97	22.00	3.85	0.92	74.00	3.57	1.12	23.00	3.93	0.95	81.00
Uses IEP and/or consults with special education, reading, ESL teachers, or families	3.60	0.99	15.00	3.86	1.10	71.00	3.91	1.23	22.00	3.73	0.92	73.00	3.46	1.14	24.00	3.84	0.83	80.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Learners, Learning Theory, and Application	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

[2018 Survey of First-Year Teachers and Principals](#)

Below are the relevant items for Learners, Learning Theory, and Application from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

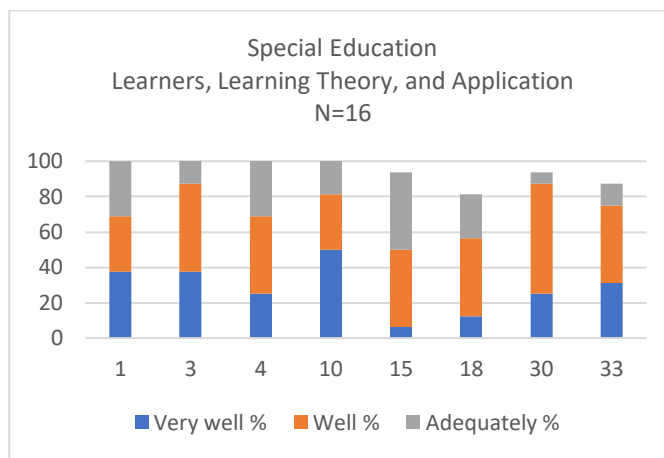
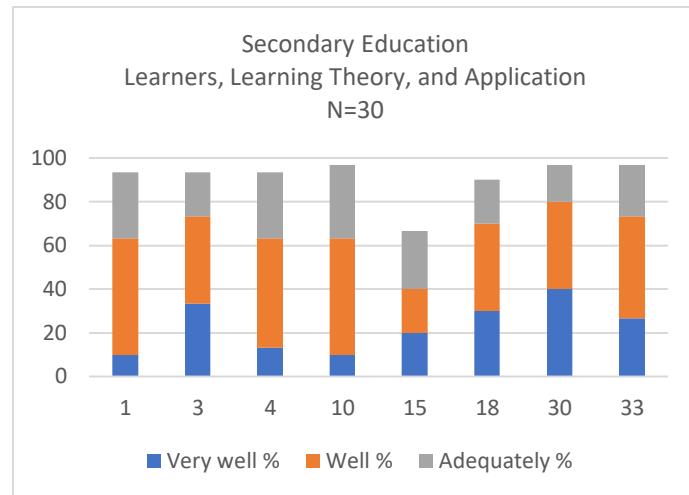
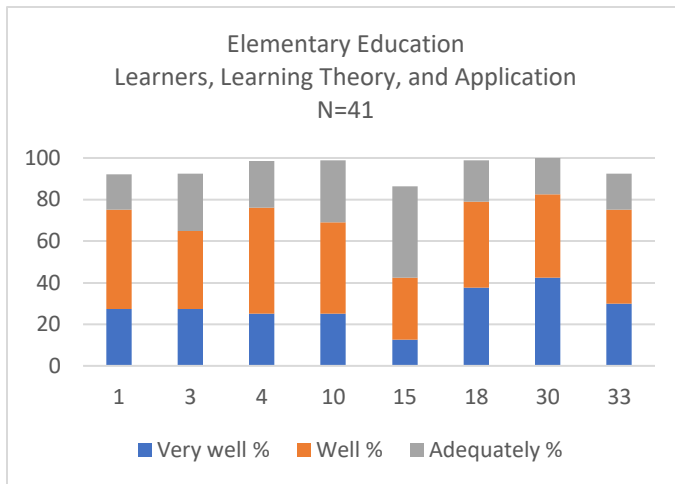
The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

First-Year Teachers

The items sampled for Learners, Learning Theory, and Application were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

1. Create learning experiences based on your students' individual developmental levels.
3. Set appropriately challenging learning goals for all students.
4. Provide opportunities for your students to demonstrate learning in different ways.
15. Provide instruction that uses language acquisition strategies to meet the needs of English language learners.
18. Facilitate your students' use of technology for learning.
10. Provide instruction that addresses students' learning differences.
30. Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).
33. Implement activities and tasks that support your students' ability to communicate.

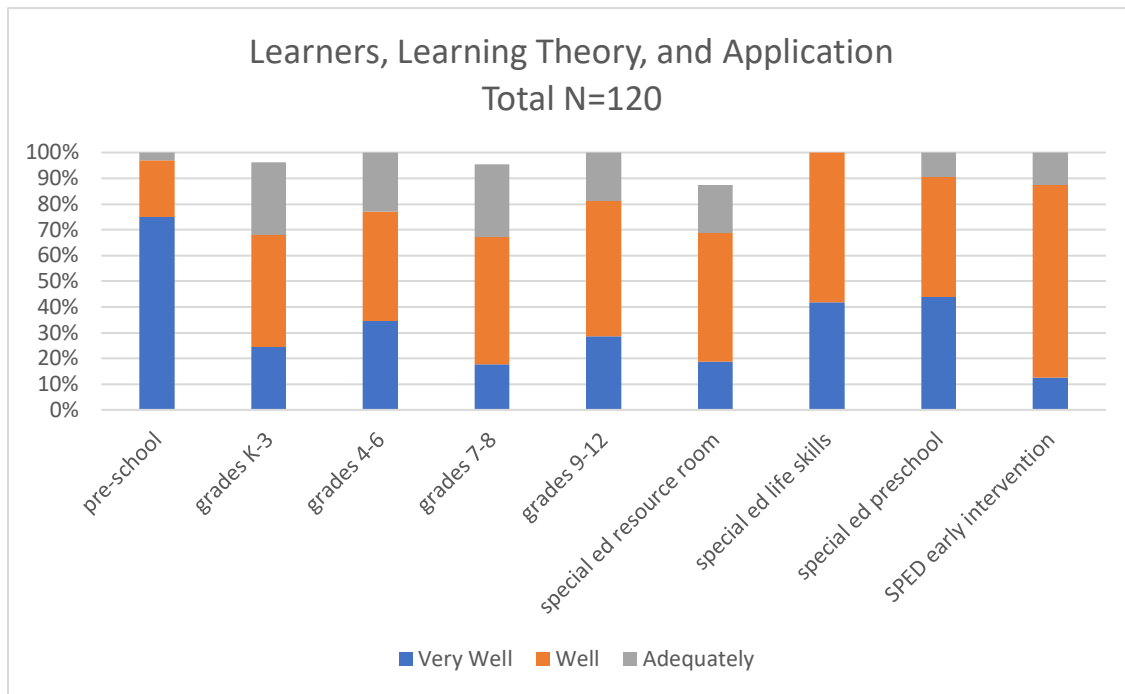


Principals

In the chart below, the items sampled were combined to derive an overall Learners, Learning Theory, and Application rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type. The items sampled were:

How well can the first-year teaching in your building do the following:

1. Create learning experiences based on students' individual developmental levels.
3. Set appropriately challenging learning goals for all students.
4. Provide opportunities for students to demonstrate learning in different ways.
15. Provide instruction that uses language acquisition strategies to meet the needs of English language learners.
18. Facilitate students' use of technology for learning.
10. Provide instruction that addresses students' learning differences.
30. Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).
33. Implement activities and tasks that support students' ability to communicate.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample--Learners, Learning Theory, and Application

Focus students: To score a 3, the focus students (minimum of 2) must be described in terms of their prior learning, academic background, and personal background AND instructional decisions/levels/types of support based on this knowledge must be explained.

Differentiation & adaptations/accommodation: To score a 3, the planned adaptations or accommodations must provide specific strategies for specific students and respond to students' errors and possible misunderstandings.

	N	mean	SD
Fall 17 ELEC Focus students	56	2.75	0.44
Differentiation and adaptations/accommodations	56	2.49	0.50
Sp 18 ELED Focus students	88	2.85	0.36
Differentiation and adaptations/accommodations	88	2.57	0.50
Sp 18 SCED Focus students	46	2.59	0.69
Differentiation and adaptations/accommodations	46	2.24	0.77

The Special Education Student Teaching Portfolio includes an item focusing on the degree to which the teacher plans differentiation and accommodations based on individual learner needs and skills. The specific item is evaluated on a 0-3 scale, where 0 is not effective, 1 is emerging effective, 2 is effective, and 3 is highly effective. Each level is further defined as shown in the rubric

<http://cehs.usu.edu/evidence-room/Evaluation%20of%20Special%20Education%20Student%20Teaching%20Portfolio.pdf>.

SPED Differentiation/accommodation: Planned accommodations and assistive technologies are aligned with each learner’s IEP as described in the description of learners and are specific to the current lesson plan as applicable.

	N	mean	SD
Fall 17	20	2.85	0.37
Spring 18	38	2.95	0.23

Overall Interpretation of the Evidence for Learners, Learning Theory, and Application

Elementary Education

On the survey, first-year teachers who graduated from our elementary programs rated these items a bit lower than other items in the survey. We were aware of this as an issue in the program and have begun requiring all early childhood and elementary education students to take TEAL 5710, Linguistic and Cultural Diversity for Teachers, which explore the factors impacting the education of English language learners. The texts, discussions, and assignments in this course revolve around teacher competencies and diversity pedagogy that focus on how teacher candidates can use and appreciate the value of their future students’ home cultures and primary languages. Syllabus available <http://cehs.usu.edu/evidence-room/TEAL%205710%20Syllabus.doc>.

Taken together, data from the PAES, first-year teacher and principal surveys, and Teacher Work Sample indicate that USU students in the elementary education majors are adequately prepared in Learners, Learning Theory, and Application, though preparation in language acquisition strategies for English Language Learners is not as strong as other areas, as previously discussed. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Secondary Education

Students develop their understanding of learning theory through specific courses. Secondary education majors take SCED 4210, Assessment and Curriculum Design, which includes content on learning theory; however, the evidence above suggests that integration of learning theory into SCED 4210 is still a work in process. One section of the course requires that students write a short paper on learning theory that summarizes behavior, social construction theory, and cognitive load theory, but expectations across sections of the course may not be aligned.

One issue to note here are the lower ratings for item 15 on the survey for secondary first-year teachers, which asked the first-year teachers, “Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do provide instruction that uses language acquisition strategies to meet the needs of English language learners?” In raw numbers, 8 students responded “poorly” and 2 students responded “not at all.” This is a deficiency in our program, especially for the secondary education majors, that we have been aware of and for which we are working on a solution. Specifically, through course revision, SCED 3210, 5200 and 5210 have been updated to include content specific to working with English language learners. For example, we will be adding the following text to the SCED 5200 syllabus: “Teacher candidates will

define, practice, and reflect upon some of the major concepts, principles, theories, and research related to the nature and role of students' language-acquisition needs within a classroom context of cultural diversity. These candidates, therefore, will complete assignments to assist them in creating learning environments that are both sensitive to, and supportive of, English Learners' cultural identities and their language and literacy development while acquiring content-area knowledge." Also, in SCED 5200, Language, Literacy, and Learning in the Content Areas, students will create and Academic Vocabulary Lesson Plan for Diverse Learners. The assignment requires the students to create a lesson plan (with at least three activities) in which they propose how they will help diverse learners to develop proficiency with the academic vocabulary that supports a core disciplinary concept within their content area and write a justification in which they identify how their lesson plan meets research-based principles behind vocabulary instruction for diverse learners.

When combined, notwithstanding item 15 just discussed, the data from the various reports above clearly demonstrate that SCED candidates meet or exceed the Learners, Learning Theory, and Application aspect of Standard 1. The slightly low Teacher Work Sample score of 2.24 (SD = .77) for the "Differentiation and Adaptations..." criterion among secondary education candidates possibly suggests an irregularity that may need a closer look. In any case, the data show that secondary education candidates broadly meet or exceed the expectations for this aspect of Standard 1.

Special Education

The issue of technology for special education teachers (18. Facilitate your students' use of technology for learning) came up again on the survey of first-year teachers. As mentioned previously, special education faculty already adjusted the location of the technology course in the overall program to address this issue.

The collective evidence from the Special Education PAES, teacher and principal surveys and Teacher Work Sample data met or exceeded the criteria for Learners, Learning Theory and Application for Standard 1. As would be expected, Special Education students scored particularly high in the area of differentiation and providing accommodations for students. Technology usage is a weak area, but adaptations to the sequence of this content have already been made in the program.

Data Literacy

This section will provide evidence of the aspects of Standard 1 related to completer's ability assess student learning for formative and summative purposes and their ability to use data to inform practice. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 5.1, 5.2, 5.3. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Data Literacy		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
5.1 Uses data sources to assess the effectiveness of instruction and to make adjustments in planning and instruction (UETS 5a, 5c, 5d, 8a). InTASC 6	Fa16-Sp17	2.81	0.44	145	2.79	0.41	150	2.73	0.5	128	2.78	0.46	133	2.71	0.49	45	2.57	0.65	46
	Fa17	2.8	0.4	59	2.8	0.5	59	2.4	0.7	49	2.6	0.5	50	2.63	0.56	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.8	0.4	100	2.6	0.6	58	2.7	0.5	58	2.8	0.4	21	2.84	0.37	19
5.2 Documents student progress and provides descriptive feedback to student, parent/guardian, and other stakeholders in a variety of ways (UETS 5b, 5e). InTASC 6	Fa16-Sp17	2.73	0.51	145	2.77	0.42	150	2.72	0.54	128	2.8	0.42	133	2.66	0.48	45	2.52	0.62	46
	Fa17	2.7	0.5	59	2.7	0.5	59	2.5	0.6	49	2.8	0.5	50	2.7	0.47	15	2.92	0.29	12
	Sp18	2.6	0.5	108	2.8	0.4	100	2.7	0.6	58	2.9	0.4	58	2.76	0.49	21	2.95	0.23	19
5.3 Designs or selects pre-assessments, formative, and summative assessments in a variety of formats that align to learning objectives and engage the learner in demonstrating knowledge and skills (UETS 5a). InTASC 6	Fa16-Sp17	2.8	0.44	145	2.82	0.4	150	2.74	0.48	128	2.85	0.41	133	2.54	0.5	45	2.57	0.58	46
	Fa17	2.8	0.5	59	2.8	0.5	59	2.5	0.6	49	2.7	0.5	50	2.74	0.53	15	2.75	0.45	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.7	0.5	58	2.8	0.5	58	2.76	0.49	21	2.89	0.32	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Data Literacy Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 - Always uses formative and summative inputs to reflect on and make ongoing modifications in instruction. 4 -3 - Sometimes uses formative and summative inputs to reflect on and make ongoing modifications in instruction. 2 -1 - Does not assess student learning during instruction or does not modify instruction accordingly.	3.70	0.47	23.00	3.47	0.74	62.00	4.16	0.64	31.00	4.08	0.76	84.00	3.84	0.37	19.00	3.60	0.56	58.00
5- Always gathers information regarding students' prior knowledge or skill level when designing and delivering instruction. 4 -3 - Gathers information regarding students' prior knowledge or skill level when designing and delivering instruction. 2 -1- Fails to gather information regarding students' prior knowledge or skills when designing and delivering instruction.	3.34	0.72	29.00	3.23	0.77	64.00	3.68	0.79	31.00	3.75	0.86	84.00	3.37	0.63	27.00	3.44	0.64	66.00
Secondary education																		
Produces valid and reliable measurements of instructional objectives in order to improve teaching and learning	3.73	0.70	15.00	3.83	0.93	72.00	3.77	0.81	22.00	3.77	0.87	78.00	3.83	1.01	24.00	3.93	0.82	81.00
Uses summative evaluations based on multiple measures that give an accurate accounting of learning	3.67	0.72	15.00	3.92	0.96	72.00	3.86	0.99	22.00	3.77	0.92	77.00	4.25	0.79	24.00	3.98	0.81	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Data Literacy	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
CEC Assessment/INTASC Assessment									
Report assessment results to parents, colleagues, administrators and other professionals with clarity, accuracy, and sensitivity.	3.38	0.59	21	3.50	0.58	26.00	3.52	0.59	23
Use assessment data to evaluate learning and facilitate proper placement and instructional strategies.	3.40	0.60	20	3.35	0.63	26.00	3.52	0.51	23
Apply policies, procedures, and professional ethics that assure appropriate assessment, interpretation of scores, and placement.	3.38	0.67	21	3.15	0.54	26.00	3.35	0.71	23
Develop programs that include assessment that is appropriate for a diverse population of students.	3.10	0.70	21	3.04	0.68	25.00	3.26	0.62	23
Use various types of assessment procedures (e.g., norm referenced, curriculum based, work samples, observations) with technical skill and cultural sensitivity.	3.19	0.40	21	3.12	0.59	26.00	3.30	0.56	23
Principal Survey SPED									
The USU Special Education graduates in my school apply policies, procedures, and professional ethics that assure appropriate assessment, interpretation of scores, and placement.	3.76	0.44	25	3.73	0.49	48	3.55	0.62	47
The USU Special Education graduates in my school develop programs that include frequent assessment that is appropriate for a diverse populations of students.	3.61	0.50	23	3.67	0.63	48	3.50	0.58	48
The USU Special Education graduates in my school report assessment results to parents, colleagues, administrators and other professionals with clarity, accuracy, and sensitivity.	3.67	0.48	24	3.60	0.61	47	3.42	0.71	48
The USU Special Education graduates in my school use assessment data to evaluate learning and facilitate proper placement and instructional strategies.	3.70	0.47	23	3.73	0.49	48	3.52	0.55	48
The USU Special Education graduates in my school use various types of assessment procedures with technical skill and cultural sensitivity.	3.60	0.50	25	3.63	0.64	48	3.25	0.56	48

[2018 Survey of First-Year Teachers and Principals](#)

Below are the relevant items for Data Literacy from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

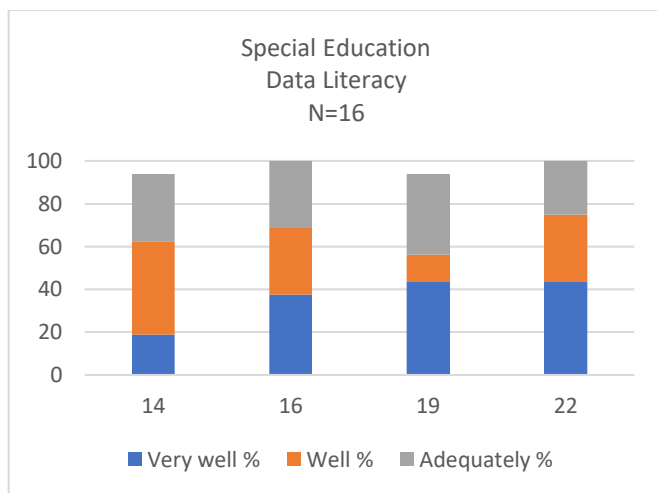
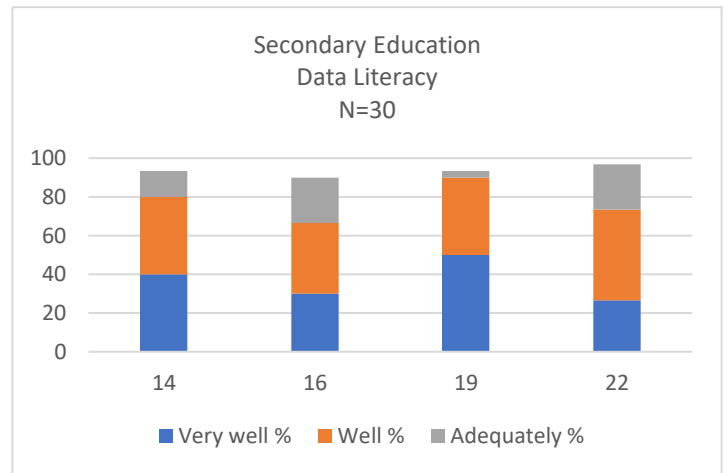
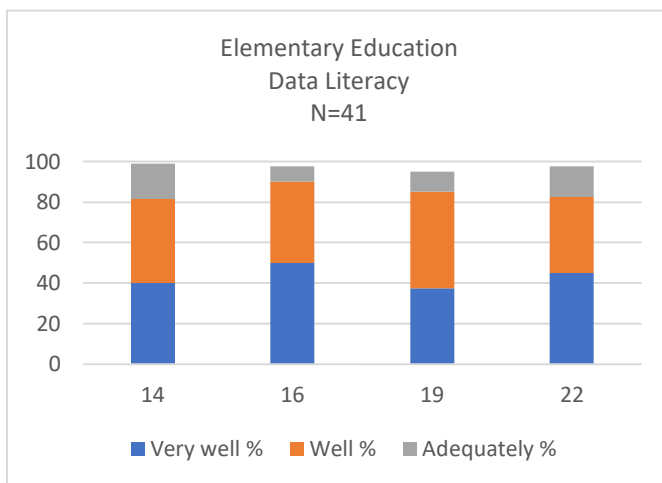
The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

First-Year Teachers

The items sampled for Data Literacy were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

- 14. Select assessments (e.g., pre, formative, summative) that match learning objectives.
- 16. Use data from assessments to provide feedback to your students.
- 19. Design assessments (e.g., pre, formative, summative) that match learning objectives.
- 22. Use your students' assessment/performance results to guide your instruction.

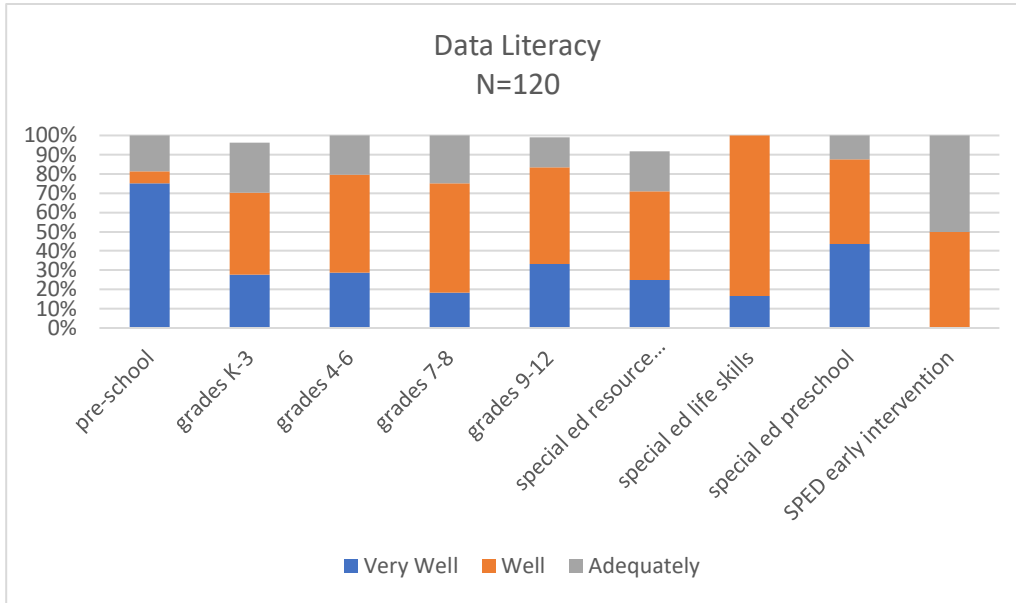


Principals

In the chart below, the items sampled were combined to derive an overall Data Literacy rating by principals. The total number of respondents was 120. The data is disaggregated by grade level or program type. The items sampled were:

How well can the first-year teacher do the following:

- 14. Select assessments (e.g., pre, formative, summative) that match learning objectives.
- 16. Use data from assessments to provide feedback to students.
- 19. Design assessments (e.g., pre, formative, summative) that match learning objectives.
- 22. Use your students' assessment/performance results to guide instruction.



Evidence from Teacher Work Sample and Special Education Portfolio

Teacher Work Sample–Data Literacy

Assessment plan: To score a 3, the formative and/or summative assessments used must be defined and fully aligned with all objectives addressed in the lessons.

Analyze student learning: To score a 3, the assessment of student work must provide detail about the quality of the focus student's work or provide a quantitative summary. Students' misunderstandings or errors must be discussed, and the teacher must describe how s/he will modify the lessons to improve student work.

		N	mean	SD
Fall 17 ELED	Assessment plan	56	1.98	0.13
	Analyze student learning	56	2.59	0.50
Spring 18 ELED	Assessment plan	88	2.80	0.41
	Analyze student learning	88	2.83	0.38
Spring 18 SCED	Assessment plan	46	2.63	0.57
	Analyze student learning	46	2.30	0.79

The Special Education Student Teaching Portfolio includes two evaluation items directly relevant to data literacy. The grading scales are as follows.

- SPED Assessment of Learner Work: To score a 3, assessment of learner work provides detail about the quality of the work or provides a quantitative summary. Learners’ misunderstanding or errors are discussed. The preservice teacher describes how s/he will modify the unit to improve learner outcomes.
- SPED Measurement: To score a 3, the measurement must be thoroughly described and a clear rationale for the appropriateness of the measure must be provided.

		N	mean	SD
Fall 17	Assessment of Learner Work	20	2.75	0.44
	Measurement	20	2.89	0.32
Spring 18	Assessment of Learner Work	38	2.84	0.37
	Measurement	38	2.74	0.45

Overall Interpretation of the Evidence for Data Literacy

For elementary education majors, data from PAES, teacher and principal surveys, and the teacher work sample indicate that Data Literacy is an area of particular strength. One exception is noted in the mean score for “assessment plan” in Fall 17. While the mean score of 1.98 can still be interpreted as effectively meeting the cut score of 2, we believe that this comparatively low score is simply an anomaly based on the introduction of the Teacher Work Sample as a new assessment tool for the program. Nonetheless, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

Evidence from PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample suggest that the performance of secondary education candidates on the aspect of Data Literacy mirrors that of the elementary education candidates’ strength. One item—the slightly low Teacher Work Sample score of 2.3 (SD = .79) for the “Analyze Student Learning” criterion among SCED candidates—again, possibly suggests an aberration developing from the introduction of the Teacher Work Sample as a new assessment tool for the program. Nevertheless, the data show that these candidates broadly meet or exceed the expectations for this aspect of Standard 1.

The evidence on Data Literacy demonstrates special education majors are competent in the area of Data Literacy. The PAES evaluation of student teaching performance items in this area shows average ratings generally above 2.7 on a scale with a maximum of 3. Self-evaluations of recent graduates and principal ratings (UTESS) both show over 90% rating their data literacy skills as “adequate” or above. Finally, teacher work sample items in this area show average scores above 2.7 on 3-point scale. All of these data sources support the conclusion that program graduate perform well in this area.

Inclusive Learning Environments

This section will provide evidence of the aspects of Standard 1 related to the dispositions and behaviors required for successful professional practice, creation and development of positive learning and work environments, and culturally responsive practice. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 2.1 3.1, 3.2, 3.3, 7.1, 9.2. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Inclusive Learning Environments		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d).	Fa16-Sp17	2.83	0.39	145	2.88	0.33	150	2.76	0.45	128	2.9	0.36	133	2.79	0.46	45	2.59	0.58	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.5	0.6	49	2.6	0.5	50	2.67	0.48	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.7	0.5	100	2.7	0.5	58	2.5	0.6	58	2.73	0.5	21	3	0	19
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). InTASC 3	Fa16-Sp17	2.82	0.42	145	2.92	0.27	150	2.8	0.46	128	2.92	0.34	133	2.82	0.39	45	2.78	0.47	46
	Fa17	2.8	0.5	59	2.9	0.3	59	2.6	0.6	49	2.8	0.4	50	2.59	0.64	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.4	100	2.8	0.5	58	2.8	0.4	58	2.8	0.46	21	3	0	19
3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). InTASC 3	Fa16-Sp17	2.9	0.32	145	2.94	0.23	150	2.8	0.45	128	2.91	0.31	133	2.88	0.33	45	2.74	0.44	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.9	0.4	50	2.78	0.42	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.4	58	2.9	0.3	58	2.83	0.44	21	2.95	0.23	19
3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). InTASC 3	Fa16-Sp17	2.75	0.46	145	2.91	0.3	150	2.7	0.54	128	2.88	0.39	133	2.73	0.45	45	2.65	0.48	46
	Fa17	2.7	0.5	59	2.9	0.4	59	2.4	0.6	49	2.8	0.4	50	2.81	0.4	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.6	0.7	58	2.8	0.4	58	2.78	0.57	21	3	0	19
7.1 Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of individuals and groups of learners (UETS 2b, 2e, 6c, 7a, 7b). InTASC 8	Fa16-Sp17	2.88	0.34	145	2.91	0.29	150	2.8	0.42	128	2.87	0.39	133	2.82	0.39	45	2.67	0.52	46
	Fa17	2.9	0.4	59	2.9	0.4	59	2.6	0.6	49	2.6	0.5	50	2.78	0.42	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.7	0.5	100	2.7	0.5	58	2.6	0.5	58	2.85	0.42	21	2.89	0.32	19
9.2 Advocates for the learners, the school, the community, and the profession (UETS 9c). InTASC 9	Fa16-Sp17	2.94	0.27	145	2.94	0.25	150	2.85	0.4	128	2.92	0.34	133	2.71	0.49	45	2.65	0.57	46
	Fa17	2.9	0.4	59	2.9	0.3	59	2.7	0.5	49	2.8	0.5	50	2.74	0.45	15	2.92	0.29	12
	Sp18	2.8	0.4	108	2.9	0.3	100	2.7	0.5	58	2.9	0.4	58	2.8	0.46	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Inclusive Learning Environments Standard 1	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 - Always targets instruction to the various strengths, interests and needs of the individual students within the class. 4 - 3 - Targets instruction to the strengths, interests, and needs of the individual students within the class. 2 - 1 - Targets instruction only to the middle of the class.	3.41	0.63	29.00	3.22	0.83	63.00	4.13	0.72	31.00	3.77	0.87	84.00	3.65	0.57	23.00	3.42	0.72	60.00
5 - Is an astute observer of students' behavior and affect AND strategically attends to their social and emotional needs through warm and respectful interactions, supportive language, and personal demeanor (e.g. eye contact, smiling, body language). 4 - 3 - Consistently attends to the social and emotional needs of the students through warm and respectful interactions, supportive language, and personal demeanor (e.g. eye contact, smiling, body language). 2 - 1 - Ignores the social and emotional needs of the students.	3.61	0.58	23.00	3.26	0.77	57.00	4.16	0.86	31.00	4.10	0.84	84.00	3.83	0.39	23.00	3.29	0.76	45.00
Secondary education																		
Designs and adapts strategies for diverse learners, including English language learners, such as visuals, graphic organizers, gestures, and appropriate modifications	3.87	0.92	15.00	3.76	0.97	70.00	4.00	1.02	22.00	3.77	0.88	79.00	3.71	0.95	24.00	3.89	0.87	81.00
Is aware of how his/her own teacher behaviors/attitudes affect the learning environment and is respectful of all students	4.53	0.64	15.00	4.17	0.94	71.00	4.59	0.67	22.00	4.10	0.91	79.00	4.54	0.72	24.00	4.21	0.90	82.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Inclusive Learning Environments	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.62	0.50	21	3.46	0.65	26.00	3.70	0.63	23
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.72	0.46	25	3.73	0.54	48	3.58	0.65	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Inclusive Learning Environments from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

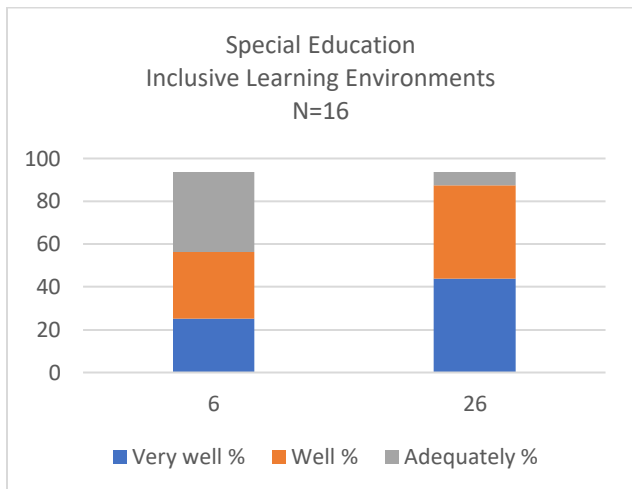
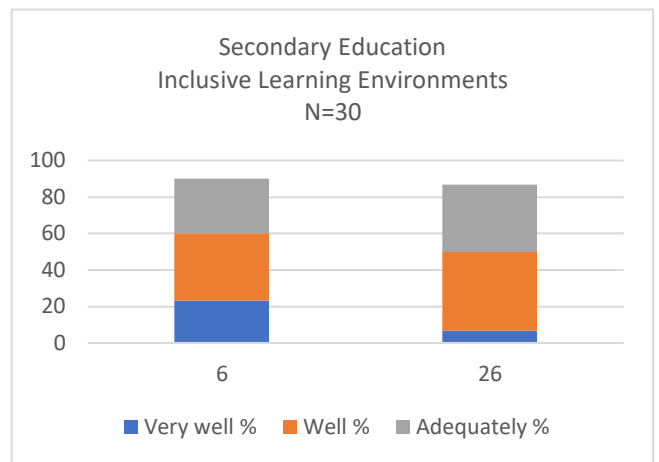
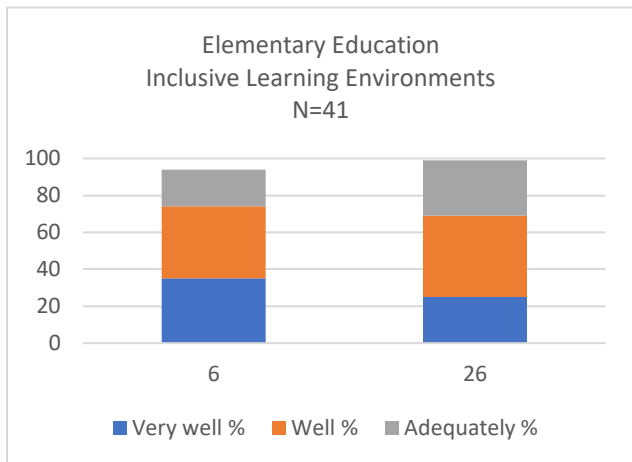
The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

First-Year Teachers

The items sampled for Inclusive Learning Environments were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

- 6. Provide instruction that addresses students’ cultural differences.
- 26. Differentiate instruction to meet the needs of your students.



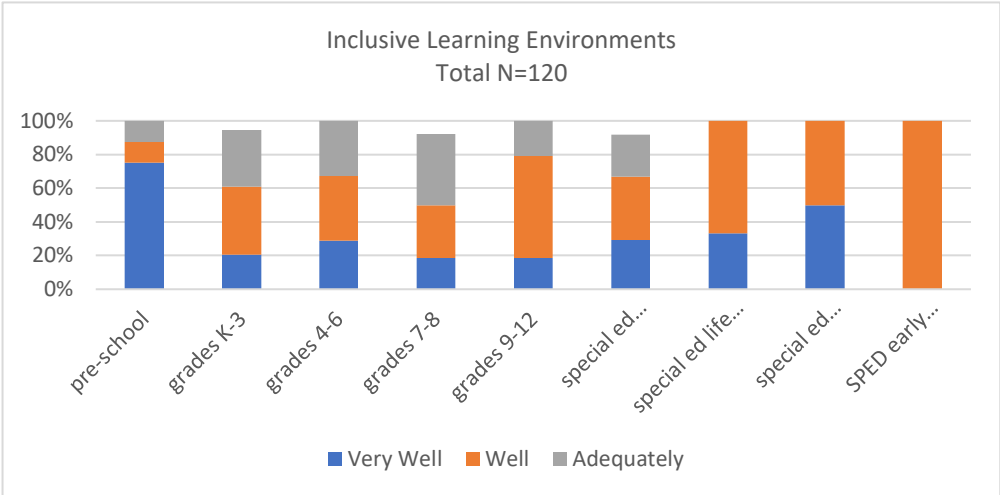
Principals

In the chart below, the items sampled were combined to derive an overall Inclusive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled were:

How well can the first-year teacher in your building do the following:

- 6. Provide instruction that addresses students’ cultural differences.

26. Differentiate instruction to meet the needs of students.



Teacher Work Sample--Inclusive Learning Environments

School and student information: To score a 3, all demographic information for school and class is provided. Evidence shows that background knowledge about individual students influenced instructional decisions.

		N	mean	SD
Fall 17 ELED	School and student information	56	2.75	0.44
Spring 18 ELED	School and student information	88	2.89	0.32
Spring 18 SCED	School and student information	46	2.59	0.54

The Special Education Student Teaching Portfolio includes an evaluation item that is directly relevant to inclusive learning environments. The item is as follows.

- SPED Description of Learners: To earn a 3, All demographic information for instructional group is provided, including previous diagnosis or disability category, previous exposure to the context of the lesson, and any other relevant learning history. Evidence shows that background knowledge about individual learners influenced instructional decisions.

	N	mean	SD
Fall 17	20	2.90	0.31
Spring 18	38	2.97	0.16

Overall Interpretation of the Evidence for Inclusive Learning Environments

Elementary Education

For ELED majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Inclusive Learning Environments. The data provide evidence that the USU teacher preparation program meets this aspect of Standard 1.

In all four aspects of Standard 1 (i.e., Content and Pedagogical Knowledge; Learners, Learning Theory, and Application; Data Literacy; and Inclusive Learning Environments), a trend was noted. The principal survey ratings of first-year teachers in Grades K-3 were not as strong as the rating for teachers in other groups. Given the way this data is gathered and reported, it is difficult to determine what exactly this means for the early childhood education majors within our ELED program. Although completers from the early childhood education majors are certainly included within these data, so are majors from the basic ELED or ELED/SPED programs, because principals may hire completers from any of these programs and place them in Grades 1-3. Thus, this data point is more about the grade placement in which a student is hired as opposed to being about any specific major. The course that students take for classroom management in elementary and early childhood education is currently being re-developed. We will monitor this data going forward.

Secondary Education

The PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample data all suggest that among SCED majors, the candidates also appear adequately prepared for Inclusive Learning Environments. Two areas of interest in the 2018 Survey of First-Year Teachers and Principals, however—“Provide instruction that addresses students’ cultural differences” and “Differentiate

instruction to meet the needs of your students”—suggest some scrutiny from USU’s SCED teacher educators, with 20% or more respondents reporting the candidates as merely “adequately prepared.” Perhaps deserving an even closer look for SCED faculty is the overall rating for SCED candidates from principals: the principals’ response reveals a range of 20-40% of first-year secondary teachers as being only “adequately prepared” for inclusive learning environments. Despite these areas of interest, however, the data still broadly suggest that the SCED candidates meet or exceed the expectations for this aspect of Standard 1.

Special Education

The collective data (PAES, First-Year Teacher and Principal Surveys, and the Teacher Work Sample) suggest that special education teacher candidates are well prepared to create inclusive learning environments. Scores from the PAES on relevant items show means generally above 2.7 on a 3-point scale, and the teacher work sample yielded scores of 2.9 or above on a 3-point scale. Graduate self-evaluations show over 90% indicating that they are “adequately” prepared or better. **Item 6 and 26 also meet and exceed the threshold of 80% or more responses of very well, well, or adequate. Item 6 had more responses of “adequate,” which may be worth further exploration by the special education faculty, although they consistently look for ways to increase students’ capacity for working with students from other cultures. In fact, the students all include, in their portfolios, a professional interactions plan in which they write about how they will collaborate and communicate with the variety of families they will encounter in their work.**

The one somewhat low score in this area comes from the principal survey. When asked about resource room teachers specifically, slightly over 90% responded that they were adequately prepared or better. This is in contrast to Special Education life skills, preschool and early intervention teachers, 100% of which were rated as “well prepared” or better. This may be due to the nature of the role of a resource room teacher, which, by definition, delivers services in a special classroom. As schools shift to increasing delivery of services within the general education classroom, teachers’ roles with respect to inclusion can become ill-defined.

Standard 2: Completer Practice and Growth

The evidence that the elementary education, secondary and special education programs meet the expectations of Standard 2 comes from several data sources and perspectives, including the PAES, the teacher performance assessments (portfolio in SPED and Teacher Work Sample in ELED and SCED), placement data, and surveys of graduates.

Diversity Competence

This section will provide evidence of the aspects of Standard 2 that address how completers understand and engage with local school and cultural communities, foster relationships with families, engage in diverse cultural and socioeconomic community contexts, and support students' growth in international and global perspectives. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 1.2, 2.1, 9.1. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Diversity Competence		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
1.2 Collaborates with families, colleagues, and other professionals to promote student growth and development (UETS 1b). InTASC 1	Fa16-Sp17	2.83	0.43	145	2.79	0.43	150	2.74	0.5	128	2.88	0.37	133	2.68	0.54	45	2.63	0.61	46
	Fa17	2.8	0.4	59	2.9	0.4	59	2.6	0.6	49	2.7	0.5	50	2.7	0.54	15	2.92	0.29	12
	Sp18	2.8	0.5	108	2.9	0.3	100	2.7	0.6	58	2.8	0.4	58	2.76	0.49	21	3	0	19
2.1 Allows learners multiple ways to demonstrate learning sensitive to diverse experiences, while holding high expectations for all (UETS 2a, 2b, 2c, 2d). InTASC 2	Fa16-Sp17	2.83	0.39	145	2.88	0.33	150	2.76	0.45	128	2.9	0.36	133	2.79	0.46	45	2.59	0.58	46
	Fa17	2.8	0.4	59	2.8	0.4	59	2.5	0.6	49	2.6	0.5	50	2.67	0.48	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.7	0.5	100	2.7	0.5	58	2.5	0.6	58	2.73	0.5	21	3	0	19
9.1 Participates actively in decision-making processes, while building a shared culture that affects the school and larger educational community (UETS 9a, 9b, 9d, 9e). InTASC 10	Fa16-Sp17	2.91	0.35	145	2.94	0.25	150	2.84	0.41	128	2.91	0.31	133	2.71	0.53	45	2.67	0.56	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.8	0.4	50	2.78	0.51	15	3	0	12
	Sp18	2.9	0.3	108	3	0.2	100	2.8	0.4	58	2.9	0.4	58	2.85	0.42	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Diversity Competence Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 - Frequently modifies assessments and/or assessment methods to make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals. 4 - 3 - Sometimes modifies assessments and/or assessment methods to make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals. 2 - 1 - Does not make appropriate accommodations for English language learners, students with disabilities, advanced students, and students who are not meeting learning goals.	3.33	0.56	24.00	3.32	0.82	63.00	3.87	0.92	31.00	3.90	0.82	83.00	3.56	0.58	25.00	3.42	0.65	60.00
5 - Always designs instruction that considers students' cultures and/or experiences. 4 - 3 - Designs instruction that considers students' cultures and/or experiences. 2 - 1 - Students' cultures and experiences are ignored when designing instruction.	3.33	0.62	27.00	3.37	0.67	68.00	3.97	0.75	31.00	3.67	0.88	84.00	3.52	0.57	29.00	3.48	0.64	67.00
Secondary education																		
Helps students respect contributions made by diverse learners in the classroom	3.93	0.59	15.00	3.82	0.94	72.00	4.05	0.90	22.00	3.91	0.88	76.00	3.83	0.82	24.00	3.91	0.87	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Diversity Competence	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Work to promote the highest quality-of-life for individuals with exceptional learning needs.	3.62	0.50	21	3.12	0.71	26.00	3.61	0.50	23
Communicate and collaborate with students and their families in culturally appropriate ways.	3.67	0.58	21	3.48	0.51	25.00	3.61	0.50	23
Implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.29	0.46	21	3.28	0.54	25.00	3.43	0.66	23
Design curriculum and instruction that are effective for students with diverse learning needs.	3.33	0.48	21	3.15	0.61	26.00	3.43	0.73	23

Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school communicate and collaborate with students and their families in culturally appropriate ways.	3.57	0.51	23	3.68	0.66	47	3.50	0.62	48
The USU Special Education graduates in my school implement and evaluate instructional programs that are effective for individual students with various cognitive, physical and cultural needs.	3.54	0.51	24	3.57	0.65	47	3.46	0.62	48
The USU Special Education graduates in my school promote the highest quality-of-life for individuals with exceptional learning needs.	3.58	0.58	24	3.81	0.40	47	3.56	0.54	48
The USU Special Education graduates in my school use curriculum and instruction that are effective for students with diverse learning needs.	3.71	0.46	24	3.73	0.57	48	3.46	0.62	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Diversity Competence from the 2018 administration of the first-year teacher and principal surveys (UTES). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

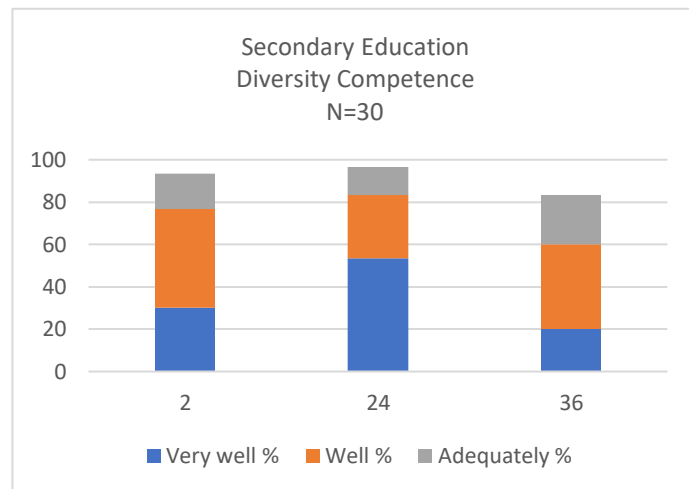
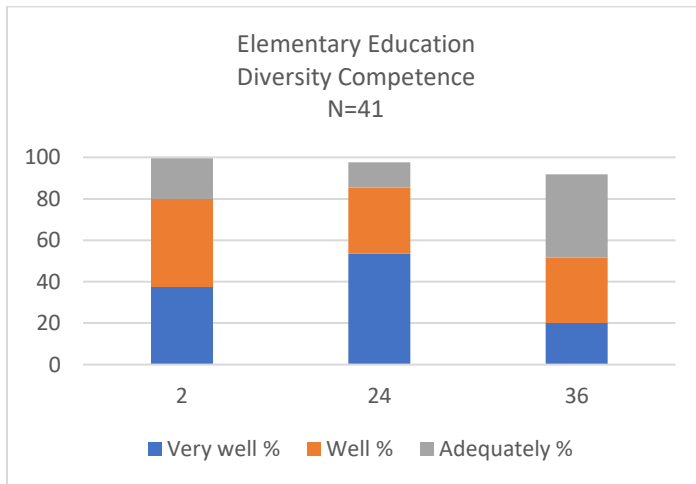
The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

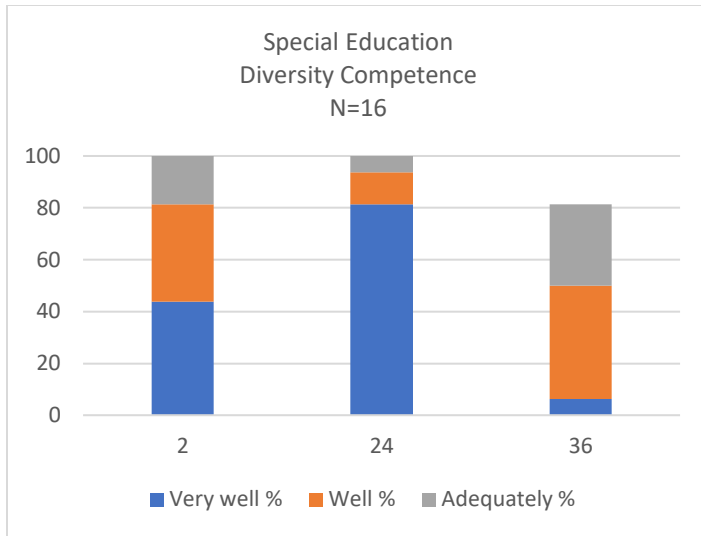
First-Year Teachers

The items sampled for Diversity Competence were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

- 2. Collaborate with families, colleagues, and other professionals to support your students' growth and development.
- 24. Advocate for all students.
- 36. Support students' growth in international and global perspectives.



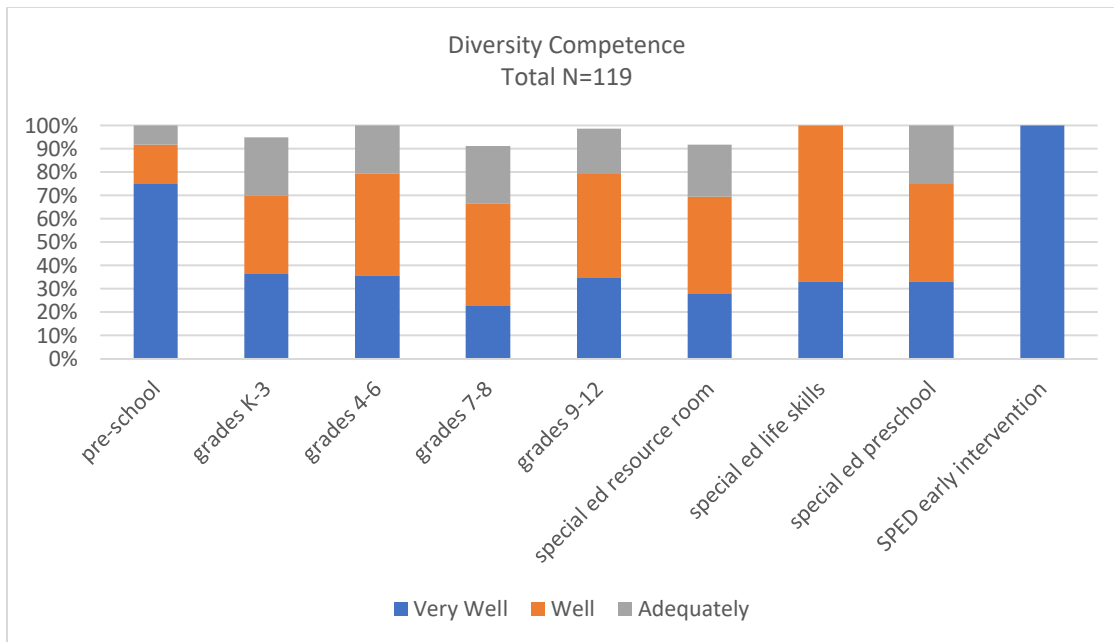


Principals

In the chart below, the items sampled were combined to derive an overall Diversity Competence rating by principals. The total number of respondents was 119. The data is disaggregated by grade level and type of program. The items sampled for Diversity Competence were:

How well can the first-year teacher in your building do the following:

- 2. Collaborate with families, colleagues, and other professionals to support students' growth and development.
- 24. Advocate for all students.
- 36. Support students' growth in international and global perspectives.



Teacher Work Sample--Diversity Competence

Academic language: To score a 3, lesson plans must include targeted support for use of vocabulary as well as additional language demands.

		N	mean	SD
Fall 17 ELED	Academic language	56	2.29	0.49
Spring 18 ELED	Academic language	88	2.59	0.49
Spring 18 SCED	Academic language	46	2.22	0.70

The Special Education Student Teaching Portfolio includes an evaluation item that is directly relevant to competence in addressing diversity. The item is as follows.

- SPED Learner Diversity: To score a 3, evidence of multiple components of diversity must be considered when designing the lesson for all learners. Description includes how they do or do not demonstrate instructional design/adaptations to address diversity.

		N	mean	SD
Fall 17	Learner Diversity	20	2.85	0.37
Spring 18	Learner Diversity	38	3.00	0.00

Overall Interpretation of the Evidence for Diversity Competence

Elementary Education

For ELED majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Diversity Competence. On the teacher survey, ratings for “growth in international and global perspectives” were not as high as for other items, though the 80% standard was still met. This item was added to the survey specifically because of Standard 2, and we expected worse results than this given that only a handful of students are able to participate in our international student teaching program we sponsor. Nevertheless, the social studies methods course that all elementary education majors take does make an effort to expand students' horizons to a more global perspective. The course used the National Council of Social Studies Standards, including Theme IX: Global Connections, and in 3 out of 4 sections of the class in Spring 2017, the students read and read and responded to an article by Case, published in Social Education in 1993: <http://www.socialstudies.org/sites/default/files/publications/se/5706/570607.html>. We'll attend to this to determine what changes may be needed to perform even better on this element. In any case, the data provide evidence that the USU teacher preparation program meets this aspect of Standard 2.

Secondary Education

Most of the data from PAES, the teacher and principal surveys, and the Teacher Work Sample suggest that new USU-trained SCED teachers appear mostly prepared for the element of Diversity Competence in Standard 2. One item for preservice candidates—the slightly low Teacher Work Sample score of 2.2 (SD = .70) for the “Academic Language” criterion—may suggest that SCED teacher educators should give this issue more attention. For another, although the response exceeds the threshold of 80%, item 36 in the UTESS (“Support students' growth in international and global perspectives”) is some cause for the attention of SCED teacher educators, with a little over 20% of respondents reporting “adequately.” This point appears to find additional support in the 2018 feedback from principals on the diversity competence of first-year teachers, especially for first-year middle school teachers (“adequately” = 24%).

These combined concerns notwithstanding, the various data in this section collectively demonstrate mostly adequate diversity competence among SCED candidates.

Special Education

Based on the evidence from the PAES, teacher and principal surveys, and the Teacher Work Sample, special education candidates demonstrate very strong Diversity Competence. On the PAES evaluation of student teachers, scores were generally above 2.7 and in the most current group (Spring 2018) University supervisors evaluated student performance with a mean of 3.0 on all three relevant items. Similarly, in the teacher work sample, the cohort of students earn a perfect 3.0. On the UTESS recent graduates self-evaluated their competence in supporting “growth in international and global perspectives” with barely 80% rating “adequate” or above. This particular item stands in contrast to the other items related to diversity competence (collaboration and advocacy) on which 100% of graduates self-evaluated as “adequate” or higher. This supports the validity of the items because we provide a great deal of training on collaboration and advocacy and little on supporting global perspectives – teachers’ ratings align with our programmatic emphasis. The international and global perspectives content is often more often covered when the pupils are in the general education classroom. The relatively lower ratings for this item can promote discussion among faculty of whether we should give more emphasis to this topic in our program.

General Comments on Diversity Competence

We make every effort to place students in a variety of grade levels and schools in an effort to build students’ ability to adapt to different contexts; however, we have not collected specific data on candidates’ readiness to adapt to different contexts. If we are to address this explicitly, in the future we will need to adapt our completer and principal survey to probe this notion. Another option might be to conduct focus groups with graduates to assess this dimension of standard 2.

Effective and Responsive Learning Environments

This section will provide evidence of the aspects of Standard 2 that address how completers engage in culturally responsive educational practices with diverse learners, create productive learning environments, and develop productive learning environments in diverse contexts. We present evidence from PAES and surveys of first-year teacher and principals. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 3.1, 3.2, 3.3. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Effective and Responsive Learning Environments		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
3.1 Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures (UETS 3a). InTASC 3	Fa16-Sp17	2.82	0.42	145	2.92	0.27	150	2.8	0.46	128	2.92	0.34	133	2.82	0.39	45	2.78	0.47	46
	Fa17	2.8	0.5	59	2.9	0.3	59	2.6	0.6	49	2.8	0.4	50	2.59	0.64	15	3	0	12
	Sp18	2.9	0.3	108	2.9	0.4	100	2.8	0.5	58	2.8	0.4	58	2.8	0.46	21	3	0	19
3.2 Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (UETS 3b). InTASC 3	Fa16-Sp17	2.9	0.32	145	2.94	0.23	150	2.8	0.45	128	2.91	0.31	133	2.88	0.33	45	2.74	0.44	46
	Fa17	2.9	0.3	59	2.9	0.3	59	2.7	0.6	49	2.9	0.4	50	2.78	0.42	15	3	0	12
	Sp18	2.9	0.3	108	3	0.1	100	2.8	0.4	58	2.9	0.3	58	2.83	0.44	21	2.95	0.23	19
3.3 Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (UETS 3c, 3d). InTASC 3	Fa16-Sp17	2.75	0.46	145	2.91	0.3	150	2.7	0.54	128	2.88	0.39	133	2.73	0.45	45	2.65	0.48	46
	Fa17	2.7	0.5	59	2.9	0.4	59	2.4	0.6	49	2.8	0.4	50	2.81	0.4	15	2.83	0.39	12
	Sp18	2.7	0.5	108	2.9	0.3	100	2.6	0.7	58	2.8	0.4	58	2.78	0.57	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Effective and Responsive Learning Environment Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5- Consistently creates learning experiences that are relevant, motivating, and engage students in active learning. 4-3- Creates learning experiences that are relevant, motivating, and engage students in active learning. 2-1- Often creates learning experiences that are not relevant, motivating, or engaging.	3.47	0.51	30.00	3.30	0.67	61.00	3.97	0.75	31.00	4.00	0.89	84.00	3.76	0.44	25.00	3.48	0.65	61.00
5 - Always teaches and reinforces classroom routines and procedures so that the classroom runs efficiently. 4-3 - Teaches and reinforces classroom routines and procedures; transitions are generally smooth. 2-1 - Does not teach routines; loses instructional time because of confusion, interruptions, and inefficient transitions.	3.33	0.73	27.00	3.06	0.91	50.00	4.29	0.82	31.00	4.20	0.81	83.00	3.65	0.59	20.00	3.35	0.90	43.00
5- Always has the respect of the students and consistently addresses disruptive behaviors before they escalate. 4-3 - Has the respect of the students and works to address disruptive behaviors before they escalate. 2-1 - Is not respected by students; classroom is frequently chaotic.	3.23	0.82	26.00	3.15	0.91	53.00	4.00	0.77	31.00	4.12	0.90	84.00	3.56	0.58	25.00	3.27	0.82	48.00
Secondary education																		
Develops learning experiences that engage and support students as self-directed learners who internalize classroom expectations and procedures	4.00	0.76	15.00	3.96	0.94	72.00	3.86	1.04	22.00	3.85	0.86	79.00	4.00	0.83	24.00	4.07	0.91	82.00
Enhances the learning environment by encouraging students to develop multiple literacies (e.g., technology, media, local and global resources, speaking/listening, reading/writing, decision-making, analysis/synthesis) in real-world context	4.13	1.06	15.00	4.04	0.89	71.00	3.82	0.80	22.00	3.82	0.95	76.00	4.08	0.97	24.00	3.99	0.90	82.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Effective and Responsive Learning Environments	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.62	0.50	21	3.46	0.65	26.00	3.70	0.63	23
Facilitate maintenance and generalization of skills across learning environments.	3.00	0.63	21	3.04	0.73	25.00	3.36	0.66	22
Effective and Responsive Learning Environments	2015			2016			2017		
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school create safe and positive instructional environments that encourage participation, self-advocacy and social interaction.	3.72	0.46	25	3.73	0.54	48	3.58	0.65	48
The USU Special Education graduates in my school facilitate maintenance and generalization of skills across learning environments.	3.52	0.51	25	3.67	0.56	48	3.36	0.57	47

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Effective and Responsive Learning Environments from the 2018 administration of the first-year teacher and principal surveys (UTES). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

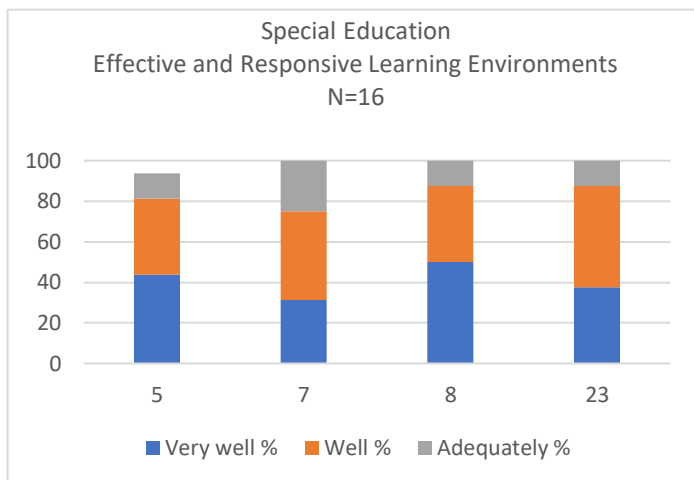
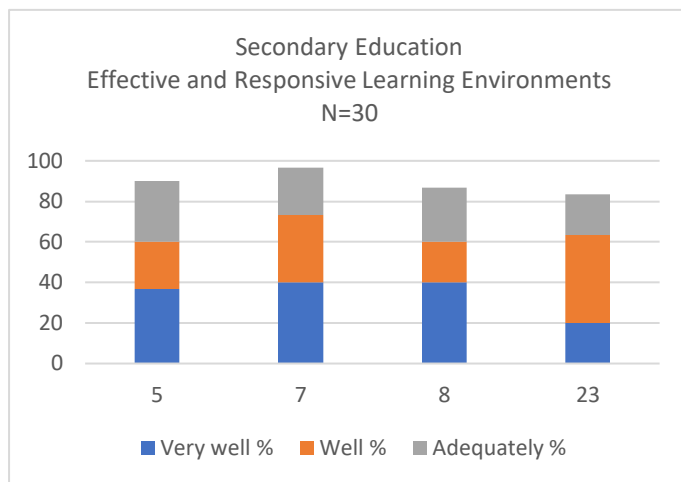
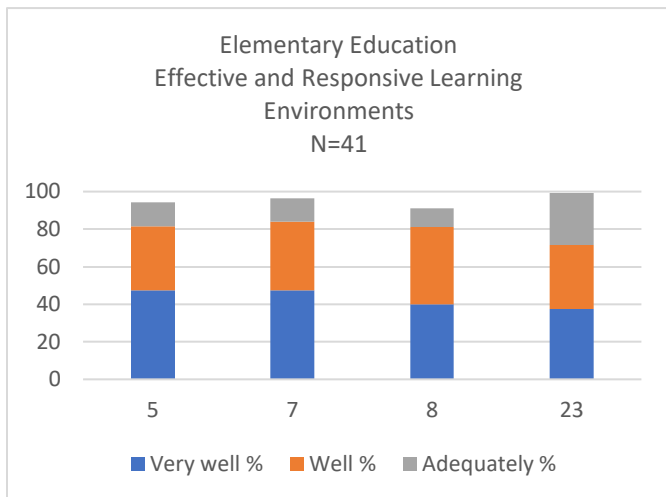
First-Year Teachers

The items sampled for Effective and Responsive Learning Environments were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

5. Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.
7. Collaborate with your students to establish a respectful learning environment.
8. Use a variety of classroom management strategies to create and maintain a positive learning environment.

23. Use a variety of questioning strategies to promote engagement.

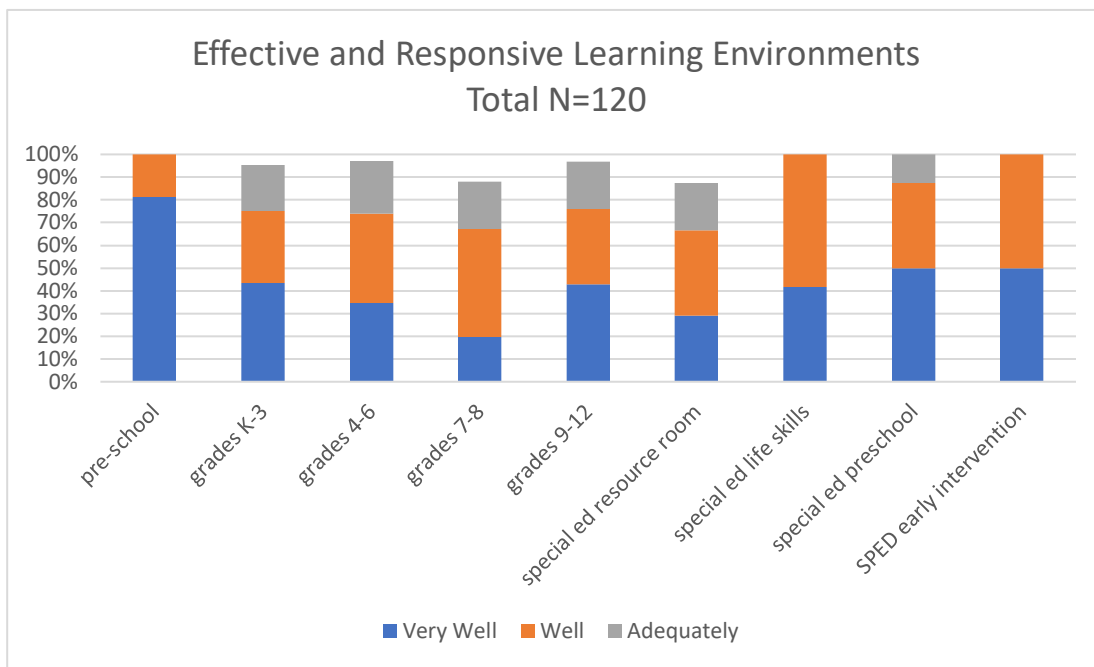


Principals

In the chart below, the items sampled were combined to derive an overall Effective and Responsive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled for Effective and Responsive Learning Environments were:

How well can the first-year teacher in your building do the following:

- 5. Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.
- 7. Collaborate with students to establish a respectful learning environment.
- 8. Use a variety of classroom management strategies to create and maintain a positive learning environment.
- 23. Use a variety of questioning strategies to promote engagement.



Overall Interpretation of the Evidence for Effective and Responsive Learning Environments

Elementary Education

For elementary education majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate at least adequate preparation in Effective and Responsive Learning Environments. The data provide evidence that this is a relatively strong area of preparation in this standard and that the USU teacher preparation program meets this aspect of Standard 2.

Secondary Education

The data from PAES and the first-year teacher and principal surveys reveal that new secondary teachers seem adequately prepared for the aspect of Effective and Responsive Learning Environments in Standard 2. Although responses by first-year secondary teachers exceed the threshold of 80%, nevertheless, items 8 (“Use a variety of classroom management strategies to create and maintain a positive learning environment”) and 23 (“Use a variety of questioning strategies to promote engagement”) may require some attention from the secondary education program, with somewhat over 20% of respondents reporting “adequately” in both cases. In addition, these points appear to find some support in the 2018 feedback from principals on the effective and responsive learning environments provided by first-year secondary teachers (“adequately” = 20%). Nevertheless, even with these areas of concern above, the various data in this section collectively demonstrate at least adequate preparation among secondary education candidates for this element of Standard 2.

Special Education

For special education majors, these data (PAES, teacher and principal surveys, and the portfolio) indicate that this is a strong area of preparation. On the PAES, special education student teachers’ mean scores were generally above 2.7 with university supervisors’ scores averaging 3.0 in the most recent semester (Spring 2018). Similarly, strong scores are seen on the first-year teacher survey. These graduates indicated that they had “adequate” or better ability on three of the four relevant items, and on the

remaining item over 90% indicated “adequate” or better ability. Principal ratings for first-year teachers in life skills, preschool and early intervention roles concurred—100% of these ratings were at the “adequate” level or above. Again, first-year teachers with resource room assignments were rated somewhat lower by principals with over 85% at or above “adequate.” The Special Education Undergraduate Committee will consider these data to determine whether changes need to be made to improve graduate performance in this area.

Professional Growth

This section will provide evidence of the aspects of Standard 2 that address completers’ goal-setting, self-assessment and collaboration, all in the service of professional growth. We present evidence from PAES, surveys of first-year teacher and principals, the Teacher Work Sample for elementary and secondary education, and the portfolio for special education. Following the presentation of the evidence is our interpretation.

Evidence from Performance Assessment and Evaluation System (PAES)

This evidence will be drawn from specific items on the final student teaching evaluation (PAES), specifically items 8.1. On this assessment, items are scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, and 3 = preservice effective.

Professional Growth		ELED						SCED						SPED					
		Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor			Cooperating Teacher			University Supervisor		
		Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
8.1 Adapts and improves practice based on reflection and new learning (UETS 8b, 8c, 8d, 8e). InTASC 9	Fa16-	2.92	0.29	145	2.93	0.26	150	2.86	0.39	128	2.86	0.42	133	2.91	0.35	45	2.65	0.67	46
	Sp17	3	0.2	59	2.9	0.4	59	2.8	0.5	49	2.8	0.4	50	2.85	0.46	15	3	0	12
	Sp18	2.9	0.2	108	3	0.2	100	2.8	0.4	58	2.9	0.4	58	2.9	0.3	21	3	0	19

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Elementary and Secondary Education

The surveys that were administered from 2015-2017 to first-year teachers and principals were different for elementary and secondary education. For elementary education, the meanings were defined for the ratings of 1, 3, and 5. For secondary education, the scale went from 1-5 and had no labels or meanings assigned.

Professional Growth Standard 2	2015						2016						2017					
	First year teacher			Principal			First year teacher			Principal			First year teacher			Principal		
	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD	N
Elementary education																		
5 - Skillfully reflects on his/her teaching performance and actively seeks out feedback in order to improve. 4 – 3 – Usually reflects on his/her teaching performance, seeks out feedback, and uses feedback to improve. 2 – 1 - Does not reflect critically on his/her own teaching and/or does not respond appropriately to feedback.	3.74	0.45	19.00	3.33	0.86	55.00	4.29	0.74	31.00	4.08	0.78	84.00	3.79	0.43	14.00	3.50	0.65	48.00
5 – Persistently seeks professional growth opportunities from supervisors, colleagues, workshops, reading, and online resources. 4 – 3 – Pursues professional growth opportunities. 2 – 1 - Does not pursue professional growth opportunities.	3.46	0.59	24.00	3.37	0.79	63.00	4.03	0.98	31.00	4.04	0.80	83.00	3.76	0.44	21.00	3.47	0.55	47.00
Secondary education																		
Associates with other professionals, attending meetings, joining professional societies, reading relevant literature	3.93	0.59	15.00	4.27	0.84	71.00	4.41	0.96	22.00	4.30	0.78	77.00	4.50	0.72	24.00	4.37	0.83	81.00

Evidence from First-Year Teacher and Principal Surveys, 2015-2017, Special Education

For the Special Education surveys of both first-year teachers and principals, the scoring scale is 0=unable to judge, 1=not prepared at all, 2=poorly prepared, 3=adequately prepared, and 4=very well prepared.

Professional Growth	2015			2016			2017		
Beginning Teacher First Year Self Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
Demonstrate high ethical standards in interactions with students, parents, colleagues and the community.	3.81	0.40	21	3.62	0.50	26.00	3.83	0.39	23
Know laws, rules, regulations and ethical considerations for managing student behavior.	3.48	0.51	21	3.27	0.72	26.00	3.26	0.69	23
Principal Survey SPED	Mean	SD	N	Mean	SD	N	Mean	SD	N
The USU Special Education graduates in my school demonstrate high ethical standards in interactions with students, parents, colleagues and the community.	3.76	0.44	25	3.81	0.45	47	3.63	0.64	48
The USU Special Education graduates in my school know laws, rules, regulations and ethical considerations regarding management of student behavior.	3.56	0.58	25	3.54	0.62	48	3.54	0.58	48

2018 Survey of First-Year Teachers and Principals

Below are the relevant items for Professional Growth from the 2018 administration of the first-year teacher and principal surveys (UTESS). Our “cut score” for this survey is 80%. If 80% or more of the respondents rate their ability to do the activities listed with “very well,” “well,” or “adequate,” we consider this acceptable. Items that do not meet the 80% threshold are areas of concern that further examination and improvement efforts. It is worth noting that ratings of “poorly” or “not at all” were rare (frequencies of 2 or 1 occurred at the disaggregated level).

For the principal survey, the response rate was 44% (N=120) and for the completer survey, the response rate was 32%. The total number of first year teachers (former students) was 87, with N=41 for ELED, N=30 for SCED, and N=16 for SPED. These numbers are in the charts below as well.

The raw data for the first-year teacher survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Firstyearteachersurveydata.xlsx>

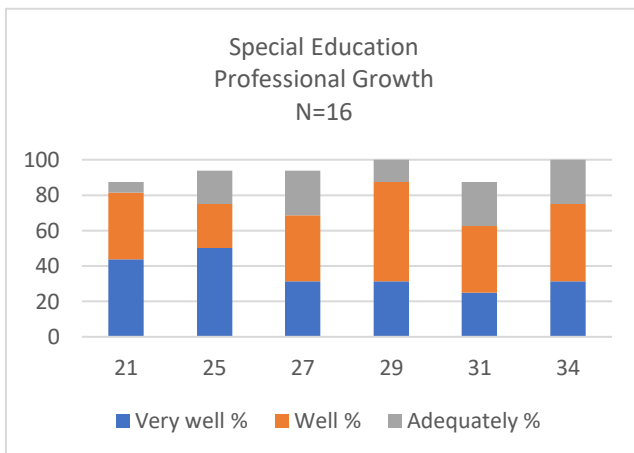
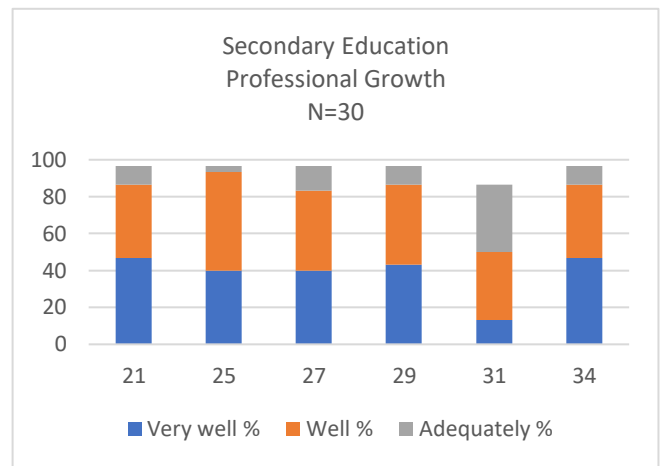
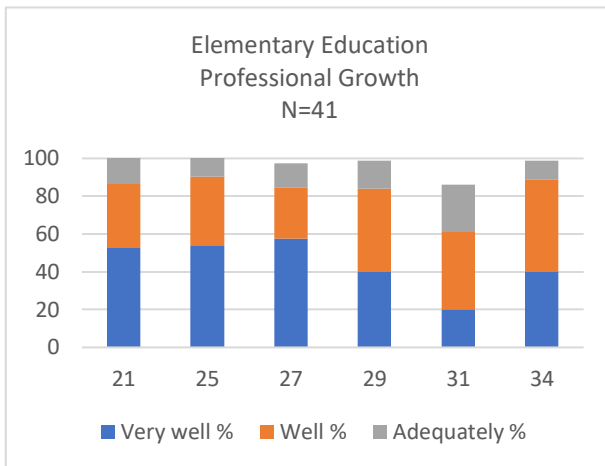
The raw data for the principal survey can be viewed here: <http://cehs.usu.edu/evidence-room/2018Principalsurveydata.xlsx>

First Year Teachers

The items sampled for Professional Growth were:

Based on the courses and experiences within your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:

- 21. Participate in a collaborative decision-making culture.
- 25. Engage in professional learning to strengthen your instructional practice.
- 27. Collaborate with colleagues to plan and evaluate instruction.
- 29. Implement new ideas to improve your instruction.
- 31. Stay informed regarding current education policy and research.
- 34. Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.

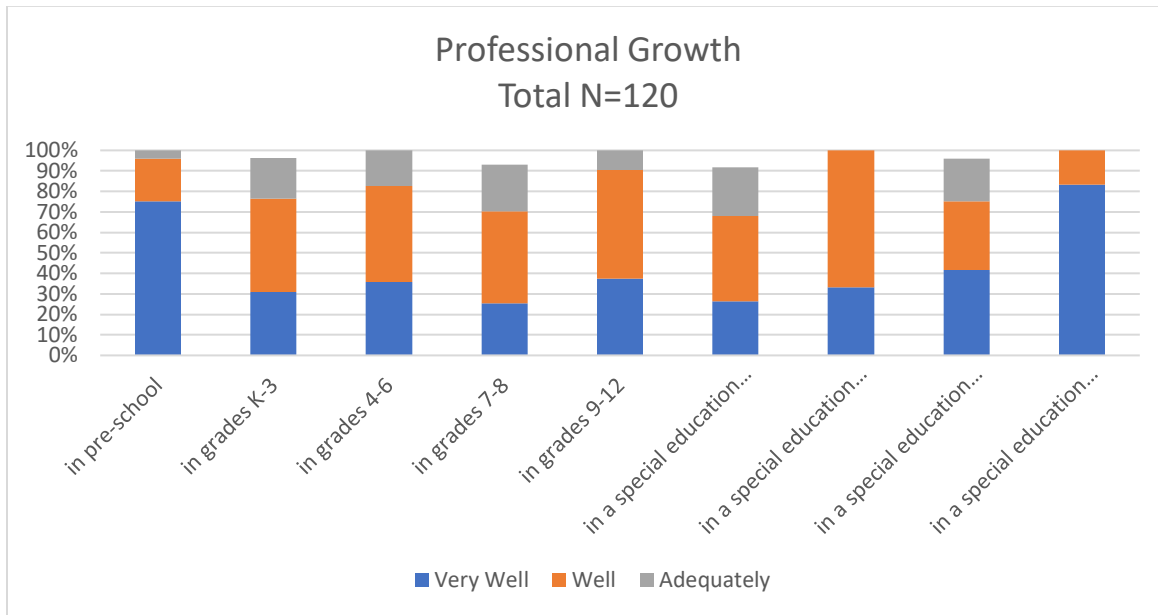


Principals

In the chart below, the items sampled were combined to derive an overall Effective and Responsive Learning Environments rating by principals. The total number of respondents was 120. The data is disaggregated by grade level and type of program. The items sampled for Professional Growth were:

How well can the first-year teacher in your building do the following:

- 21. Participate in a collaborative decision-making culture.
- 25. Engage in professional learning to strengthen your instructional practice.
- 27. Collaborate with colleagues to plan and evaluate instruction.
- 29. Implement new ideas to improve your instruction.



Evidence from Teacher Work Sample

Teacher Work Sample--Professional Growth

Analyze teaching effectiveness: To score a 3, the candidate must propose changes in teaching practice that address individual learning needs related to the lesson objectives.

		N	mean	SD
Fall 17 ELED	Analyze teaching effectiveness	56	2.48	0.50
Spring 18 ELED	Analyze teaching effectiveness	88	2.78	0.41
Spring 18 SCED	Analyze teaching effectiveness	46	2.30	0.76

Overall Interpretation of the Evidence for Professional Growth

Elementary Education

For elementary education majors, data from PAES, teacher and principal surveys, and the Teacher Work Sample, indicate better than adequate preparation in Professional Growth. In fact, this is the program's strongest area of preparation. However, in the 2018 first-year teacher survey, the item related to information about "educational policy and research" is not as strong as other areas for this element of the standard. The reasons for this are somewhat difficult to interpret because we do not know whether this result comes from information about policy, about research, or both, but it is something we will be watching for possible improvement. Nonetheless, the data provide evidence that the USU elementary education program meets this aspect of Standard 2.

Secondary Education

For secondary education teacher candidates, the data from PAES, the teacher and principal surveys, and the Teacher Work Sample reflect that preservice and first-year secondary teachers appear mostly prepared for the element of Professional Growth in Standard 2. One item for preservice candidates—the slightly low Teacher Work Sample score of 2.3 (SD = .76) for the "Analyzing Teaching Effectiveness" criterion—suggests that secondary program may need to give this issue more attention. Also, similar to the elementary program, the 2018 feedback from first-year teachers on item 31 in the first-year teacher survey ("Stay informed regarding current education policy and research") is not as strong as other areas with approximately 30% reporting "adequately." Despite these issues to ponder above, the various data in this section collectively demonstrate at least adequate preparation among SCED candidates for this element of Standard 2.

Special Education

The collective data from PAES and the teacher and principal surveys demonstrate that special education majors met or exceeded expectations in the area of Professional Growth. The PAES results from the last two cohorts is particularly strong; cooperating teachers' average rating was above 2.8 and University supervisors' average rating was 3.0. The self-evaluation of recent graduates showed variability depending on the item. Items related to implementation of new ideas and actively reflecting on effectiveness were strong with 100% giving responses of "adequate" or above. Items on collaborative decision making and staying informed on current policy and research saw somewhat lower responses with 80% to 85% endorsing "adequate" or above. Principal ratings of graduates were strong with 90% of ratings at "adequate" or above in all roles and higher ratings of those in life skills and early intervention roles. Collaborative decision making and staying current on policy and research are critical to being an effective special education teacher. Therefore, the somewhat lower scores in these areas are troubling. The Special Education undergraduate committee will examine these results and consider whether programmatic changes are needed.

Standard 3: Quality of Program Practices

The evidence that the elementary education, secondary, and special education programs meet the expectations of Standard 3 comes from several data sources and perspectives including matrices that demonstrate alignment with the Utah Effective Teaching Standards (which is mandated by the Utah State Board of Education, the governing body for the state public education, including teacher preparation approval), evidence of partnerships with schools districts, faculty qualifications summary, GPA data on students, a description of our student monitoring procedures, and minutes from faculty meetings and meetings of the Council on Teacher Education, and other data.

In this section, we will also make the case that our quality control system is effective and ensures that program completers meet standards 1 and 2 above. This will include a description of the quality control system and evidence of its effectiveness. The internal audit described and reported separately in Appendix D will inform this section.

High Quality Program

This section will provide evidence of the aspects of Standard 3 related to program practices including the curriculum and standards, high quality clinicals, admissions process, candidate monitoring, and capacity for quality in staffing, resources, and institutional commitment.

Evidence from Curriculum Alignment Efforts

Matrices of courses and standards for the elementary, secondary, and special education preparation programs are presented in Appendix H. The Utah State Board of Education regulates teacher education programs and require programs to base their curriculum on the Utah Effective Teaching Standards (UETS), which are an adaptation of the InTASC standards. Every syllabus in our teacher education programs delineates how the course objectives and activities align with the UETS. The evidence is clear that our courses and programs are tightly aligned with the UETS. Additional alignment is evidenced by our use of the Utah Teaching Candidate Preservice Assessment and Evaluation System UTC-PAES rubrics developed by the Utah Teacher Education Assessment and Accreditation Council (UTEAAC). This collaboratively developed rubric is the backbone of all of our practicum/clinical evaluation forms (scaled back versions to suit the developmental level of the students at various points in their programs of study) as well as our student teaching formative and summative evaluations. Special Education adapted the UTC-PAES rubric by adjusting the language to fit a special education context and aligning the rubric items to Council for Exceptional Children (CEC) Standards.

In addition, meeting minutes from undergraduate as well as secondary education curriculum-specific meetings show that we have been working to align courses with each other as well as with the Utah Effective Teaching Standards. One area in particular has been of concern in the secondary education program—learning theory. In the elementary and special education preparation programs, the students all take TEAL 3660, Education Psychology, but in the secondary program, the students do not have room in their degree plans for another course. Many students graduate with far more than 120 credits, so every effort is made to not increase the number of credits for a secondary teaching major or composite. Therefore, work is ongoing to find the appropriate place to integrate learning theory content. Currently, the efforts are centered on SCED 4210, Assessment and Curriculum Design, a course in the secondary teacher education program. Details of those discussions can be found in the minutes for the secondary education curriculum group, which can be found here: <http://cehs.usu.edu/evidence-room/SCED%20curriculum%20meeting%20minutes%20September%202016-May%202018.docx>

Evidence of Partnerships

Partnerships with school districts vary in both form and complexity. With a few districts, we have a formalized partnership agreement, which is codified at the request of the district. Given that Utah State University is the land-grant institution for Utah, we have had students in every county and school district, so formal partnership agreements are not always needed. Nevertheless, we recognize that active engagement with our school district partners is an area that would benefit from increased attention both from the school district side as well as the university side. Thus, with the districts nearest to the main campus in Logan, we have embarked on a partnership that is focused on strengthening the mentor teacher-student teacher relationship. In conjunction with Logan City School District and Cache County School District, beginning in Fall 2018, we are providing mentor teacher training at the school sites. The training for Logan City School District was a full-day event for elementary and secondary programs. Both mentor teachers and student teachers were required to attend. For Cache County School District, we are holding a half-day workshop for elementary and secondary students, as requested by the district. We met with the administration of both districts to plan these workshops, and both were enthusiastic about their involvement. As we solidify the content of the mentor teacher training for elementary and secondary education, we will develop online modules that teachers across the state will be able to access. Teachers who have completed the training either in person or online will be given priority status when assigning student teachers.

The Special Education program has several additional mechanisms to promote communication and collaboration with our school partners. Special Education invites a Director of Special Education from a local school district to meet with the all new students each year during orientation to welcome them to their field experience placements and to introduce Professional Behavior Guidelines expected by the school districts. Each semester, Special Education Directors and Coordinators from around the state are invited to interview our students during a Student Teaching Workshop. The directors and coordinators have lunch with the SPED faculty to collaborate on issues across the state and find ways we can support each other. The Special Education Department also provides Alternative Teacher Preparation (described in more detail below) programs in all emphasis areas. Each of these programs has an advisory board composed of district personnel and USU faculty that meet monthly to collaborate.

The Special Education program works closely with district partners in making placements for practica and student teaching. This process is initiated by the department's Practicum or Student Teaching Coordinator who makes recommendations for placement in classrooms in the local schools. These recommendations are based on (a) the match between the objectives of the particular field experience and the opportunities afforded in the classroom, and (b) the degree to which the cooperating teacher implements the evidence-based practices that we teach and our students apply in field experiences. The Field-Based Experiences Coordinator contacts special education district directors for their approval. When this approval is received, this coordinator advises the Practicum Coordinator, who then contacts specific principals and schools for their approval. After that approval is received, the coordinator contacts specific teachers for their final approval. If at any level approval is denied, the process begins again with the coordinator contacting program coordinator, then district director, principal and lastly teacher. After all placements are confirmed the practicum student is notified and instructed to contact the cooperating teacher.

Further evidence of partnerships comes in the form of internships. Recently, due to teacher shortages, school districts have increased the number of interns employed. Our partnerships mean that we work

closely with both students and school districts when an internship has been offered to an elementary or secondary education student.

Evidence from Admissions Processes

Admissions processes have undergone several changes over the past few years. Before January 2015, the state required a 3.0 minimum GPA in order for students to be admitted to the program. Later, in January 2015, they set the standard as a cohort GPA of 3.0, in alignment with CAEP expectations, but they allowed programs to set aside 10% of the admission slots for students to apply for using a waiver system. Each year, a number of students applies for a waiver to the admission standards (data available upon request). This has allowed us to admit students from underrepresented populations (e.g., Navajo), who then must earn minimum grades in their coursework in order to graduate and be recommended for licensure. The data audit revealed compliance with admissions processes.

GPA and ACT Scores

Appendix I displays the GPA and ACT scores (when available) for students admitted in 2016-17, 2015-26, and 2014-15. The data reveal that the mean cumulative GPA (which includes transfer courses) is consistently far higher than 3.0. Mean ACT scores are consistently higher than 20, which is the 50th percentile national for the ACT for 2013-2015:

<https://www.act.org/content/dam/act/unsecured/documents/NormsChartMCandComposite-Web2015-16.pdf>

Evidence from Faculty Qualifications

When faculty are hired in the School of Teacher Education and Leadership or the Department of Special Education, they have relevant degrees and K-12 teaching experience. Partner departments for secondary education do not always have the human resources to provide course instructors with K-12 teaching experience. Nevertheless, a review of the faculty qualifications in Appendix C will show that rarely do those involved in teacher education lack K-12 teaching experience. The vast majority of those who lack teaching experience in k-12 grades are teaching courses in programs that only offer a teaching minor, not a teaching major (e.g., geography, psychology, sociology). The data audit revealed that faculty are qualified and, if they serve in an adjunct capacity, are qualified and receive support from a full-time faculty member to develop and teach the courses to which they are assigned.

Other indicators that our faculty contribute to coherent and high-quality curriculum include faculty role statements, which guide the tenure and promotion process. Role statements for faculty include a subheading titled “Participation or leadership in development of curricula.” They then state: “A department’s academic program is ever changing, and you are expected to participate in curriculum development in a substantive and collegial manner. This includes development of your assigned course in a fashion consistent with program learning objectives.” All faculty are evaluated on how well they meet this expectation, regardless of whether their overall emphasis is research or teaching.

Evidence from Institutional Commitment

Utah State University and the College of Education and Human Services have a wide-ranging and expertly functioning infrastructure to support quality teaching. Academic and Instructional Services (AIS <https://ais.usu.edu/>) is home to the Center for Innovative Design and Instruction (CIDI), a unit that is solely devoted to providing instructional design services to faculty for best use of Canvas to support traditional face to face instruction, instruction over interactive video conferencing, hybrid delivery of

courses (some synchronous, some asynchronous, or fully online course delivery. AIS and CIDI also host an annual conference called Empowering Teaching Excellence which is focused on effective teaching.

AIS is also responsible for the state-of-the-art classrooms (confirmed through the audit) where faculty have access to the appropriate technology for the mode of course delivery, whether face to face or broadcast via video conferencing (IVC). The IVC system used at USU provides teachers and students with near real-time two-way audio and video. In addition, teachers can use other forms of video conferencing such as Zoom to accomplish small group discussion or collaborative work at a distance. Two of our TEAL faculty (from the Uintah Basin campus) presented at the 2018 Empowering Teaching Excellence conference on effective use of Zoom during a broadcast class. Special Education faculty presented making materials accessible to learners with disabilities.

The College of Education and Human Services is also home to the Education Technology Center (<http://cehs.usu.edu/resources/yetc>), which is more than just a computer lab. The Education Technology Center is home to a library of curriculum materials from the major textbook publishers. In addition, TeacherLink is a widely used electronic resource carefully curated and managed by the director, Nathan Smith.

Evidence from Process of Monitoring Candidate Progress

Undergraduate minutes for the elementary and secondary programs, beginning in the fall of 2013, show that we have made a concerted effort to monitor teacher candidates who are at risk of not meeting professional expectations. We revised our Contact Report Form (http://teal.usu.edu/faculty-resources/images/contact_report_form%202018.pdf) and created a secure area in Canvas where faculty/instructors/supervisors could submit the form. Submission of a form triggers the creation of a file. The following procedures are followed as early in the semester as possible. The instructor addresses the academic performance issues with the student either face-to-face or electronically. If instructors wish, they may reach out to the Director of Undergraduate Teacher Preparation for assistance. If this fails to produce changes in performance, the instructor schedules and conducts a personal contact with the student in which the performance issues and remedies are specified in writing in the student contract report form, which is then dated and signed by the instructor and the student. For students at Regional Campuses, evidence of electronic contact between the instructor and student in which the student acknowledges the issues serves the same purpose as the contact report. The contact report form is forwarded to the Director of Undergraduate Teacher Preparation with a recommendation from the instructor as to whether intervention should be escalated to the Director or not. The director establishes a discussion board concerning the student and asks past and present instructors to provide information about the student's previous and current performance. During the 2016-2017 academic year, 18 discussion boards were initiated, with 17 during the 2017-2018 school year. The director determines, based on the recommendation of the instructor submitting the student contact form and information gathered through the discussion board, whether to intervene one-on-one or to convene a panel of TEAL faculty to review the student's issues and make recommendation and requirements for improving that student's performance. Recommendations and requirements from the committee are communicated in writing to the student within five business days. Failure on the part of the student to meet requirements communicated in the time specified in writing may result in the student's removal from the program.

In January 2014, elementary and secondary faculty approved raising the minimum grade in education courses to a B- for elementary and secondary education students. In October 2016, a course repeat policy was approved allowing students to take courses twice (previously students were allowed to take

courses 3 times). These decisions were made to acknowledge and respond to concerns that students who have lower grades are often those who struggle later in the program.

In Special Education, all faculty and advisors involved in the teacher preparation program meet monthly to discuss student issues, collaborate on curriculum, evaluate the program, and set policy. In each meeting time is allocated for faculty to discuss any student who might be at-risk in their class. If the student is at-risk in multiple classes, then the advisor will meet with each faculty member individually to get more information and then will meet with the student to provide support, resources and guidance to give the candidate an opportunity to succeed. In addition, the program has detailed and specific procedures for supporting students who are at-risk in practica and student teaching. These policies are available in the evidence room here http://cehs.usu.edu/evidence-room/SPED_at_risk_studentteaching%20revised_Feb2018.pdf and here http://cehs.usu.edu/evidence-room/SPED_At_Risk_Practicum_revised_Feb2018.pdf

Our advising system and staff allow us to monitor students' progress very closely. At many universities, advisors are generalists, advising at the college level for many majors. In TEAL and SPED, we have professional advisors who operate at the department and program level. This specialized knowledge of teacher education allows them to be especially effective. Our regional campus advisors are generalists, but the Director of Advising for TEAL works with these advisors through monthly meetings and annual or semi-annual visits to the campuses for training and distribution of information to help them guide students. The special education program has an advisor dedicated to supporting students at distant sites. She works in collaboration with the regional campus advisors, visits each site annually, and directly advises students in the special education program. Advisors are one important reason that our students are able to graduate in a timely manner.

Continual Improvement Processes

This section will provide evidence of the aspects of Standard 3 that are related to engaging with multiple stakeholders, investigating opportunities for improvement and innovation, continuous improvement of program, program components, and data system.

Evidence from Faculty Meeting Discussions—TEAL

Through faculty work, both in undergraduate faculty meetings and in other specialized committees, programs tighten their focus, update curriculum, and otherwise engage in continual improvement.

Curriculum Changes

ELED 4150, Assessment and Differentiation, was implemented in 2013. The decision to add this course was based on consistent prior feedback from surveys of completers (and their employers) who expressed the need for more preparation in assessment, differentiation of instruction for diverse learners, and data literacy in general. A review of the data (see section 1: Data Literacy, page XX) from the most recent survey administrations shows that this is no longer an area of strong concern. The course has been designed specifically to teach students to interpret standardized test data, specifically the criterion referenced test administered in UTAH, to create and interpret gradebook data, to share data with other stakeholders (including students, parents, and other teachers), to create and interpret teacher-made tests, and to create and interpret formative data. Further, students learn how to use data to make instructional decisions differentiated by student need.

Prior to 2013, secondary teacher education program students took INST 4015, Technology Tools and Integration for Teachers, which was a 1-3 credit course and elementary and special education students took INST 4010, Principles and Practices of Technology for Elementary Teachers, a 3-credit course. Both were taught by another department in the College of Education and Human Services. The course has been substantially revised and is now ITLS 5500, Technology Integration and Innovation in Education. The syllabus is available <https://techintegrateed.weebly.com/>.

In October 2013, in response to a request from the English Department, faculty approved the substitution of ENGL 4520 *Teaching Literacy in Diverse Classrooms* for SCED 4200, *Language, Literacy and Learning in the Content Areas*. The English Department, in conjunction with their student advisory board for English teaching majors, determined that the courses were redundant and caused students to graduate with more than 120 credits.

In response to the needs and requirements of the Utah State Board of Education, we have updated and revised our ESL endorsement courses. Work on this began in fall of 2015 and was finalized in the 2017-2018 academic year. Clinical hours have been added across several courses, as well as a course on family and community involvement.

In response to a change in state school board rules about teacher preparation programs, and in response to very real needs of our school district partners as well as responses from graduates to our annual surveys, the faculty voted in November 2015 to require that students take TEAL 4710 Language and Cultural Diversity in Education or TEAL 4745 Second Language/Literacy Acquisition and Development. This change is only for elementary and early childhood education students. At first secondary education students were also required to take one of these courses, but the school board removed the language about "coursework" and changed this to "content." Because secondary education teaching majors already have too many credits at graduation, this requirement was later rescinded. At this point, efforts are being made to include ESL strategies in the SCED 5200, Language, Literacy, and Learning in the Content Areas.

[Math Education and Preparation](#)

In August 2013, the faculty voted to have elementary education and special education students take MATH 2020 before admission so that students would be better able to pass the math section of the Praxis multiple subjects test. Also, students were putting off taking MATH 2020 until the end of their program and then rushing to get it taken before or during student teaching. Putting MATH 2020 as a pre-program course has alleviated the student procrastination problem as well as improved Praxis test performance.

Through a national initiative, as established by the Conference Board of the Mathematical Sciences (2010), members (including faculty at Utah State University) of the Utah Association of Mathematics Teacher Education (UAMTE) and the elementary mathematics specialist at the state level formed a UAMTE committee to determine basic requirements for mathematics courses and mathematics education courses prospective teachers should require for state licensure. Through this UAMTE committee work, all members first described what each of their universities required of their prospective teachers and how their elementary mathematics education programs varied. We found programs varied as much as nine semester hours in prospective teachers' elementary mathematics education coursework requirements. Thus, this UAMTE committee and state leaders felt compelled to use national standards to determine fundamental expectations for prospective teachers' elementary mathematics education coursework.

To establish national expectations, members of the UAMTE committee read and discussed The Mathematical Education of Teachers II (MET II) (Conference Board of the Mathematical Sciences, 2010) document to discern how course work may be organized by topic and how mathematics content knowledge and mathematics pedagogical content knowledge should be delineated. From our discussions, we decided that each elementary program should include “12 semester hours focused on a careful study of mathematics associated with the CCSS (K–5 and related aspects of 6–8 domains) from a teacher’s perspective” (Conference Board of the Mathematical Sciences, 2010, p. 31). Thus, we developed objectives and course titles for two mathematics courses (MATH 2010: Algebraic Thinking & Number Sense for Elementary Education School Teachers; MATH 2020: Euclidean Geometry and Statistics for Elementary Education School Teachers) and two mathematics education courses (ELED 4061: Teaching Elementary School Mathematics I: Rational Numbers, Operations, and Proportional Reasoning; ELED 4062: Teaching Elementary School Mathematics II: Number, Operations, and Algebraic Reasoning). The distinction between these two types of courses are the former provides mathematics experiences from a teacher’s perspective and the latter provides mathematics pedagogy from a teacher’s perspective. This increased our prerequisite requirements by three semester hours and our program requirements by three semester hours (a total change of six semester hours).

After working at the state level, Dr. Beth MacDonald, one of the committee members and an Assistant Professor in mathematics education in the School of Teacher Education and Leadership at USU, led committee work with invested stakeholders (e.g., mathematics faculty, mathematics education faculty and graduate teaching assistants, special education advisors, teacher education advisors, communication disorders and deaf education advisors, elementary education faculty, Associate Dean for Graduation, Educator Licensing & Accreditation) over the course of eight months to develop and seek approval of four new courses and to make changes to the 12 elementary education programs to allow for three additional semester hours. Through such extensive program and course development, the elementary education programs at Utah State University were refined to allow for more streamlined and intentional course experiences for our prospective teachers. Further, we anticipate that prospective teachers will be exiting better prepared to plan and teach mathematics in a rich, comprehensive, and accessible manner to wide variances of elementary student populations.

[Common Assessments](#)

In January 2015, the faculty approved revising the portfolio. Details were not determined at that time, but eventually the portfolio expectations for elementary and secondary students were aligned so that both groups would be expected to use the Utah Effective Teaching Standards as the basis for the portfolio. In fall 2017, the portfolio was replaced by a Teacher Work Sample, roughly modeled after commercially available teacher performance assessments.

In March 2016, TEAL officially adopted the preservice teacher evaluation system developed by UTEAAC, the Utah Teacher Education Assessment and Accreditation Consortium for the formative and summative student teaching evaluations for both ELED and SCED. In addition, condensed and developmentally appropriate versions of these forms were adopted for practica and clinicals that occur prior to student teaching.

Evidence from Undergraduate Committee Meeting Discussions—Special Education

Common Assessments

Special Education began using a modified preservice teacher evaluation system developed by the Utah Teacher Education Assessment and Accreditation Consortium (UTEAAC) for the formative and summative student teaching evaluations in the fall of 2016. As we noted above, this instrument was modified to align with CEC standards and include targets that are specific to special education. The instrument was revised summer of 2017 and was field tested fall of 2017. The instrument was officially adopted on February 2, 2018. This will allow us to compare same items on assessments across Elementary, Secondary and Special Education.

Course Realignment

In 2016, Special Education revised its course sequence to place the course on Foundations of Assessment and Effective Instruction (SPED 5040) in the spring of students' sophomore year rather than the fall of the junior year. This allows students to receive foundational content prior to more advanced coursework and practica in which the content of this courses is to be applied. In tandem with this change, the course on use of technology (SEPD 5530) was moved from the sophomore year to the junior year. This move was designed to make the technology course more practical and applicable because students have more teaching experience and are currently engaged in practica when they take the course. Students are now able to understand how technology can be used to solve problems that they have experienced and are currently working with. We also expect that this enhanced applicability of the technology course will result in improved technology rating scores on the teacher and principal surveys.

In the special education mild/moderate emphasis, the math instructional methods course (SPED 5340) had been taught in the spring semester of the junior year, the same semester as the math practicum. This created challenges with ensuring that students had sufficient preparation in math curriculum and instruction prior to their practicum experience. The math content was concentrated in a daily intensive class for the first three weeks of the semester and the practicum did not begin until the 4th week of the semester. In 2016, we moved the math course to the fall semester so that students would complete this course prior to beginning their math practicum in the spring. We anticipate much stronger student performance in the practicum and more robust skills in math instruction upon completion.

Two broad courses on mathematics for teachers (Math 2010 and Math 2020) were added to the Mild/Moderate and Severe Emphasis. This was intended to establish a much stronger content foundation for their math instruction. These courses are not required, however, for the Birth to Five Emphasis because the content of these courses is beyond the scope of pre-kindergarten curriculum.

Candidates who are dual majors with ELED and SPED with a mild/moderate emphasis complete all the math classes listed above for Elementary Education as well as a class on teaching math to students with disabilities (SPED 5340) and a math practicum in a secondary setting. The content of SPED 5340 and ELED 4061 were similar. The professors of the two courses met several times in the fall of 2017 to compare content and syllabi and concluded that it was redundant for dual majors to take both courses. Since the content of SPED 5340 is tied to the SPED math practicum, the choice was made by both TEAL and SPED faculty to waive Math 4061 for Dual ELED/SPED majors with a mild/moderate emphasis.

Multiple sources (faculty understanding of current policy and best practice, changes district practices, feedback from district Special Education Directors, conversations with Utah State Board of Education personnel, and student opinion surveys) have suggested that our graduates needed deeper knowledge and skills in assessment. In response to the ratings, we expanded the assessment course focusing on students with severe disabilities, increasing it from 1 to 2 credit hours. For the Birth to five program, we added a new 2-credit class in assessment. We are currently planning to expand the Mild/Moderate assessment course from 1 to 2 credits as well.

Practicum Placements

In 2017, several issues related to the practica in reading and math for students with mild/moderate disabilities were raised. First, we were concerned that students needed more opportunities to reflect on their own teaching and collaborate with peers in analyzing data and observations of teaching and learning in practica and making decisions based on these data and observations. Second, due to policy and curricular changes in districts and at the state level, we were finding it increasingly difficult to find high quality practicum sites that afforded students opportunities to engage in extensive practice of evidence-based reading and math instruction. In response to these two challenges, a subcommittee was established in September of 2017 evaluate our reading practicum and suggest possible changes. As a result of committee recommendations, beginning in the fall of 2018, students in these practica will work in pairs. Both students will attend practicum each day and they will take turns either teaching or observing, collecting data, and giving feedback to their partner. Partners will evaluate data, develop responses, and implement modifications together. In addition, students will learn techniques of coaching and co-teaching in their coursework.

Observation Forms

In order to improve scoring accuracy, speed communication, and improve record keeping, the department developed digital practicum and student teaching observation forms. The forms are Excel documents with extensive macros embedded. After they have been scored, they can be easily uploaded so they can be accessed by students, supervisors, and coordinators. The forms were developed and initially field-tested during the 2017-2018 school year. Implementation of student teaching forms will begin in the fall of 2018 while practicum forms will continue to undergo field testing and refinement.

Student Attrition

Most years we retain 80-90% of the special education students we admit. For students beginning the SPED major in 2015, our retention rate was 79%. For students beginning the SPED major in 2016, the retention rate was 70%. (See SPED Performance Dashboard in the evidence room here: <http://cehs.usu.edu/evidence-room/SPER%20Performance%20Dashboard%20August%202018.pdf>) Many factors contribute to this attrition including (a) students change their mind about the major, (b) acceptance into the program becoming less competitive due to decline applications in the last 5 years, and (c) students struggling with course demands. To address application criteria, we are working on a long-term study to determine which application criteria best predict success as a teacher. To address the issue of students changing their mind, we have started a campaign to increase students' sense of connection with the program and the profession. After admission last November we hosted a "Welcome to the Major" party for teacher candidates, faculty and staff. During the SPED Foundations class spring of 2018, we had faculty come to class, introduce themselves and discuss their class that would be taught in the coming year. During orientation for fall 2018's new students focused on their motivation to enter the profession and their transition from the role of student to the role of

professional. We will track data to evaluate the success of these innovations and continue to respond to that data.

Rigorous Content

The special education year can be challenging for teacher candidates. Our program is known around the State of Utah for its rigorous content and outstanding graduates. Candidates are asked to learn a different way of thinking about teaching as well as learning special education law and policies, applied behavior analysis, curriculum for students with disabilities, collaboration with colleagues and families, assistive technology and detailed lesson planning. One of our main challenges is to support student success in this very demanding program. In order to set our students up for success, we have changed the order of courses as mentioned previously, and we have added an orientation (2 half-day sessions) at the beginning of the junior year, to remind students of why they chose special education and to give them strategies to manage the work load of the SPED year successfully. As we mentioned above, we are carefully tracking student attrition and will continue to respond accordingly.

At-Risk Policies

Special Education has had policies for supporting students at-risk of failing both practicum and student teaching for many years. The policies were updated in the 2016-2017 school year to simplify the language. In 2017-2018 they were revised again to be more compatible with preschool settings and to allow students more time to respond to feedback prior to a follow-up observation. The At-Risk Policies are available under “other documents” in the evidence room here: <http://cehs.usu.edu/evidence-room/teacher-education>

In Special Education the policy on course repeats updated the fall of 2014 has been “Students are required to earn a “B-“ or higher in all licensure courses. Students who receive a grade below “B-“ must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below “B-“ or withdraw from two practica (or one practica two times) will not be permitted to continue in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.”

Admission Standards

During the fall of 2017, the Undergraduate Committee began to think through the admission criteria for the major. At that time teacher candidates needed a C or higher in general education courses (ENGL 1010, Math 1050 or 1051, Math 2010, Math 2020, Breadth American Institutions, Breadth Life Science, Breadth Physical Science: PHYS 1200, and Human Development. Students had to attempt the Praxis test (5169 Middle School Math for Mild/Moderate, 5001 Elementary Multiple Subjects for Severe and Birth to 5), have a 3.0 GPA, have minimum ACT Scores (21 composite, 20 English, 19 Math, 18 Reading, 18 Science), pass a College of Education and Human Services Writing Assessment, take a speech and hearing test, and pass the state’s background check and ethics review. The committee decided to start to look at which criteria predicted student success.

In the spring of 2018, the State Board of Education has given universities more freedom in admission standards for teacher candidates. Teacher Education departments can propose new admission requirements if they meet three criteria (basic previous academic success, disposition for employment in an education setting and basic skills in reading, writing and mathematics). The SPED Department

decided to adopt the following criteria. These criteria were approved by the Council on Teacher Education in the Math 2018 meeting.

- Previous academic success:
 - 3.0 GPA with the possibility of exceptions with compelling reasons
- Disposition for employment in educational setting
 - Letter: “Why I want to be a SPED teacher.”
- Basic skills in reading, writing and mathematics
 - Grades of C or higher classes that we currently require for admission
 - Reading and Writing
 - English 1010,
 - Breadth American Institutions
 - HDFS 1500: Human Development
 - Mathematics QL
 - For Severe and MM
 - Math 1050/1051 or equivalent
 - Math 2010/2020
 - For B5
 - STAT 1040/1045 or Math 1050/1051
 - Science
 - Breadth Life Science
 - Breadth Physical Science
 - Keep Praxis requirement to take Praxis before admission
 - Keep background check/ethics review
 - Discontinue writing exam because it has not been a good predictor of writing ability

In addition, the Praxis 5169 – Middle School Mathematics was being required for admission for our mild/moderate emphasis. Praxis 5001 – Elementary Education Multiple Subjects is required for severe and birth to five emphases. The reason for 5169 is that teachers in Utah used to be considered highly qualified to teach math to students with disabilities in a secondary setting with a passing Praxis 5169 score. That is no longer the case. Our math professor said that the math content in Praxis 5001 is a good pre-requisite for our math practicum at a secondary level. Currently students that are dual majors with ELED or one of the other emphases in SPED need to take 2 Praxis tests if the student’s emphasis is mild/moderate, which is expensive. The committee decided that in the future, we will require Praxis 5001 for admission. If students have already taken 5169, we will accept that too.

A representative from the Undergraduate Committee met with the employee in AIS (Academic and Instructional Services) to see what it would take to gather data about our admission process to see what factors predict success in our program. There is additional data needed that will take several months to complete. He says that GPA is the best predictor of success, but for us, it’s not practical success. We need to predict an outcome measure and how to select students in practicum and student teaching as a predictor of success. It was decided since our standards often change that we go back two years. The committee voted to begin gathering the data.

[Portfolio Evaluation](#)

The department conducts a thorough assessment the final evaluation of candidate performance, the student teaching portfolio, on a biannual basis. This assessment has the twin goals of (a) understanding the strengths and weaknesses of student performance to drive programmatic changes, and (b) refine

the alignment of our goals for graduate performance, the program's curriculum, and the final evaluation. The portfolio includes five sections: (1) Assistive Technology, (2) Professional Interactions, (3) Educational Planning (which is the Teacher Work Sample), (4) Functional Behavior Assessment, and (5) Comprehensive Educational Assessment. Sub-committees score random samples of each portfolio section across program and emphasis areas. The sub-committees report back to the Undergraduate Committee with subsection and component scores, qualitative observations, and recommendations for changes in the program and/or the portfolio requirements. The Undergraduate Committee then discusses changes to refine the assessment as well as the changes to the program to better meet the program goals. A summary of strengths, needs, and actions related to each of the five sections of the portfolio can be found here.

Evidence from Council on Teacher Education Meetings

The teacher education programs at Utah State University are governed by Policy 105 of the university code, which states: The Council on Teacher Education advises the University community on teacher preparation. It develops or approves teacher education curricula, establishes admission and certification policies (in conjunction with the State Office of Education), and works to improve the University's teacher education program. The council is concerned with: (1) the development of teacher education curricula; (2) the approval of all teacher education curricula; (3) the election, admission, and counseling procedures for students in teacher education programs; (4) the graduation requirements and the recommendation of students for professional certification; and (5) the improvement of graduate programs in professional education.

- (a) Membership of the council. The council is composed of: (1) the Dean of the College of Education; (2) the Provost; (3) representatives of the colleges of the University offering teaching majors and minors; (4) representatives of the academic departments within the College of Education involved in the training of teachers. Council members are to be nominated by their respective deans, in consultation with their staffs, and approved by the senate. The term of office is for three years with staggered appointments.
- (b) Chair of the council. The council is chaired by the Dean of the College of Education.

In addition to representatives from academic departments involved in the training of teachers, members of the Council on Teacher Education include Director of Licensing from the Utah State Board of Education, a local principal, a local superintendent, a local teacher, a representative from the Utah Education Association, the state affiliate of NEA. **Because the Council on Teacher Education serves in both an advisory as well as regulatory role, engagement with our local stakeholders occurs through this body.**

In the past 3 years, a number of program and policy changes affecting elementary, secondary, and special education came to the Council on Teacher Education including the adoption of the Teacher Work Sample, the UTC-PAES, and numerous specific program level changes. Decisions are discussed and voted on following Roberts Rules of Order. The reports to the Faculty Senate are available on this webpage under Council on Teacher Education Reports: <http://cehs.usu.edu/evidence-room/teacher-education>.

Standard 4: Engagement, Improvement, Innovation, Impact

The evidence that the elementary, secondary, and special education programs meet the expectations of Standard 4 comes from several data sources and perspectives.

Partnerships for Long-Term Impact

This section will provide evidence of the aspects of Standard 4 that address engagement with partners to support high needs schools, participation in efforts to reduce disparities in educational outcomes, efforts to meet local and state educator workforce needs, jurisdictional obligations, and efforts to diversify the educator workforce through recruitment and support.

Evidence of Diversification of Workforce Efforts

Our efforts to contribute to the diversification of the teaching workforce in Utah include active recruitment of teacher candidates from around the State of Utah with special emphasis on rural and underserved areas, and considerations in admissions decisions to support many dimensions of diversity.

We hold frequent open houses at the regional campuses around the State of Utah to recruit for all teacher preparation programs—elementary, secondary, and special education. Staff in both the School of Teacher Education and Leadership and the Department of Special Education and Rehabilitation is devoted to the needs of these students.

Laura Parrish serves as the advisor and recruiter and Julia Lyman serves as a recruiter for the special education program. The distance advisor oversees students enrolled in the special education major and endorsement programs offered at regional campuses throughout the state of Utah. Their main role is to aid students in preparation toward the admission and successful completion of their program. Because of the many barriers that distance students face, it is the goal of the distance advisor to travel down to each regional campus once a year to have a mid-semester advising meeting. Throughout this meeting, it is expected for the students and advisor to discuss program completion, licensure requirements, financial aid opportunities, as well as address questions and concerns. Students are also encouraged to set up a phone or video appointments with their advisor and keep continuous communication via email each semester. The distance advisor also works in collaboration with regional advisors located at other campuses, where they can provide face to face support as well as helping prepare pre-special education majors to apply into the program.

The School of TEAL has a dedicated regional campus liaison, Sylvia Read, as well as support staff at the SLC center, Karli Fish. In addition, we have advisors at every regional campus who have been trained by our Director of Advising, Denise Taylor, to know how to advise students in elementary education. In secondary education, Marilyn Cuch, who is located at the Roosevelt location of the Uintah Basin Campus, serves as the advisor for all regional campus secondary education students.

Special efforts are underway in both Price and Blanding to recruit students into teacher education programs. The superintendents in the local school districts have sponsored open houses for the paraprofessional employees in their districts to encourage them to consider seeking a degree that will allow them to become licensed teachers in the state of Utah. These efforts have yielded six Native American students who are currently elementary education majors in Blanding, Utah. In addition, because of these efforts, there are four students in Price who are working on the prerequisites for applying to the elementary education program.

We also offer TEAL 1010, Introduction to Education, as a concurrent enrollment class at many high schools throughout the state. This course provides high school students a way to learn more about teaching as a career and is one of a set of courses in a new (new to Utah) Career and Technical Education pathway called K-12 Teaching as a profession: <https://schools.utah.gov/file/2d77d364-486b-4226-8f99-b75b4d59c3c6>

The Inter-University Recruitment Project includes a team of professionals who recruit individuals from the population of working paraprofessionals, or “paraeducators”, in Utah schools and other high probability groups to special education teaching majors at participating institutions in Utah. This project takes advantage of the recruitment partnership established in 2009 with USBE, USU, 7 INSTITUTIONS OF HIGHER ED, and participating districts:

- Utah State Board of Education (USBE)
- Utah State University (USU)
- University of Utah,
- Weber State (WSU)
- Salt Lake Community College (SLCC)
- Snow College
- Southern Utah University
- Dixie State University
- participating districts

These partners directly address the critical teacher shortage (T. H. Bell, 2017) in Utah by recruiting individuals from high probability target groups to become special education teachers at their self-selected institution of higher education.

One of the prime methods of recruiting paraeducators to teaching careers is the partnership of higher education institutions with local school districts to schedule recruitment events. Recruitment events were held in 9 school districts and charter schools including Davis, Nebo, Tooele, Canyons, Washington, Granite, Weber, Salt Lake City and Providence Hall Charter School. Additionally, the project has developed and distributed a brochure for individuals considering special education majors. The Department of Special Education and Rehabilitation at Utah State University maintains a website: <http://utahspedprograms.com>. Finally, the Inter-University Project team currently tracks a database of over 135 students looking to obtain their Special Education degree. From the information in the database, the project team has identified 70 of these individuals who are currently working as paraeducators in Utah schools. Periodic contacts are made with each of these paraeducators to update information and describe teacher training options to them.

SPED 1000, Principles of Effective Tutoring, is a concurrent enrollment course intended to teach high school students the tutorial skills necessary to maintain and improve performance of students with disabilities. The course was added to recruit students into the special education major in response to survey data from the special education majors indicating that peer tutoring was the reason they decided to go into the field. Each semester the department brings all the SPED 1000 students to campus. They tour Assent the assistive technology lab and other special ed services on campus, and then they have lunch with the faculty. In the course, high school students learn effective instructional skills, practice skill components, and receive evaluation on the extent to which they use effective tutoring strategies. Additionally, students in this course are taught to become advocates for people with disabilities. As a peer tutor working in a school classroom with a student who has disabilities, participants learn about

special education legislation, confidentiality and protection of educational records, social issues driving services for children with disabilities, assessment of academic and social skills, data collection, self-determination, and demonstrating exemplary behavior as a role model for individuals with disabilities. There are currently 10 sections of SPED 1000 from Logan to Salt Lake City. Sixty-six students were enrolled over the 2017-2018 year, and there were 72 students in the 2016-2017 year.

The application process in special education includes special consideration (among many considerations) for students from underrepresented populations. A waiver system has allowed for special consideration for students whose GPA or ACT scores does not meet minimum criteria but who demonstrate other qualifications that would predict success in the major. In 2018, the ACT requirement was eliminated from special education admission decisions; this was due, in part, to the fact that these scores can pose a barrier to diversification of our student population and they are a poor predictor of success in the program or in subsequent teaching.

Evidence of Commitment to High Needs Schools and Students

Utah State University is committed to improving education in high needs schools and for high needs students. This is accomplished, first and foremost, by preparing our graduates to effective educators who understand their professional responsibility to serve all their students. Preparing highly effective and highly professional graduates is the foundation for supporting students and schools with the most intensive needs. We also accomplished in a variety of ways including the placement of students for practica and student teaching, faculty grants and outreach, and clinical services administered by program faculty.

Routinely, we place students for practica and student teaching in Salt Lake School District, Murray School District, and Granite School District. These three districts are in the Salt Lake valley and serve the refugee population of Salt Lake County as well as other minority populations including students from the Marshall Islands, Pacific Islanders, and Latino/a students. Our partner districts in the Logan area are Cache County School District and Logan City School District, and the percentages of students who are economically disadvantaged are listed below for these 5 districts. Logan City School District, which is the closest district to the main campus, has experienced a dramatic increase over the last 10 years in its diversity, with 29% of the students identified as Latino/a. The raw data can be found here: <http://cehs.usu.edu/evidence-room/LEAEnrollmentDemographics.xlsx>.

Frequently used districts	Percentage of Economically Disadvantaged Students
Salt Lake School District	59.5%
Murray School District	38.9%
Granite School District	56.9%
Logan City School District	61.6%
Cache District	32.6%

School of Teacher Education and Leadership

Faculty research, development, and service projects are frequently centered on addressing educational disparities. For example, Project STITCH provides training to teachers who serve students in rural areas and students who are underrepresented in post-secondary education. This project has served 160 teachers in 5 states and 18 districts including San Juan School District in Utah, which serves a very high

percentage of Navajo students, Santa Ana District in California, which is 60% Latino/a, and native Hawaiians in Hawaii.

The GEAR UP grant, which is actually a cluster of GEAR UP grants, also addresses educational disparities. GEAR UP is an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs. This U.S. Department of Education grant is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students. USU currently has three cohorts of students from all over the state who are involved in GEAR UP. Website: <https://utahstars.usu.edu/about-us>

The TIME (Tutoring Intervention & Mathematics Enrichment) Clinic is housed in the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services at Utah State University. The TIME Clinic provides mathematics tutoring services that specialize in elementary mathematics instructional support for children. Tutors in the clinic use research-based strategies and individualized tutoring to help elementary-aged children strengthen their understanding of mathematics. Researchers in the clinic study instructional methods, materials, and technology to determine effective methods that improve students' mathematics achievement. Services begin with a diagnostic test to determine a child's level of mathematics understanding. Instruction includes targeted concept development using hands-on materials and technology. Tutors provide one-on-one instruction and are specialists in helping children reach their academic goals. Children's progress is measured by performance on tutoring assessments and attitudes towards mathematics. Tutors conduct ongoing evaluations to inform parents of their child's progress and suggest ways to support the child's progress at home. Website: <https://teal.usu.edu/graduate/math/time-clinic>

Under the guidance of Dr. Cindy Jones, Literacy Clinic Director, the goals of this community outreach program are to aid parents and public schools in helping children develop reading and writing skills, provide teacher candidates mentored training in literacy instruction, and support reading specialists through continuing education and professional development. Established in 2013, the Literacy Clinic is housed in the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services at Utah State University. The clinic provides tutoring for students in Grades K-6 who are above, at, or below grade level readers. The literacy strengths and needs of each child are determined through diagnostic testing and a targeted intervention plan is developed. Fee is charged on a sliding income scale, and scholarships are available based on financial need. Website: <https://literacyclinic.usu.edu/>

Dr. Wilson-Lopez and colleagues have received four grants from the National Science Foundation whose purpose was to identify and implement promising instructional approaches to engineering education for underrepresented students, especially those who speak Spanish as a home language. In Grant 1222566, they identified the assets that Latinx immigrants brought to the engineering design process; while in Grant 1552567, they developed and tested engineering pedagogies that drew from these assets while providing students with bilingual language and literacy-based supports to scaffold their engineering work. In Grant 1664228, they studied the literacy practices of engineers in order to develop instructional models that engaged underrepresented students in authentic literacy practices embedded within engineering design tasks. Finally, in Grant 1644976, they organized a conference with colleagues across the nation to discuss the ways in which literacy pedagogies could be used to advance equity in

engineering education. Collectively, these grants developed and tested instructional approaches for underrepresented students in engineering education in order to advance equity in engineering pathways and careers.

Scott Hunsaker authored and served as Principal Investigator for a grant for the Utah State Board of Education, under the Jacob K. Javits Program of the U.S. Department of Education, that focused on instruction for advanced readers in Title I elementary schools in Utah. K-6 teachers in district, charter, and parochial schools throughout Utah participated in training to identify and serve advanced readers in schools that focus so much on student deficiencies that proficiencies are ignored. This grant also provided undergraduate research opportunities at USU.

Nicole Pyle, faculty in the School of Teacher Education and Leadership, leads a reading endorsement cohort partnership with Ogden City Schools. Through this partnership, we are providing the coursework for the reading endorsement (a state-defined set of courses) in order to develop the literacy leadership capacity for Ogden City Schools where 80% of the students are economically disadvantaged and 51% of the students are Latino/a. Courses are taught by tenured and tenure-track faculty onsite at the Ogden School District offices. To date, 23 teachers have benefited from this partnership.

In addition, Nicole Pyle's research is focused on academic interventions for youth with multiple risk indicators for academic failure in secondary education. Through state and federally funded grants of over \$2,500,000, her primary research goal is to develop evidence-based, academic interventions in secondary education that will increase adolescent literacy and academic achievement and ultimately improve graduation rates and college and career readiness rates of youth at risk for academic failure. Her university-school partnerships provide direct services (literacy interventions, academic supports, and college readiness) to youth who are most at risk of dropping out to graduate with a diploma from comprehensive high schools, alternative high schools, alternative education settings, and juvenile justice settings prepared for the academic rigor of postsecondary education.

[Department of Special Education and Rehabilitation](#)

The highest need schools and districts often have severe difficulties recruiting highly effective teachers. This challenge is so severe with respect to special education teachers that many districts must hire uncertified and untrained individuals to teach on Letters of Authorization. Above, we have described the efforts made by the Department of Special Education and Rehabilitation to recruit potential teachers into the field. The Department is also addressing these high needs schools by offering teacher preparation programs that are directly targeted to these schools and districts. These programs include (a) distance delivery of our undergraduate pre-service special education certification programs, and (b) post-bachelor's alternative teacher preparation programs for individuals who are teaching on Letters of Authorization.

The Department of Special Education and Rehabilitation offers the full undergraduate pre-service special education certification programs in Mild/Moderate Disabilities and Severe Disabilities at regional campus and distance locations throughout the state. These programs are designed to serve individuals in underserved and rural areas who are not in a position to move to Logan for their education. They especially target working special education paraprofessionals who bring a wealth of experience to the program. These programs are organized to be compatible with fulltime work in the schools. They allow rural districts to "grow their own" professionals who have deep roots in their communities.

The Department has also developed Alternative Teacher Preparation (ATP) programs in each of its specialization areas: Mild/Moderate Disabilities, Severe Disabilities, and Disabilities Birth to Five. These programs are based on the same courses and objectives as the traditional on-campus programs, but are offered in ways that are accessible to teachers on Letters of Authorization. They are highly coordinated with our partner districts and success of the teachers is seen as a shared responsibility. This is accomplished through monthly meetings between the department faculty and key personnel in partner districts in which progress in courses and expectations for classroom application are discussed in detail. As a group, the ATP programs include the following features: Courses taught after school hours, courses reorganized to teach the most immediately needed skills and knowledge first, courses conducted off campus in locations of greatest need, distance broadcast delivery to locations around the state, online courses, coaching by district staff that is closely aligned with coursework, and use of technology for remote supervision. These programs have been developed in response to state and district needs in partnership with by the State Board of Education and local districts.

Founded in 2003 by Dr. Thomas Higbee, the Autism Support Services: Education, Research, and Training (ASSERT) program is a training and research center in the Department of Special Education and Rehabilitation that improves the lives of individuals with autism spectrum disorder (ASD) through its three-fold mission: (a) Education - ASSERT staff provide research-based support to individuals with autism spectrum disorders (ASD) and their families in the greater Cache Valley Area through the on-campus model classroom; (b) Research - ASSERT staff conduct and disseminate research on effective behavioral intervention techniques for individuals with ASD as well as methods of training parents and professionals to use these techniques; and (c) Training - ASSERT staff provide short- and long-term training and consultation to teachers and other professionals who work with individuals with ASD. ASSERT works extensively with school districts to develop and support highly effective local programs.

Under the direction of Dr. Sarah Pinkelman of the Department of Special Education and Rehabilitation, the Utah Behavior Support Clinic (UBSC) provides behavior support to individuals, families, educators, and professionals through evidence-based assessment, intervention, consultation, training, and research. The UBSC provides expert training, consultation, and technical assistance in behavior support to numerous schools, districts, the Utah State Board of Education, and other organizations across Utah. The UBSC also includes an out-patient clinic specializing in the reduction of challenging behavior and the acquisition of appropriate behavior and skills. In addition, the UBSC is an active research center with numerous projects related to effective behavior support services and methods of implementing and sustaining those services in schools.

Dr. Robert Morgan has developed numerous projects in support of young adults with disabilities as they make the difficult transition from the K-12 school system to work or post-secondary education. In 2012, he founded the Utah Transition Action Team (UTAT) to promote interdisciplinary communication and collaboration among the many professionals and stakeholders who are involved in the transition process. UTAT has grown to a group of 120 interdisciplinary professionals who meet quarterly to collaborate on initiatives related to improving post-school outcomes of youth. The group includes special and general education teachers, vocational rehabilitation counselors, parents, students, school counselors, social workers, centers for independent living, adult service providers, community rehabilitation providers, college disability resource center counselors, state-level and school district administrators, and others. Dr. Morgan has led UTAT members in organizing an annual transition conference attended by 120-150 professionals from multiple disciplines and family members. National experts in transition serve as guest speakers who present on timely topics. UTAT and the transition

conference are particularly important because transition outcomes require interdisciplinary collaboration and the lack of this collaboration had been a major impediment to improvement.

A second component of Dr. Morgan's effort to improve transition outcome is focused on advanced training for professionals. He designed and initiated a Special Education Master's program to train transition specialists – this program includes inter-professional training in which special educators take courses with rehabilitation counselors. Graduates from this program (and the parallel program for Rehabilitation counselors) are having an impact within the state by actively participating in UTAT and other initiatives.

Aggies Elevated, a project of the Department of Special Education and Rehabilitation and co-founded by Dr. Morgan, is a federally designated Comprehensive Transition Program at Utah State University that offers a two-year certificate program for young adults with intellectual disabilities. This program addresses the critical need for post-secondary educational opportunity for this highly underserved population. It is one of a small number of programs in the country that provides a residential college experience for students with intellectual disabilities. The certificate and curriculum have been approved by the Utah Board of Regents and Utah State University as a vocational program. The goal of Aggies Elevated is competitive, integrated employment (at or above minimum wage) for graduates. As of July 1, 2018, employment rate for Aggies Elevated graduates was 85%.

Supports for Long-Term Impact

This section will provide evidence of the aspects of Standard 4 related to supporting completers' entry into their professional role, using data on completer placement, retention, and effectiveness to improve, and investigating effectiveness relative to our mission and commitments.

Evidence of Completer Entry Support

One of the ways in which we support our students as they enter the profession in Utah is through the alignment of our assessment system with that of the Utah State Board of Education's mandate to school districts, which specifies that school district must base their teacher evaluation systems on the Utah Effective Teaching Standards. UTEAAC used the state-developed assessment tool to build the Utah Teacher Candidate Performance Assessment and Evaluation System (UTC-PAES), and USU adopted the tool officially two years ago. Anecdotally, students report that they are comfortable in new teacher induction meetings knowing that they have already been evaluated using a similar process and instrument.

Completer entry support is an area where it can be difficult to get districts to want to involve higher education because they often have their own philosophy and set of policies and practices that they want new teachers to learn. We have had some recent success with developing and offering mentor teacher training to our local districts, and they have been supportive. This does not represent entry support during the induction years, but it does support students who are completing the program to have successful student teaching and internship experiences.

Evidence of Using Data to Improve

Based on principal surveys and first-year teacher surveys, we concluded that elementary and secondary students need additional preparation to be ready to meet the needs of English learners. Therefore, we decided to require elementary education students to take one of two ESL courses and to integrate content focused on those students to a secondary education pedagogy course. To regularize staffing and

to focus the curriculum for the elementary side, we eventually decided to require one course for all students. A highly qualified lecturer was hired to teach those courses, and Fall 2018 will be the first time that all elementary students will take the required course. Students have the option of taking other ESL-focused courses as part of their emphasis, and all ESL courses can be used toward a state-sponsored endorsement program (endorsements are granted by the Utah State Board of Education and are attached to a teacher's license).

Additional data from the Teacher Work Sample revealed that students often do not know how to justify their instructional decisions based on assessments or based on what they have learned in their preparation program. This is an area that we continue to work on, but an initial effort through training on the Teacher Work Sample aims to raise students' awareness that decisions should be made based on data or research and build their understanding that they have been taught to do both in their coursework. When students neglect to include a rationale in their Teacher Work Sample and are given the opportunity to add a rationale, they are able to do so in ways that show the effectiveness of the programs, coursework, and field work.

Evidence of Effectiveness Relative to Mission and Commitments

As the land-grant institution for Utah, our mission is clear. We prepare teachers and leaders throughout the state, especially in Logan and the rural areas. We also are committed to preparing teachers for areas of critical shortage, specifically special education, math, and science. These days, even elementary education is considered a moderate shortage area.

As noted on the Special Education Undergraduate Dashboard Data, our special education graduates seeking employment have had a 100% success rate in finding jobs since we started tracking that data in 1998. We frequently receive comments from District Special Education Directors that our graduates are considered to be the best and most highly desirable new special education teachers in the state. In fact, most of our students are offered 5-6 jobs before they graduate. This is strong evidence that our program is addressing its mission to prepare highly effective special education teachers. As we described above, the department has developed numerous distance and alternative teacher preparation programs to address its mission and commitment to partner with districts to prepare excellent special education teachers around the state.

For many years, USU has had an agreement with the Utah State Board of Education to provide courses for secondary students seeking a teaching license through an alternate route (ARL—alternate route to licensure). TEAL provides the courses, and at the completion of the coursework, the student applies for licensure directly with the Utah State Board of Education. Many of these students use this ARL coursework as the electives for a Master of Education degree.

Conclusion

In this section, we briefly summarize our findings and describe our maintaining and strengthening our programs over the next 5-7 years.

Findings

Our programs are well-aligned with the expectations of teacher education programs in Utah. We use the Utah Effective Teaching Standards (which were derived from the InTASC) as a foundation for curriculum development and complete evaluation. Data, disaggregated by program, show that in all areas we achieve adequacy or better.

Implications and Recommendations

The implications of these findings are that we are largely on the right track in terms of program structure, candidate monitoring, assessment and monitoring of candidates, etc. The process of gathering data and analyzing it for the purposes of this self-study has given us the concrete evidence that we need to validate our current improvement efforts.

One area where we are unsure of our path is completer support. It is possible that the Center for the School of the Future, a center within the College of Education and Human Services, is going to take on the goal of providing induction support. The new director (Dr. Parker Fawson, who began this role on August 1, 2018) of the Center for the School of the Future has been involved in the Network for Transforming Educator Preparation and may have guidance on this issue resulting from his work at the national and state level.

Goals for Improvement

Pulling together the data for this report was complicated in that the data resided in several systems. One goal for the future is to take full advantage of a new data system that is under development. We hope to be able to have annual or semi-annual “data days” when program data is presented to faculty and external stakeholders for comment and reflection. If data is examined on a regular basis, programs and majors can use the data to make changes more nimbly.

We continue to have as a major goal improving our elementary and secondary students’ skills and abilities to work with English learners. Now that we have a dedicated course in elementary education and a strong strand in SCED 5200, Language, Literacy, and Learning in the Content Areas, we anticipate that our students’ outcomes and perceptions of their strengths will improve.

Issue	Remedy	Evidence	Plan of action
First-year elementary and secondary teachers (program graduates) feel less confident in their ability to teach English learners.	In the ELED program, all students will take TEAL 5710. In the secondary program, SCED 5200 is being modified to include strategies for reaching English learners.	No evidence is yet available to show result of program changes.	Carefully monitor survey responses to determine the degree to which remedies are working.
First-year teachers in grades 1-3 are rated lower in classroom management skills than those in other grades.	Classroom management course is being re-developed.	Not yet available	Carefully monitor principal surveys to determine if course changes have an effect.
On the principal survey, for special education graduates, ratings on collaborative decision making and staying current on	--	--	The Special Education undergraduate committee will examine these results and consider whether

Issue	Remedy	Evidence	Plan of action
policy and research were lower			programmatic changes are needed.
Lack of data on how many graduates return for post-bachelor's coursework	Seek for ways to track this using School of Graduate Studies admissions data	Not yet available	Obtain data for the 2020 Annual Report.
Weak intraclass correlation between university supervisor and mentor teacher evaluations of student teacher performance.	Training for supervisors and mentor teachers on how to use the PAES instrument.	--	Develop training materials prior to Fall 2019 semester. Pilot with university supervisors in Fall 2019.

Appendices

Appendix A: Candidate recruitment, selection, monitoring, described and documented

The university does the majority of recruitment efforts; however, education-specific recruitment occurs through transfer fairs and career fairs and open houses at high schools, community colleges, and regional campuses throughout the Utah, in neighboring states (especially Idaho, Wyoming, and Colorado), in and California. The advisors also recruit through an annual women's basketball game attended by local elementary students; the peer advisor and advisor play games with the elementary students and promote the idea of teaching as a career.

The admissions office of the university also works with our departments to arrange for tours for interested students. Students get a one-on-one tour with an advisor or a group tour with student ambassadors from the College of Education and Human Services.

Specific recruitment efforts are made at regional campuses to bring in non-traditional students and students from underrepresented populations. These include luncheons and other events that highlight the regional campus system as a way to get a degree without leaving the local area and focus on the flexibility of the programs, which allows teacher candidates to continue working while pursuing a teaching degree.

Elementary and Secondary Education

For the elementary program, candidates are recruited through taking ELED 1010, Introduction to Education. A similar course, TEAL 1010, Introduction to Education, serves as a recruitment tool for both elementary and secondary teacher candidates. TEAL 1010 is offered at high schools throughout the state as a concurrent enrollment course. Advisors from our programs are guest speakers in every section of these classes, helping prospective students make an informed decision about choosing a teaching major.

Selection is based on prior academic performance (3.0 GPA) as well as Praxis test scores. Students who do not meet the GPA or ACT requirements can apply for a waiver. Waivers are granted for up to 10% of the total enrollment across elementary, secondary, and special education. They are granted to students who are non-traditional (over 25), serving as sole caregiver in a family, from an underrepresented population, or are applying for a program that has a moderate or critical shortage in the state. Waivers are occasionally granted to students whose ACT score is in an area that is outside of the content area they will teach (e.g., math ACT score for someone in art education).

Students are monitored throughout their time in the program. They must earn a B- or better in all courses in the major and successfully complete practicum and clinical experiences. Practicum/clinical evaluations include a dispositions/professionalism evaluation. Students who are struggling to meet the professional expectations are provided with an improvement plan. On the rare occasion that students cannot meet the expectations of the plan, they are exited from the program and complete an interdisciplinary studies degree or other non-teaching major.

A student contact report form is the initial alert that a problem may exist; these are submitted by faculty or practicum supervisors depending on the context of the challenge. These reports are sent to Dr. Hunsaker, the director of the elementary and secondary teacher preparation programs. Specific improvement plans and all the attendant emails and relevant documentation are tracked and collected

in a FERPA-compliant process, password-protected in Canvas, our learning management system. In some cases, Dr. Hunsaker convenes a panel to make a decision about a student's future in the program. The panel consists of faculty who understand the program but did not initiate the alert. This provides for a degree of bias-mitigation that serves to protect the student from capricious decision-making.

Special Education

Special education faculty closely monitor students' progress throughout coursework and practicum experiences. They spend time during undergraduate committee meetings discussing any students who are struggling in coursework or practicum experiences, and they strategize together on how to support the student so that he or she can be successful. The specific policy that governs students who are at-risk of failure in student teaching can be found [http://cehs.usu.edu/evidence-room/SPED at risk studentteaching revised Feb2018.pdf](http://cehs.usu.edu/evidence-room/SPED_at_risk_studentteaching_revised_Feb2018.pdf).

Discussion

The process of selection and monitoring students appears to function as expected. Our audit revealed that students complete in a timely manner. If anything, our selection process has been too stringent, but new rules from the Utah State Board of Education have allowed us to drop the ACT requirement, which previously kept some students from qualifying. The faculty in art education and theater education were particularly grateful for this change because in the past some promising students could not qualify because math ACT scores that did not meet the minimum. It is rare that a student transfers out to another school; more common is that students transfer to Utah State University after completing coursework elsewhere, including the two 2-year institutions remaining in the state.

Appendix B: Completer support and follow-up described and documented

Completer support happens in a variety of ways. First and foremost, student teachers are given the support of USU's Career Services office and encouraged to attend Teacher Job Fairs hosted each semester on campus. We also support students by recommending them for licensure to the Utah State Board of Education, a service that is not offered by some teacher preparation programs in the nation. Faculty also readily provide letters of reference and phone references when students request that support.

Completer support also occurs in the form of flexibility for student teaching placement. Students frequently need to move home or out of state for student teaching. We allow students to request a student teaching placement that allows them to live at home or to follow a spouse to another state when the spouse's work or graduate school plans make an out of state placement necessary. Given that a large percentage of our students are married or paying their own way through school without parent support, this flexibility during the student teaching semester is a tangible form of support for completers.

Completer follow-up is accomplished through a first-year teacher survey and principal survey. In addition, teacher candidates are encouraged to pursue a post-bachelor's endorsement or master's degree. We provide students with the opportunity to begin endorsement and master's coursework while students are in the final semesters of their bachelor's degree.

The data to determine whether or not our graduates return for a master's degree is not currently available. This is an area for further investigation.

Appendix C: Capacity described and documented

Faculty Qualifications

Name	Degree, University, Year Awarded, and Discipline	Academic Rank, Program, and Years at USU	Courses Taught	P-12 School Experience
Elementary and Secondary Teacher Education Faculty				
Sarah Braden	Ph.D., Linguistics, University of Utah, 2016	Assistant Professor, 2 years	TEAL 4770 ESOL Instructional Strategies in Content Areas	10 years
Steven Camicia	Ph.D., University of Washington, Seattle, 2007, Specialization in Curriculum and Instruction	Associate Professor Elementary Education Program, 9 years	ELED 4050 Social Studies Methods	3 years
Barb Cangelosi	M.Ed., University of North Florida, 1976, Education	Senior Lecturer, Secondary Education, 16 years	SCED 3100 Classroom Management; SCED 4210 Assessment and Curriculum Design	25 years
Eric Carlson	M.Ed., Utah State University, 2009, Secondary Education	Lecturer, ARL-Secondary Education Program, 2 years	SCED 5100 Classroom Management; SCED 3500 Social Studies Methods	9 years
Sarah Clark	Ph.D., Utah State University, 2009, Education with a specialization in Curriculum and Instruction	Associate Professor, Elementary Education Program, 8 years	ELED 4040 Reading Assessment and Intervention	6 years
Marilyn Cuch	M.S., Kansas State University, 1997, Curriculum and Instruction	Lecturer, Secondary Teacher Education Program, 11 Years	SCED 3210 Education and Multicultural Foundations, SCED 3300/4300 Clinical Experience, SCED 4210 Assessment and Curriculum Design, SCED 5500 Student Teaching Seminar	2 years
Fawn Groves	M.Ed., University of Utah, 2007, Education with an emphasis in History, Philosophy, and Sociological Studies	Lecturer, Secondary Teacher Education Program, 15 years at USU, 8 years full-time in TEAL	SCED 3210 Education and Multicultural Foundations	4 years
Andrea Hawkman	Ph.D., Social Studies Education, University of Missouri, 2017	Assistant Professor, 2 years	SCED 3500 Social Studies Methods, SCED 3300/4300 Social Studies Clinical	5 years
Scott Hunsaker	Ph.D., Univ. of Virginia, Education with specialization in Educational Psychology—Gifted	Associate Professor, Educational Foundations and Gifted Education, 22 years	ELED 4150 Assessment and Differentiation Across the Curriculum	11 years
Cindy Jones	Ph.D., Utah State University, 2008, Curriculum and Instruction	Associate Professor, Literacy, 9 years	ELED 3100 Classroom Reading Instruction, ELED 4040 Reading Assessment and Intervention	21 years
Suzie Jones	Ph.D., University of Nevada, Las Vegas, 2008,	Associate Professor, Foundations, 7 years	TEAL 3660 Educational Psychology for Teachers	2 years

	Educational Psychology			
Shireen Keyl	Ph.D., University of Arizona, 2014, Education with a specialization in Anthropology and Culture in Education	Assistant Professor, Elementary Education Program, 2 years	ELED/TEAL 3000 Historical, Social, and Cultural Foundations of Education/Practicum	6 years
Ryan Knowles	Ph.D. University of Missouri, 2015, Social Studies Education and Quantitative Research Methods	Assistant Professor, Social Studies, 2 years	ELED 4050 Social Studies Methods	3 years
Max Longhurst	Ph.D., Utah State University, 2015, Education with a specialization in Curriculum and Instruction	Assistant Professor of Science Education, 3 years	ELED 4000 Science methods, TEAL 6560, TEAL 6190	6 years
Kim Lott	Ph.D., Secondary Science Education, Auburn University, 2002	Associate Professor, 12 years	ELED 4000 Science methods	8 years
Marie Lund	Masters of Second Language Teaching, 2013, Utah State University	Lecturer, new hire, fall 2018	TEAL 5710 Intro to Instruction for Linguistically and Culturally Diverse Students, ELED 4030 Language Arts Methods	4 years
Sherry Marx	PhD, University of Texas at Austin, 2001. Curriculum and Instruction	Professor, TEAL, 14 years	TEAL 4710 Language and Cultural Diversity in Education	1 year public high school + 4 years ESL
Beth MacDonald	Ph.D., Virginia Tech, 2013, Curriculum and Instruction with a specialization in Mathematics Education	Assistant Professor, Mathematics Education and Leadership, 3 years	ELED 4060, Math Methods TEAL 4630 Middle Level Math Methods	17 years
Anne Mackiewicz	Ph.D., Utah State University, Education with a specialization in Curriculum and Instruction, 2013	Clinical Assistant Professor, Elementary Education Program, 76 years since merger	ELED 1010, Intro to Education; ELED 4480 Early Childhood Methods, ENGL 2330; FCHD 1500 Human Development	20 years
Emma Maughan	Ph.D., University of Utah, 2008, Education with a specialization in Culture and Society	Clinical Assistant Professor, Teacher Education and Leadership, 7 years	ELED/TEAL 3000 Historical, Social, and Cultural Foundations of Education/Practicum	2 years
Kathleen Mohr	Ed. D. Texas A&M University—Commerce, 1996 Curriculum, Supervision, and Instruction	Professor, Language and Literacy Development, 6 years	TEAL 4780 Assessment for Language Learners; TEAL 4770 ESOL Instructional Strategies in Content Areas	15 years-- Bilingual K and 1 st , 3 rd , and ESL, K-5
Eric Mohr	Ph.D., Indiana University of Pennsylvania, 1993; Literary Criticism, Western Novel, and American Southern Literature	Professional Practice Associate Professor, Secondary Education Program, 6 years	SCED 5200 Language, Literacy, and Learning in the Content Areas; SCED 4210 Assessment and Curriculum Design; Student Teaching supervision and seminar	10 years
Diana Moss	Ph.D., Curriculum, Teaching, and Learning/Math Education, 2014	Assistant Professor, new hire, fall 2018	ELED 4061 Teaching Elementary Math I	2 years

Patricia Moyer-Packenham	PhD, The University of North Carolina at Chapel Hill, 1998, Curriculum and Instruction, specialization in mathematics education	Professor, Mathematics Education, 10 years	ELED 4060 Math Methods	10 years
Doug Nielsen	M.Ed., Utah State University, 2013, Elementary Education	Lecturer, Elementary Education Program, 3 years	ELED 1010 Intro to Education	28 years
Amy Piotrowski	Ph.D., Florida State University, 2016, Curriculum and Instruction with a major in English Education	Assistant Professor, Secondary Education Program (English Education), 2 years	SCED 3100 Classroom Management; ENGL 3510 Teaching Young Adult Literature, ENGL 4520 Teaching Literacy in Diverse Classrooms; ENGL 4530 Clinical	10 years
Nicole Pyle	Ph.D., Claremont Graduate University and San Diego State University, 2008, with an emphasis in special education and policy studies	Assistant Professor, Secondary Education, 5 years	SCED 4200 Language, Literacy, and Learning in the Content Areas	8 years
Sylvia Read	Ph.D., Utah State University, 2000, Education with a specialization in Curriculum and Instruction	Professor, Associate Dean for Teacher Education, Elementary Education Program, 15 years	ELED 4030 Language Arts Methods, ELED 4040 Reading Assessment and Differentiation, ELED 5250 Student Teaching Seminar (Teacher Work Sample)	13 years
Marla Robertson	Ph.D., Texas Woman's University, 2014, Curriculum and Instruction/Reading	Assistant Professor, Elementary Education Program, 2 years	ELED 3005/4005, Classroom Management I & II; ELED 3100, Classroom Reading Instruction; ELED 4030 Language Arts Methods; ELED 4040 Reading Assessment and Differentiation	7 years
Jessica Shumway	Ph.D., Utah State University, 2016, Education, specialization in Curriculum and Instruction/emphasis in Mathematics Ed and Leadership	Assistant Professor, Mathematics Education, 2 years	ELED 4060 Math Methods	7 years
Colby Tofel-Grehl	Ph.D., Science Education, University of Virginia, 2013	Assistant Professor, Science Education, 4 years	SCED 4210 Assessment and Curriculum Design; SCED 3400 Teaching Science I; SCED 4400 Teaching Science II	3 years
Susan Turner	Ph.D., Brigham Young University, 1998. Educational Leadership with minor in Organizational Behavior	Clinical Professor (Asst.) Instructional Leadership Faculty 10 years	SCED 4210 Assessment and Curriculum Design	25 years
JC Vazquez	Masters of Second Language Teaching, Emphasis in Multicultural Education	Lecturer, 1 year	SCED 3210 Education and Multicultural Foundations, ELED 4050 Social Studies Methods, SCED 5630	1 year

			Student Teaching Supervision	
Aurora Hughes Villa	MFA, Ceramics, School of the Art Institute, Chicago	Professional Practice Associate Professor, 2 years	Integrated Arts methods	10 years
Amy Wilson-Lopez	Ph.D., University of Georgia, Language and Literacy Education	Associate Professor, Secondary Education Program, 5 years	SCED 4200 Language, Literacy, and Learning in the Content Areas	4 years
Special Education Faculty				
Melanie Dawson	Ph.D., Utah State University, 2016, Disability Disciplines (Special Education track)	Clinical Assistant Professor, Special Education (Mild/Moderate ATP), first-year in position	SPED 5350/5360 Applied Behavior Analysis I & II; SPED 5300 Orientation to Teaching Students with Mild/Moderate Disabilities; SPED 5430/5440 Field-Based Applications for Students with Mild/Mod Dis I & II; SPED 5230 Student Teaching	9.5 years
Barbara Fiechtl	MS, Peabody College, 1979, Special Education with specialization in preschool	Clinical Instructor	SPED 5060 Consulting with Parent and Teachers; 5710 Young Children with Disabilities; 5730 Intervention Strategies for Young Children with Disabilities; 5810 Seminar and Field Experiences with Infants and Families; 5820 Preschool Practicum; 5840 Practicum: Young Children with Autism; 5700 Orientation to Teaching Young Children with Disabilities; 5720 Assessment for Eligibility, Programming and IEP Development, 5740/5760 Effective Instruction I & II; 5780 Foundations in Special Ed and Legal Issues; 5850/5860/5870 Field Based Applications of Effective Instruction I, II, & III	10 years
Nancy Glomb	Ph.D., Utah State University, 1992, Special Education	Associate Professor, Special Education, 13 years	SPED 5320 Teaching Content Areas and Transition; SPED 5070, Policies and Procedures; SPED 5330 Eligibility Assessment	7 years
Karen Hager Martinez	Ph.D., Utah State University, 2005, Special Education	Assistant Professor, Special Education and Rehabilitation Counseling, 1 year	SPED 5040 Foundations of Effective Assessment and Instructional Practices; SPED 4000 Education of Students with Disabilities, SPED 5410 Practicum: Direct Instruction SPED 5320 Teaching	12 years

			Content Areas and Transition	
Anne Larson	Ph.D., University of Minnesota, 2016, Educational Psychology with a specialization in Special Education	Assistant Professor, Special Education & Rehabilitation, 1 year	SPED 5060 Consulting with Parents and Teachers; SPED 5810 Seminar and Field Exp with Infants and Families; SPED 5730 Intervention Strategies for Young Children	8 years
Julia A. Lyman	M. Ed., Utah State University, 2017, Special Education	Program Coordinator, Special Education Program, 3 years	SPED 5060 Consulting with Parents and Teachers, SPED 5200 Student Teaching, SPED 5210 Student Teaching; SPED 5410 Practicum: Direct Instruction; SPED 5420 Math Practicum; SPED 5240 Public School Internship	5 years
Darcie Peterson	M.Ed., Utah State University, 1987	Undergraduate Program Coordinator, Advisor, Instructor, 25 years	SPED 4000 Education of Students with Disabilities; SPED 5040 Foundations of Effective Assessment and Instructional Practices; SPED 5050 Applied Behavior Analysis; SPED 5320 Teaching Content Areas and Transition; SPED 5340 Teaching Math, SPED 5420 Math Practicum, SPED 5200 Student Teaching; SPED 5210 Student Teaching	7 years
Tyra Sellers	Ph.D., Utah State University, 2011, Disability Discipline and Applied Behavior Analysis	Assistant Professor, SPED Undergrad and Masters and ABA Doctoral Program	SPED 5050 Applied Behavioral Analysis II	12 years
Kimberly H Snow	M.Ed, Utah State University, 1988, Education with a specialization in introductions to special education, curriculum, assessment, and field-based experience	Clinical Instructor, Special Education, Severe Program, 22 years	SPED 4000 Education of Students with Disabilities, SPED 5510 Curriculum for Students with Severe Disabilities, SPED 5520 Curriculum for Secondary-Level Students with Severe Disabilities, SPED 5540 Assessment of Persons with Severe Disabilities; SPED 5600 Practicum: Academic Skills; SPED 5610 Practicum: Daily Skills	3 years
Heather Thornton Weese	MS, Special Education, Utah State University with a specialization in severe and profound disabilities	Clinical Instructor, Special Education, 5 years	SPED 4000 Education of Students with Disabilities; SPED 5530 Tech for Teaching Exceptional Learners; SPED 3030 Educational and Multicultural Foundations; SPED 5510 Curriculum for Students with Severe Disabilities; SPED 5520	8 years

			Curriculum for Secondary Level Students with Severe Disabilities; SPED 5600 Practicum: Academic Skills; SPED 5610 Practicum: Daily Living	
Kaitlin Bundock	Ph.D., University of Utah, 2015, Special Education	Assistant Professor, Special Education, 1 year	SPED 5340 Teaching Math; SPED 5420 Math Practicum	3 years
Tim Slocum	Ph.D. University of Washington, Special Education	Professor Special Education 25 years	SPED 5310 Teaching Reading and LA to Students with Mild/Moderate Disabilities	5 years
M. Bryce Fifield	Ph.D., University of Oregon, 1988, Special Education and Rehabilitation	Full Professor, Special Education, 9 years	SPED/REHAB 1010, SPED 5330 Eligibility Assessment for Students with Mild/Mod, SPED 5070 Policies and Procedures in Special Education	6 years
Thomas S. Higbee	Ph.D., University of Nevada-Reno, Psychology	Professor, Special Education and Rehabilitation, 15 years	SPED 5010 Applied Behavioral Analysis; 5840 Practicum: Young Children with Autism	3 years
Bob Morgan	Ph.D., Utah State University, 1991, Special Education	Professor, Department of Special Education and Rehabilitation, 11 years	SPED 5320 Teaching Content Areas and Transition; SPED 5520 Curriculum for Secondary Level Students with Severe Disabilities	11 years
Summer Gunn	M.Ed., Utah State University, 2011, Special Education	Clinical Instructor, Special Education (Birth to 5), 1 year as faculty, 4 years as supervisor	SPED 4000 Education of Students with Disabilities, 5710 Young Children with Disabilities, 5720 Assessment for Eligibility, Programming and IEP Development; 5730 Intervention Strategies for Young Children with Disabilities, 5810, 5820	9 years
Teacher Education Faculty in Other Departments				
Jess Freeman King	Ed.D., McNeese State University, 1978, Educational Administration and Supervision Deaf Education	Full Professor, Bilingual-Bicultural ASL-English Deaf Education, 25 years	ComD 5600 Use of ASL in the Classroom; ComD 6700 Practicum in Deaf Education; ComD 6650 Strategies for Teaching English to Deaf and Hard of Hearing Children	8 years
Jan Kelley-King	M.S., University of Southern Mississippi, 1989, ComD-Deaf Education/ASL	Clinical Instructor, Bilingual-Bicultural ASL-English Deaf Education, 24 years	ComD 4800 Methods of Teaching ASL; ComD 4300 Clinical Experience Teaching ASL; ComD 5740 Teaching Reading to Deaf Children; ComD 5630 Literacy Methods in Early Childhood	3 years
Curt Radford	Ed.D., Lamar University, 2012, Deaf Studies/Deaf Education.	Lecturer, Bilingual-Bicultural ASL-English Deaf Education, 9 years.	ComD 5620 Teaching School Subjects to Deaf Children; ComD 6640 Issues in Deaf Education; ComD 4800	5 years

			Methods of Teaching ASL	
Felicia Dixon	M.Ed., Utah State University, 1993, ComD-Deaf Education	Clinical Instructor, Bilingual-Bicultural ASL-English Deaf Education, 10 years	ComD 3080 ASL Practice; ComD 6850 Seminar; ComD 6830 Student Teaching Residential; ComD 6800 Student Teaching Day School Program	5 years
Hilda Fronske	Ed.D. – Brigham Young University, 1984, Physical Education	Associate Professor, Kinesiology and Health Science, 26 years	PEP 4350 Administration PE PEP 3050 Elementary PE	8 years
Benjamin Gunsberg	PhD, University of Michigan, 2012, English	Assistant Professor, English, 4 years at USU	English 4500 Teaching Writing; English 4510 Teaching Literature; English 4540 Teaching Creative Writing	5 years
Jessica Rivera-Mueller	PhD, University of Nebraska-Lincoln, 2016, English	Assistant Professor, English, 1 year at USU	English 3510 Teaching Young Adult Literature; English 4500 Teaching Writing; English 4510 Teaching Literature; English 4520 Teaching Literacy in Diverse Classrooms English 4530 English Clinical Experience	2 years
Steven Shively	PhD, University of Nebraska-Lincoln, 1997, English	Associate Professor, English, 10 years at USU	English 3510 Teaching Young Adult Literature; English 3520 Multicultural American Literature English 4500 Teaching Writing; English 4510 Teaching Literature;	14 years
Sonia Manuel-Dupont	PhD, University of Kansas, 1986, English (Linguistics)	Associate Professor, English 31 years at USU	English 4520 (formerly 4220), Teaching Literacy in Diverse Classrooms; English 4530 English Clinical Experience	3 years
Genevieve Ford	PhD, Illinois State University, 2012, English	Assistant Professor, English, 6 years	English 3510 Teaching Young Adult Literature; English 2330 Children's Literature	none
Brock Dethier	PhD, University of Virginia, 1978, English Pedagogy	Professor, English, 19 years at USU	English 4500 Teaching Writing; English 4510 Teaching Literature	none
Joyce Kinkead	EdD, Texas A&M-Commerce, 1979, English	Professor, English, 34 years at USU	English 3510 Teaching YAL; English 4500 Teaching Writing; English 4510 Teaching Literature	1 year
Jason Soffe	BS, Utah State University, 1999, History & Philosophy	Instructor, History, 4 years	HIST 4860 Teaching History	15+ years
Mary Evelyn Menzik Moulton	B.S. + 45, Idaho State University, Social Studies Composite, Utah State University,	Instructor, History Department, 10 years	History 4860 Teaching History	27 years

	Minor ESL for Utah State			
Ruth Ann Morgan	Bachelor of Science, Utah State University, 1973 Psychology, History, Secondary Education	Instructor, History Teacher ed courses 4 years; Continuing education classes 1986 - 2011	HIST 4870 Teaching World History	27 years
Susan O. Shapiro	PhD in Classics, University of Texas at Austin, 1992	Associate Professor of History and Classics; at USU since 2001	LATN 4860 Latin Pedagogy	6 years
Bradford Hall	Ph.D., University of Washington, 1989, Speech Communication	Full Professor, Communication Studies in the Languages, Philosophy & Communication Studies department, in my eleventh years at USU.	CMST 5370 Methods in Teaching Speech Communication	0, I did do student teaching at a high school, but I have only taught full-time at the University level.
Maria Luisa Spicer-Escalante	Ph.D. University of Illinois, Urbana-Champaign. Applied Linguistics	Associate Professor of Spanish and Linguistics	LING 3300/4400; LING 4400 Teaching Modern Languages; LING 5500 and 5630 Student Teaching Seminar and Supervision	none
Tempe Mabe Willey	Master of Second Language Teaching at USU in 2016	Adjunct Instructor. I have been teaching at USU for two years.	LING 4400 Teaching Modern Languages	Certified in Spanish and English education, student teaching in Spanish and English secondary education, internship in English elementary education in Spain.
Windi Turner	PhD, Virginia Tech, 2014, Career and Technical Education	Assistant Professor, Family Consumer Sciences, 4 months	FCSE 4400 Family and Consumer Sciences Education Methods II	8 years
Lacey Boschetto	M.S., Family and Consumer Sciences, California State University, Northridge, 2008	Lecturer	FCSE 5500, 5630, Student Teaching Supervision and Seminar	12 years
Julie Wheeler	MS, Utah State University, 1981 Home Economics Education	Principal Lecturer, Family Consumer Sciences, 4 months	FCSE 3300 Clinical; FCSE 3400 Family and Consumer Sciences Education Methods II, FCSE 4300 Clinical; FCSE 4400 Family and Consumer Sciences Education Methods II, FCSE 5550, FCSE 5630, Student Teaching Seminar and Supervision	2 years
Amber Williams	BS, Family & Consumer Sciences Ed 1999, Utah State University	Lecturer, Family Consumer Sciences, 3 months	FCSE 3030, Textile Science; FCSE 3700; Housing and Interiors; FCSE 3790	17 years

	MA, Curriculum and Instruction 2008, University of Phoenix		Housing and Interior Design Teaching Methods	
Rebecca Lawver	PhD University of Missouri 2009 Agriculture Education MS – University of Nebraska – Leadership/Ag Ed	Associate Professor, Ag Education, 7 years	ASTE 2710 Orientation to Ag Education; ASTE 3100 Personal and Team Leadership; ASTE 3620 Managing the FFA and SAE Programs, ASTE 4150 Methods of Teaching Agriculture; ASTE 4300 Clinical; ASTE 5500, Student Teaching Seminar and Supervision; TEE 4400 Methods of Teaching Engineering and Technology Education II	9 years
Tyson Sorensen	PhD Oregon State University 2015 Science Education MS – AST USU ESL/ELL endorsement	Assistant Professor, Ag Education, 1 year	ASTE 2710 Orientation to Ag Education; ASTE 3240 Teaching in Lab Settings; ASTE 3620 Managing the FFA and SAE Programs; ASTE 4300 Clinical; ASTE 5500, Student Teaching Seminar; TEE 3200, Methods of Teaching Engineering and Technology Education I	7 years
Brian Warnick	PhD Oregon State University, 2004 Education	Professor, Ag Education, 12 years	ASTE 3240 Teaching in Lab Settings, ASTE 3300/4300 Clinical; ASTE 4150 Methods of Teaching Agriculture; ASTE/TEE 4210 Cognition and Evaluation of Student Learning in Career and Technical Education, ASTE 5500, ASTE 5630, Student Teaching Seminar and Supervision	7 years
Dennis Garner	BS, 1978, Business Education, Brigham Young University; MS 1980, Business Education Brigham Young University.	Senior Lecturer, Applied Sciences Technology Education Department, 27 years at USU	BUSN 3150 Methods for Business Education; BUSN 3300/4300 Clinical Experience; BUSN 3710 Orientation to Business Education	10 years
Russell Goodrich	AS, Ricks College, 1985, Mid-Management emphasis; BS, Utah State University, 1987, Business Education; MS, Utah State University, 1989, Business Information Systems	Associate Professor, Secondary Education, Business, Information Systems, 26 years	BUSN 2977 Internship Education Experiences	2 years
Ed Reeve	PhD, The Ohio State University, 1986, Education in Industrial	Professor, Engineering Technology, 29 Years	ASTE/TEE 4150, Methods of Teaching Agriculture; 4400, TEE 1000 Orientation to	3 years

	Technology		Tech and Eng Ed; TEE 3200 Methods of Teaching Engineering and Technology Education I; TEE 3300/4300 Clinicals; TEE 5500, TEE 5630 Student Teaching Seminar and Supervision	
Gary Stewardson	PhD, University of Maryland, 1987, Industrial Arts Education	Associate Professor, Engineering Technology, 27 years	TEE 4300/4400 Clinical Experience	5 years
Steve Williams	MS, Utah State University, 2008	Lecturer, Engineering Technology, 1 year	TEE 1000 Orientation to Tech and Eng Ed	10 years
M. Jean Culbertson	B.A. Mathematics, U. of Southern California 1961 Elementary Teaching Credential K-8, Cal State Dominguez Hills 1968 M.Ed. Math Ed. emphasis, Utah State U. 1998	Lecturer, Department of Mathematics and Statistics, 11 years full time; 15 years part time	MATH 2020 Euclidean Geometry and Statistics for Elementary Education School Teachers; MATH 2010 Algebraic Thinking and Number Sense for Elementary Education School Teachers	36 years
Brynja Kohler	B.A. Mathematics, University of Chicago 1992 M.S. Mathematics, New York University 1998 Ph.D. Mathematics, University of Utah 2004	Associate Professor, Department of Mathematics and Statistics, 12 years	MATH 4500 Methods of Secondary Mathematics Teaching; MATH 3300/4300; School Laboratory for Mathematics Teachers Level I and II	4 years
Kady Schneiter	PhD, Utah State University, 2004, Mathematical Sciences	Associate Professor of Mathematics and Statistics, 11 years	MATH 5010 Technology for Teaching Mathematics; MATH 4500 Methods of Teaching Mathematics; STAT 4010 Probability and Statistics for Teachers	None
Jim Cangelosi	Ph.D. Mathematical Sciences with Emphases in Mathematics Education & Number Theory; Louisiana State University (1972)	Professor of Mathematics; 34 years	MATH 4500 Methods of Teaching Mathematics, Methods of Teaching Statistics; MATH 5020 Mathematical Cognition and Assessment of Mathematical Achievement; MATH 2020 Euclidean Geometry & Statistics for Elementary & Special Education Teachers; MATH 1051 Classical Algebra for Teachers	7 years
Carrie Madden	MS, University of North Texas, 1991, School/Child Clinical Psychology	Lecturer, Undergraduate Psychology Program, 7 years	PSY 3660 – Educational Psychology for Teachers before it became TEAL 3660	7 years

Facilities and Infrastructure

Utah State University has state of the art facilities in Logan and at every regional campus and center. We have an extensive support system for academic and instructional services, which can be explored here: <https://ais.usu.edu/>

Many of the classrooms that we use can be viewed here: http://classroomsupport.usu.edu/classroom_information/index

A typical broadcast origination classroom and receive classroom has a large flat panel display that instructors and students use to see each other in real time, a sophisticated audio/mic system that allows for teacher-student and student-student interaction, a PC that enables the use of lecture capture, a document camera, and BluRay DVD. In addition, small group work is facilitated through the use of additional technology-based video systems (e.g., Zoom) that students access using phones or laptops.

The faculty qualifications for teacher education are similar to other similar programs across campus; for example, in the Social Work program, a larger percentage of the faculty are clinical faculty rather than research faculty, but they have the experience in social work and a master's degree or higher. Because USU is classified by Carnegie as High Research, most faculty at USU have a doctoral degree with exceptions for programs with high clinical expectations. Teacher education has both a high clinical expectation and high research expectation, and our faculty qualifications reflect those twin goals.

All programs at Utah State University benefit from excellent facilities and support for instruction. Teacher education is a program that uses distance education extensively and makes extensive use of the instructional designers at CIDI.

Fiscal support for our programs is good. The College of Education and Human Services recently adopted a differential tuition structure so that rather than course fees being attached to specific courses, every course has a smaller amount added to the tuition. For teacher preparation, this money is requested from the dean's office and is used to defray the costs of cooperating teacher stipends, university supervisor stipends, and associated costs. The differential tuition is also used, in part, to support accreditation costs. Faculty salaries in teacher preparation are competitive with other universities of a similar nature, especially when cost of living and university benefits (retirement benefits are extremely generous) are taken into account. The president of the university has had faculty and staff compensation at the top of the list of priorities for at least the last 5 years; nevertheless, cost of living increases have been the only result. Some faculty receive an additional merit increase based upon strong research/grant productivity. Assistant professor beginning salaries are similar to the average salary in education of other doctoral granting institutions as reported by [higherjobs.com](https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=46): <https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=46>

Student support is strong in the program. A survey that students complete when they apply for a license shows that students, on average, find the advising to be satisfactory or excellent. Items 2e and 2f on the survey ask students the following:

- e. The **availability** of advising in this program was:
 - 1) ___ poor; impossible to find an advisor most of the time
 - 2) ___ satisfactory; adequate, but not outstanding
 - 3) ___ excellent; advising assistance was available always when needed

- f. The **quality** of general program advisement was:
 - 1) ___ poor
 - 2) ___ satisfactory
 - 3) ___ excellent

The data from 2014-15, 2015-16, and 2016-17 surveys are available:

- <http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Evaluation%20Survey%20for%2014-15.xls>
- <http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Evaluation%20Survey%2015-16.xls>
- <http://cehs.usu.edu/evidence-room/Educator%20Licensing%20Program%20Eval%20%202016-2017.xls>

Appendix D: Internal Audit—specification and investigation of the quality control system

To conduct the audit, we first determined how many student files would be used. To get a representative sample, we decided to randomly select 3 special education graduates, 6 secondary education graduates, and 9 elementary education graduates per year for 2016-2018, which meant that we would select 54 files in total: 9 special education, 18 secondary education, and 27 elementary education.

To begin, we worked with the database to determine the graduates for the three years. The graduates were separated into programs. Elementary education graduates were separated into early childhood or dual early childhood/elementary and elementary education. Special education graduates were further separated by emphasis: mild/moderate, severe, and early childhood. Secondary education majors were separated according to the following categories:

- 1 from the Caine College of Arts
 - theater education, music education, or art education teaching majors
- 1 from the College of Agriculture and Applied Sciences
 - family consumer sciences education, agricultural education, technology and engineering education, or business education
- 2 from College of Humanities and Social Sciences
 - English, world language, or history teaching majors
- 1 from College of Education and Human Services
 - social studies education or human movement science/physical education
- 1 from College of Science
 - math/stats education composite, math education, chemistry, physics, physical science composite, biological science composite, or earth science composite teaching majors

Once separated into categories, students were randomly selected by using a random number generator. For each randomly selected student, using our databases and student information system, we examined the transcripts, the DegreeWorks info, and Filemaker to answer questions 1-14 on the audit checklist. For questions 15-22, ten students' files were examined in more detail, 3 special education (one each from mild/moderate, severe, and birth-age 5), 5 secondary education (one from each college) and 2 elementary education (one early childhood and one elementary).

This chart presents the audit questions formatted into a checklist.

Yes	No	NA	Audit Questions	Comments
			Students	
			1. Did student meet admissions requirements?	
			a. Undergraduate GPA of 3.0 or higher or received waiver	
			b. Passing Praxis score by required date (entrance for ELED and SPED, student teaching for SCED)	
			c. Prerequisites completed	
			d. ACT minimum met (SCED only)	
			e. Background check cleared prior to practica/clinical	

Yes	No	NA	Audit Questions	Comments
			f. Core course GPA met (or waiver)—ELED, SPED?	
			2. Were all practicum placements recorded in FileMaker?	
			3. Did student complete all required practica prior to student teaching/internship?	
			4. Did student meet requirements for admission to student teaching/internship (e.g., background check, minimum course grades, ethics review)?	
			5. Did student complete program and degree requirements?	
			a. Complete DegreeWorks file?	
			b. Grades of B- or better in all teacher education core courses	
			c. Successful student teaching/internship	
			6. Did student apply for licensure with the Utah State Board of Education (USBE)?	
			7. Did student complete the degree in an appropriate timeframe?	
			8. Who was student's advisor?	
			9. Did student receive special attention for being at risk in coursework or practica?	
			10. How many times did the student take Praxis?	
			11. How many credits at graduation?	
			12. Total semesters to graduation?	
			13. Credits per semester, on average?	
			14. Did student take Math 1050/1051 during first 3 semesters?	
Yes	No	NA	Audit Questions	Comments
			Program and Courses	
			15. Were programs reviewed or revised in the last 5 years?	
			Faculty	
			16. Who taught the methods and core education courses (1 methods course, 1 core education course)? Were the instructors sufficiently qualified (e.g., minimum of master's degree, relevant content coursework, and P-12 teaching experience)?	
			17. Were any courses that student took taught by adjuncts/contract instructors? If so, how were instructors monitored/given support?	
			Infrastructure	
			18. Were students' courses (1 course per student) in classrooms of appropriate size with adequate seating for students enrolled?	
			19. Were courses (1 course per student) held in classrooms with suitable equipment and supplies?	
			20. Were any courses fully online? If so, were courses reviewed by CIDI?	

The findings for **questions 1-9** were unremarkable in that all students met the admissions requirements, files were complete, etc.

For **question 10**, the number of times that students had to take Praxis varied by subject and level. For the secondary education students randomly chosen for the audit, all but one student passed the Praxis on the first attempt. The Praxis test that one student passed on the 2nd attempt was for English.

For the elementary education and 4 of the special education students, the Praxis data is shown here as frequency count as well as a mean number of times it took to pass. In addition to the special education students included in the data for this table, there were an additional 5 students who took a special education Praxis test (no longer being used) and passed it on the first attempt.

Elementary Multiple Subjects Praxis	passed on first attempt	passed on 2nd attempt	passed on 3rd attempt	passed on 8th attempt	Mean
Science	28	2	1		1.13
Social Studies	28		2	1	1.35
Math	26	3	2		1.23
English Language Arts	29	2			1.06

For **question 11**, how many credits at graduation, below are the means and standard deviations for the three categories of student. Students who were completing a second Bachelor’s leading to initial licensure were excluded from the analysis.

# of credits at graduation with first Bachelor’s degree	ELED	SPED	SCED
Mean	149.4	153.14	157.12
SD	18.8	16.27	17.11

For question 12, total semesters to graduation, the data is as follows.

# of semesters to graduation	ELED	SPED	SCED
Mean	12.5	13.7	11.8
SD	3.6	5	2.6

For **question 13**, average credits per semester, students in elementary education took an average of 12.8 credits per semester, secondary education students took an average of 12.2 credits per semester, and special education students took an average of 11 credits per semester. These numbers do not include AP courses or concurrent enrollment credits. Students appear to proceed in a timely fashion to degree completion.

Out of curiosity, not part of the original audit plan, we looked to see how many of the students’ whose files were used for this audit, attended another university for more than one semester before becoming a student at Utah State University. Interestingly, 27 students, 50%, of the students attended another university before beginning their academic career at USU.

All of this data leads us to conclude that although students are graduating with more than the “usual” 120 credits, the students are graduating within a reasonable timeframe (11.9-13.7 semesters). They tend to begin their university with AP credits or concurrent enrollment credits that increase the credits at graduation.

For the most part, students are able to pass the relevant Praxis test(s) on the first attempt, allowing them to make timely progress in the program and be recommended for licensure at graduation.

To inquire into another potential barrier to making timely progress, through **question 14**, we checked to see whether or not special education, elementary education, and early childhood majors took college algebra (MATH 1050) during their first three semesters. For the students whose files were audited, this was not a barrier. They either took the course during the first 3 semesters or had already taken it as concurrent enrollment or passed a higher-level math course or an equivalent AP test.

Overall, this tells us that our students are getting solid advising from our professional advisors, and that transfer students are not penalized for changing institutions. Students who change majors after a significant amount of time do not graduate in a “timely” manner, and yet it’s clear that once they become teaching majors, they finish at a normal pace.

For **questions 15-20**, in order to probe the data, we used the randomly selected subset of the random selection of students as the data set.

For **question 15**, the programs of study selected for the probe were Family Consumer Sciences Education, Theater Education, Social Studies Composite, English Teaching, Math/Stats Composite, Special Education (birth to 5), Special Education/Mild-Moderate, Special Education/Severe, and Elementary Education and Early Childhood Education.

Family Consumer Sciences Education. For this major, which is a composite major (no minor necessary), the faculty added three methods courses that students must complete. They learn the major content from different departments (nutrition, chemistry, FCHD, etc.), but these courses do not address pedagogy. Faculty worked with the Utah State Board of Education on the development of these core curricula. The strands and standards for FCSE are updated every three years, and courses are updated to reflect those changes. Additionally, when the USBE started placing more emphasis on FCCLA (Family, Career, and Community Leaders of America, the student organization that students can join in high school), they added a course, "Managing FCCLA." The classrooms are kept current with technology, appropriate classroom supplies, etc. The department manages their own classrooms and are not dependent on classrooms used by the university, which enables them to provide for the specific needs of their students. For example, the clothing labs are updated with the latest in equipment and the professors have attended extended training out of state to learn how to operate the equipment. In fall 2018, the faculty were tasked with reducing the number of required courses. Faculty analyzed each course according to its merit and absolute necessity for our students. One general family relations course was dropped and a new "Adult Responsibilities Methods" course was added in order to teach students about human sexuality and other sensitive issues they need in order to teach many of our courses.

Theatre Education. The theatre education program provides comprehensive preparation for theatre educators to teach students at all levels K-12. Numerous changes over the past years ensure that students’ coursework well exceeds the minimum preparation required by the state of Utah, as students take classes in Methods of Teaching Drama (K-6), Methods of Teaching Theatre (Grades 7-12), Drama Across the Curriculum (Grades K-12), Theatre for Young Audiences, Applied Theatre, a discipline-specific Student Teaching Seminar, as well as a Theatre Education Seminar course every semester they are enrolled, all in addition to a rigorous training program in the art form itself. Students are required to participate in extensive co-curricular activities including teaching and artistic work with schools and professional theatre organizations. Students are regularly assessed in the areas of pedagogy, artistry, academics, leadership/service, and professionalism through a comprehensive portfolio process in which their work is evaluated by professionals in the field of theatre education external to the university.

Social Studies Composite. This program was recently updated (during academic year 2017-2018) in order to accomplish two goals. First, the number of overall credits was reduced to bring the major in line with the 120-credit threshold for bachelor's degrees. Secondly, because the program is multidisciplinary, Dr. Andrea Hawkman (social studies specialist) in TEAL sought input from all of the partner departments who provide content and methods courses for the major and assessed which courses would be most useful to a secondary social studies teacher. Thus, the major was streamlined and made more relevant.

English Teaching. The English Education program continually seeks to improve our preparation of future teachers. One recent change is designed to help students make a smoother transition between content area coursework and the professional education courses of the STEP program. We created a new course, ENGL 3500 Teaching English, which is paired with SCED 3300 Clinical Experience I; students must take these courses concurrently. Similarly, we require that students now pair ENGL 4520 Teaching Literacy in Diverse Classrooms, with SCED 4300 Clinical Experience II. The Field Service Office of TEAL arranges placements in the schools, yet English Education faculty are the instructors of record for all of these courses. Student feedback indicated that students desired more integration between content-area preparation and pre-professional practice; they also desired more sustained work with English faculty. Now the same professors who teach English methods courses work with students as they observe and practice those methods in the schools. Another change is the addition of three new composite majors to the existing English Teaching Emphasis, one in Literature, one in Writing, and one in American Studies. These changes respond to student requests for more training in the discipline of English and to new developments in the teaching profession; our pre-service students will be better prepared, specifically to work in an environment of high-stakes, content-area testing. The English Teaching Composite options also improve time-to-graduation for most students. A final recent change is the creation of a new course, ENGL 4530 Teaching Creative Writing. This optional course responds to student interest and to the fact that more secondary schools in our region offer creative writing courses.

Math/Stats Composite. Faculty in this department did not report any changes to the program of study for this major in the last 5 years. They did report adding STAT 4010, Statistics for Teachers, to the Math

Special Education. Every other year, the department reviews the capstone project of the undergraduate SPED major – the portfolio. Each section of the portfolio is divided up by committee, randomly chosen portfolios are evaluated and the committee makes recommendations to the faculty on course content, and final project revisions. Because of this intensive program evaluation process, several changes have been made to the SPED major.

- In 2016, the faculty rearranged the order of some of the SPED classes to allow SPED 5040 to truly be a foundations course and be taught before the SPED year. This moved the assistive technology class (SPED 5530) to the 2nd semester in the SPED year. This change has allowed curriculum classes to start sooner on lesson planning and goal setting. It also allowed the Assistive Technology class to require more lesson planning with AT integrated into the lesson.
- Mild/moderate moved the math curriculum class to the semester before the math practicum to allow students to fully engage with the content before teaching math to secondary special education students. They also are field testing a system where two practicum teacher candidates are assigned to each placement and co-teach the curriculum to students.
- Severe has added a credit to their assessment class to cover the additional testing teachers are required to do in the schools. They have also revised their curriculum classes to include the Essential Elements Standards.

- Birth to 5 added a 2-credit assessment class because the need for teachers to assess student's students for SPED placement and assess student learning is increasing. They also rearranged their schedule to have teacher candidates work in an Early Intervention placement before working in a preschool placement as a more natural progression of skills. They also worked with Early Intervention agencies in the state to update the Up-to-Three placement objectives to align with the Early Intervention Credential.

Elementary and Early Childhood Education. During the last five years, these programs were modified to include ITLS 5500, Integration and Innovation of Technology in Education, a 3-credit course. This course replaced an earlier iteration of the course that was fewer credits and focused on technology tools rather than technology integration. This involved a substantial redesign of the course led by Nathan Smith, the director of the Education Technology Center in the College of Education and Human Services. In addition, during this same period, an additional math methods course was added as part of another comprehensive redesign of the 4 math methods courses that students take as part of the Elementary and/or Early Childhood program. The most recent program revisions are currently undergoing their beta test year. One important addition is TEAL 5710, Linguistic and Cultural Diversity for Teachers. This is an area that we knew was a deficit in our program, and this year we are able to require it for all elementary and/or early childhood majors by finding room for it in the programs of study and by hiring an instructor whose main responsibility it is to teach the class. Another change that is taking place for the first time in Spring 2019 is the replacement of two 1-credit classroom management courses with one 3-credit classroom management course. This is a change that has been undertaken in response to student feedback and the perennial concern from stakeholders that students need more preparation in classroom management. Also beginning in Spring 2019, we have also separated out practicum experiences into separate courses to allow us to provide pass/fail grades for the practicum experiences. Prior to Spring 2019, practicum experiences prior to student teaching were graded as part of the methods courses, which did not allow us to separate out issues of course performance and classroom performance. Other program changes are occurring during the 2018-2019 academic year, but they are largely an effort to provide students more flexibility in the scheduling of courses over the semester and to provide us with a way to recruit students from underrepresented populations by removing some of the real and perceived barriers to program acceptance.

For **question 16 and 17**, we selected two courses per student, although some courses were repeated for some students. The course list selected is as follows:

FCSE 4400, Family and Consumer Sciences Education Methods II
 THEA 4340, Methods of Teaching Theater, Grades 7-12
 HIST 4860, Teaching History
 ENGL 4510, Teaching Literature
 MATH 4500, Methods of Secondary School Mathematics Teaching
 SCED 3100, Motivation and Classroom Management
 SCED 4210, Assessment and Curriculum Design
 FCHD 4550, Preschool Methods and Curriculum
 ELED 3100, Classroom Reading Instruction
 ELED 4040, Assessment and Instruction for Struggling Readers
 TEAL 4630, Methods for Teaching Middle Level Mathematics

This list of courses yielding the following instructors:

Julie Wheeler (Family Consumer Sciences Education, FCSE 4400)

Julie Wheeler is Principal Lecturer in the Department of Agricultural Systems and Education in the Family Consumer Sciences Education program. Julie holds a master's degree in Home Economics from Utah State University.

Matthew Omasta (Theater Education, THEA 4340)

Dr. Omasta is Associate Professor and Associate Department Head for the Department of Theater Arts. Additionally, he is the Director of Theater Education. Dr. Omasta holds a Ph.D. in Theatre from Arizona State University.

Mary Moulton (History, HIST 4860)

Mary Moulton is a history teacher at Uintah High School in Vernal, UT. She is endorsed in social studies by the state of Utah and received her teaching degree and endorsement from Brigham Young University.

Steven Shively (English, ENGL 4510)

Dr. Shively is Associate Professor in the Department of English. He earned his Ph.D. in English from the University of Nebraska, Lincoln, and formerly taught high school English.

Brynja Kohler (Math/Stats, MATH 4500)

Dr. Kohler is an Associate Professor in the Department of Mathematics and Statistics who earned her Ph.D. in Mathematics from the University of Utah in 2004. She taught high school mathematics in Los Angeles and New York City.

Anne Larson (Special Education, SPED 5730)

Dr. Larson is an assistant professor in the Department of Special Education and Rehabilitation. She earned her Ph.D. from the University of Minnesota in Educational Psychology and Special Education in 2016. Formerly, she served as a Speech-Language Pathologist for the Minnesota Department of Education.

Ben Lignugaris/Kraft (Special Education, SPED 5040)

Dr. Ben Lignugaris/Kraft was a full professor in the Department of Special Education and Rehabilitation until his retirement from that department in 2016.

Darcie Peterson (Special Education, SPED 5040)

Darcie Peterson is an instructor and academic advisor in the Department of Special Education and Rehabilitation. She holds an M.Ed. in Special Education.

Heather Weese (Special Education, SPED 5330)

Heather Weese is a clinical instructor in the Department of Special Education and Rehabilitation. She holds a master's degree in Special Education from Utah State University.

Nancy Glomb (Special Education, SPED 5330)

Dr. Glomb is an associate professor in the Department of Special Education and Rehabilitation. She holds a Ph.D. in Special Education from Utah State University.

Bradie Ormond (Special Education, SPED 5370)

Bradie Ormond is an adjunct instructor for the Department of Special Education and Rehabilitation. She received support to teach SPED 5370 from Marilyn Likins and Dr. Melanie Dawson, Clinical Assistant Professor in the department. Bradie Ormond has a BS in Communication Disorders with a Minor in

Family and Human Development from USU, an MA in Speech and Hearing Science from Washington State University. She has 18 years of experience in Davis School District in multiple assignments including: Speech-Language Pathologist, Web-System Manager, Special Education Coordinator, Related Services Coordinator and Assistive Technology Specialist, 17 years as an Assistive Technology Team Member, and she serves on the steering committee for the implementation of Personalized learning for Davis School District. Finally, with a colleague, Bradie Ormond co-created the 3-year plan for the Assistive Technology project in Davis School District, which impacts over 9000 special education students.

Kelli Barker (Teacher Education/Early Childhood Education, FCHD 4550)

Kelli Barker is a lecturer in the Department of Human Development and Family Studies. Kelli holds a Master of Family and Human Development with a specialization in Early Childhood. She is also the assistant director of the Adele and Dale Young Child Development Laboratory.

Sally Brown (Teacher Education/Secondary, SCED 4210)

Sally Brown, at the time that she taught SCED 4210, was a student in the literacy concentration of the doctoral program in education with a concentration in curriculum and instruction. She is currently an assistant professor at The College of Idaho. She received support to teach this course from Dr. Susan Turner of the School of Teacher Education and Leadership.

Joe Matthews (Teacher Education/Secondary, SCED 4210)

Dr. Matthews was an associate professor in the School of Teacher Education and Leadership until his retirement in 2017.

Barbara Cangelosi (Teacher Education/Secondary, SCED 3100)

Barbara Cangelosi was a lecturer in the School of Teacher Education and Leadership until her retirement in 2017. She held a master's degree and had experience as a secondary English teacher.

J.C. Vasquez (Teacher Education/Secondary), SCED 3210)

J.C. Vasquez is a lecturer in the School of Teacher Education and Leadership. He holds a Master of Second Language Teaching Degree, has served as the Multicultural Affairs Director at the Center for Persons with Disabilities, and taught Spanish and ESL at Box Elder High School.

Carla Randall (Teacher Education/Elementary, ELED 3100)

Carla Randall is a contract instructor for the School of Teacher Education and Leadership. She holds a master's degree in Education and a reading endorsement. She was supported in teaching this class by Dr. Cindy Jones.

Cindy Jones (Teacher Education/Elementary, ELED 4040)

Dr. Jones is an associate professor in the School of Teacher Education and Leadership. She holds a Ph.D. in Curriculum and Instruction from Utah State University.

Amy Bingham Brown (Teacher Education/Elementary, TEAL 4630)

Dr. Brown was an assistant professor for the School of Teacher Education and Leadership for 5 years. She earned a Ph.D. in Mathematics Education from the University of Florida and taught elementary grades prior to her time as a faculty member at Utah State University.

For **questions 18-20** of the audit, we used the same list of courses used for questions 15-17.

The courses were held in the following locations.

Family Life 115 seats 49 and is fully equipped with a PC, DVD player, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Family Life 307 seats 48 and is fully equipped with a PC, DVD player, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Family Life 318 seats 20 and is equipped with a computer, projector, screen, and whiteboards.

University Reserve 103 seats 30 and is equipped with document camera, flat panel display, interactive display, laptop connection, speakers, surface studio computer and mobile connectivity.

Animal Science 320 is no longer a classroom. It has been renovated to be a lab.

Education 130 seats 35 and is equipped with PC, document camera, lecture capture capabilities, projector, screen, and mobile connectivity.

Education 131 seats 130 and is fully equipped with PC, DVD player, microphone, document camera, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Education 178 seat 36 and is equipped with a computer, projector, screen, and whiteboards.

EBLS 233 seats 20 and equipped with a PC, document camera, interactive display, interactive video conference system, laptop connection, lecture capture, project, screen, speakers, and mobile connectivity.

Lillywhite 003 seta 49 and is equipped with a DVD player, PC, document camera, lecture capture, microphone for audio capture, projector, screen, and speakers.

Industrial Science 113 seats 40 and is equipped with a computer, projector, screen, and whiteboards.

Library 411 seats 49 and is fully equipped with PC, document camera, interactive video conference system, Iclicker system, lecture capture capabilities, projector, screen and mobile connectivity.

Orem Center, Kaysville Education Center, Brigham City Campus locations all have fully equipped rooms because the classrooms are set up to receive broadcasts of classes anywhere in the state. Classrooms are typically set up with tables in rows facing a large screen. Students have microphones that are either manually or automatically turned on when a student speaks. Every room is equipped with camera and sound equipment that allow for near real-time two-way audio and two-way video. In addition, instructors use internet based interactive conference systems such as Zoom to facilitate small group work.

In addition to state-of-the-art equipment, all courses at USU use the learning management system, Canvas, as a supplement to face to face or broadcast instruction. Online courses use the Canvas platform. An extensive staff is available to support instruction, whether it is online, broadcast, face to face, or a blend of modalities.

Addressing **question 20**, one of the randomly chosen courses was offered fully online—SPED 5330. Our Center for Innovative Design and Instruction reviews all online courses, but their written records of review do not go back to the period in which this course was developed.

Audit analysis. Given the findings of the audit, we feel confident that student records are complete, that students are meeting the requirements of the program, and that students are finishing their programs in a timely manner. Programs and programs are reviewed and updated to keep them current with state expectations and national standards. When courses are taught by adjuncts or doctoral students, the instructors receive support from a faculty member with expertise in the content. All courses, per university policy and procedure, are subject to student evaluation every time they are taught. Results of the evaluations are reported to department heads. Instructors who have extremely low evaluations are not approved to teach in subsequent semesters. In terms of infrastructure, classrooms are up to date with the latest technology and have adequate seating. Online courses are formally reviewed by the Center for Innovative Design and Instruction, a division of USU's Academic and Instructional Services.

Appendix E: Jurisdictional obligations met (per state agreement)
Not applicable.

Appendix F: Missional commitments and distinct contributions

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, we offer our elementary, secondary, and special education teacher preparation programs throughout the state. Through distance education technology that uses broadcast, online, and a blend of both, students take both general education and major specific coursework that leads to teacher licensure. Many, though not all, of the students who take classes at regional campuses are non-traditional students, returning after a gap in their education, working parents, and first-generation college students. We have made a special effort to recruit Native American students in the southeastern region of the state, and currently have six students who are enrolled in the elementary education program. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes in selected programs. A complete map of USU's regional campuses can be viewed here: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Appendix G: Data quality appendix: reliability, validity, fairness, trustworthiness

Praxis tests are developed and administered by ETS, which provides information on their fairness, validity and reliability here: <https://www.ets.org/praxis/institutions/about/fairness/>

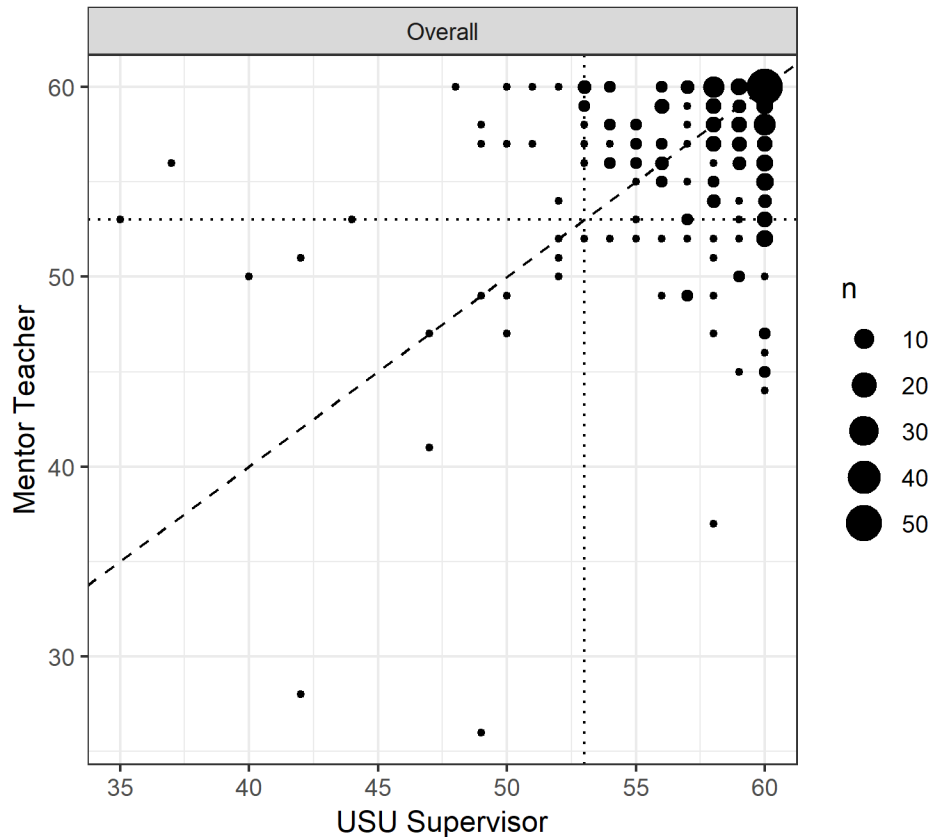
PAES, or the Utah Teacher Candidate Performance Assessment and Evaluation System (UTC-PAES), consists of a rubric that is the basis for all formative assessments during student teaching. The rubric and the system of which it is a part was developed by the Utah Teacher Education Assessment and Accreditation Consortium (UTEAAC). This group consists of representatives from all of the institutions of higher education in the state of Utah that offer teacher education programs.

The same rubric is used for final summative assessments during student teaching. Versions of the PAES are used in other practicum/clinical assessments that were not reported in this self-study. But because all assessments are derived from the same instrument and because the instrument is aligned with the Utah Effective Teaching Standards, which were, in turn, based upon the InTASC standards, we have confidence that the instrument is valid. One rule that the UTEAAC group imposed upon the system is that the formative assessment should be completed four times prior to the final summative evaluation. In most cases, we are able to meet this standard for validity. However, occasionally, we have students who split their student teaching semester into two 7-week blocks because they are dual majors (e.g., ELED and Early Childhood, ELED and Special Education) or because they complete one block in an international setting. In these cases, we are unable to require supervisors and mentor teachers to complete the optimal number of formative assessments prior to completing the summative evaluation.

A study was conducted by a graduate student at Brigham Young University. The researcher conducted the analysis using data from a prior version of the PAES, which we called UPTOP. At the time of the analysis of the data, a comparison of scores by cooperating teachers and university supervisors showed a significant difference between them, suggesting that more training was needed on the instrument. The report can be viewed here: <http://cehs.usu.edu/evidence-room/UPTOP%20Data%20Analysis%20Report.pdf>

Due to turnover in our Office of Field Experiences, we have only just begun the process of developing training for mentor teachers and supervisors on the PAES instrument. Without adequate training, an expectation for strong reliability would reflect unwarranted confidence.

Accordingly, an analysis of the student teaching evaluations from Fall 2017 and Spring 2018 using the new PAES instrument reveals that the intraclass correlation between university supervisor and mentor teacher scores is not strong, but this is a measure of exact agreement on every item, so a strong correlation should not be expected. On the other hand, agreement on whether or not a student should pass or fail on any given subscore was high. However, the Cronbach alpha analysis shows good internal consistency ($\alpha = .9$), thus providing a reliable measure of the concept of effective teaching. The details of the analysis can be found here: <http://cehs.usu.edu/evidence-room/PAES%20reliability.pdf>



This scatterplot shows agreement on overall score comparing mentor teacher to USU supervisor. There is work to be done to determine whether or not all the data is being captured accurately and cleanly and that scores below the cut score are being investigated.

UTES/UTEES surveys, which are the new completer and principal surveys, were built by the same group who built the student teaching evaluation system (UTC-PAES). The group based the questions for the survey on the Utah Effective Teaching Standards, which in turn are based upon the InTASC standards. The InTASC standards (2013) make no claims about validity (https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf), yet the InTASC standards are widely used as the basis for programs and assessments. Furthermore, by basing our completer and principal surveys upon the Utah Effective Teaching Standards, we are complying with state board rule governing teacher preparation programs in Utah.

To get a preliminary sense of how first year teachers (completers) and principal ratings compare, below is a chart that groups all completers' (ELED, SCED, and SPED) ratings of themselves and juxtaposes them with principals' ratings.

	Principal		Completer		Principal		Completer		Principal		Completer		Principal		Completer		Principal		Completer	
	Very well		Very well		Well		Well		Adequately		Adequately		Poorly		Poorly		Not at all		Not at all	
	N		N		N		N		N		N		N		N		N		N	
How well can you/can the first-year teacher in your school:																				
Actively reflect on the effectiveness of his/her instruction to identify areas of strength and challenges.	32.50%	39	39.77%	35	51.67%	62	44.32%	39	12.50%	15	12.50%	11	3.33%	4	2.27%	2	0.00%	0	1.14%	1
Advocate for all students.	42.50%	51	57.95%	51	42.50%	51	27.27%	24	12.50%	15	11.36%	10	2.50%	3	2.27%	2	0.00%	0	1.14%	1
Collaborate with colleagues to plan and evaluate instruction.	38.33%	46	45.45%	40	46.67%	56	35.23%	31	11.67%	14	14.77%	13	3.33%	4	2.27%	2	0.00%	0	2.27%	2
Collaborate with families, colleagues, and other professionals to support students' growth and development.	43.33%	52	35.23%	31	40.83%	49	42.05%	37	12.50%	15	18.18%	16	3.33%	4	3.41%	3	0.00%	0	1.14%	1
Collaborate with students to establish a respectful learning environment.	45.00%	54	39.77%	35	33.33%	40	36.36%	32	17.50%	21	18.18%	16	4.17%	5	4.55%	4	0.00%	0	1.14%	1
Convey accurate information and concepts based on the content knowledge of his/her discipline(s).	39.17%	47	44.32%	39	45.00%	54	36.36%	32	13.33%	16	13.64%	12	2.50%	3	4.55%	4	0.00%	0	1.14%	1
Create learning experiences based on students' individual developmental levels.	30.83%	37	22.73%	20	50.00%	60	45.45%	40	15.83%	19	23.86%	21	3.33%	4	6.82%	6	0.00%	0	1.14%	1

Design assessments (e.g., pre, formative, summative) that match learning objectives.	27.50%	33	42.05%	37	52.50%	63	38.64%	34	19.17%	23	12.50%	11	0.83%	1	2.27%	2	0.00%	0	4.55%	4
Differentiate instruction to meet the needs of students.	28.33%	34	21.59%	19	39.17%	47	43.18%	38	29.17%	35	27.27%	24	3.33%	4	6.82%	6	0.00%	0	1.14%	1
Engage in professional learning to strengthen his/her instructional practice.	35.83%	43	47.73%	42	48.33%	58	39.77%	35	13.33%	16	9.09%	8	2.50%	3	2.27%	2	0.00%	0	1.14%	1
Engage students in applying methods of inquiry.	24.17%	29	18.18%	16	45.83%	55	45.45%	40	27.50%	33	25.00%	22	2.50%	3	7.95%	7	0.00%	0	3.41%	3
Engage students in critical thinking.	25.00%	30	20.45%	18	42.50%	51	47.73%	42	30.83%	37	23.86%	21	1.67%	2	4.55%	4	0.00%	0	3.41%	3
Facilitate students' use of technology for learning.	25.83%	31	29.55%	26	50.00%	60	40.91%	36	23.33%	28	20.45%	18	0.83%	1	6.82%	6	0.00%	0	2.27%	2
Implement activities and tasks that support students' ability to communicate.	26.67%	32	29.55%	26	50.83%	61	44.32%	39	20.83%	25	18.18%	16	1.67%	2	6.82%	6	0.00%	0	1.14%	1
Implement new ideas to improve their instruction.	32.50%	39	38.64%	34	43.33%	52	45.45%	40	20.83%	25	12.50%	11	3.33%	4	2.27%	2	0.00%	0	1.14%	1
Incorporate a variety of digital media and technology tools to extend the learning environment beyond their classroom.	29.17%	35	29.55%	26	49.17%	59	37.50%	33	20.00%	24	25.00%	22	1.67%	2	5.68%	5	0.00%	0	2.27%	2

Integrate literacy and/or other content areas into instruction to purposefully engage students in applying content knowledge.	24.17%	29	27.27%	24	50.00%	60	40.91%	36	24.17%	29	22.73%	20	1.67%	2	6.82%	6	0.00%	0	2.27%	2
Modify instructional strategies based on an analysis of student work (e.g., errors, misconceptions).	24.17%	29	37.50%	33	49.17%	59	43.18%	38	23.33%	28	14.77%	13	2.50%	3	3.41%	3	0.83%	1	1.14%	1
Participate in a collaborative decision-making culture.	41.67%	50	47.73%	42	42.50%	51	36.36%	32	13.33%	16	11.36%	10	2.50%	3	2.27%	2	0.00%	0	2.27%	2
Plan instruction based on the Utah Core Standards.	45.00%	54	56.82%	50	42.50%	51	28.41%	25	10.00%	12	10.23%	9	1.67%	2	1.14%	1	0.83%	1	3.41%	3
Provide instruction that addresses students' cultural differences.	22.50%	27	28.41%	25	46.67%	56	36.36%	32	27.50%	33	26.14%	23	2.50%	3	6.82%	6	0.83%	1	2.27%	2
Provide instruction that addresses students' learning differences.	31.67%	38	23.86%	21	39.17%	47	44.32%	39	24.17%	29	28.41%	25	5.00%	6	2.27%	2	0.00%	0	1.14%	1
Provide instruction that uses language acquisition strategies to meet the needs of English language learners.	21.67%	26	13.64%	12	44.17%	53	28.41%	25	31.67%	38	37.50%	33	1.67%	2	15.91%	14	0.83%	1	4.55%	4
Provide opportunities for students to connect classroom learning to the real world.	29.17%	35	30.68%	27	45.00%	54	37.50%	33	23.33%	28	20.45%	18	2.50%	3	10.23%	9	0.00%	0	1.14%	1
Provide opportunities for students to demonstrate learning in different ways.	32.50%	39	20.45%	18	45.83%	55	48.86%	43	18.33%	22	26.14%	23	3.33%	4	3.41%	3	0.00%	0	1.14%	1

Reflect on personal and professional biases.	30.00%	36	38.64%	34	48.33%	58	38.64%	34	16.67%	20	17.05%	15	5.00%	6	3.41%	3	0.00%	0	2.27%	2
Select assessments (e.g., pre, formative, summative) that match learning objectives.	30.00%	36	35.23%	31	48.33%	58	40.91%	36	19.17%	23	18.18%	16	2.50%	3	3.41%	3	0.00%	0	2.27%	2
Set appropriately challenging learning goals for all students.	35.00%	42	30.68%	27	44.17%	53	40.91%	36	18.33%	22	21.59%	19	2.50%	3	5.68%	5	0.00%	0	1.14%	1
Stay informed regarding current education policy and research.	25.00%	30	18.18%	16	42.50%	51	38.64%	34	30.00%	36	28.41%	25	2.50%	3	12.50%	11	0.00%	0	2.27%	2
Support students' growth in international and global perspectives.	17.65%	21	17.24%	15	38.66%	46	36.78%	32	38.66%	46	32.18%	28	3.36%	4	6.90%	6	1.68%	2	6.90%	6
Use a variety of classroom management strategies to create and maintain a positive learning environment.	38.33%	46	40.91%	36	35.83%	43	32.95%	29	19.17%	23	15.91%	14	6.67%	8	7.95%	7	0.00%	0	2.27%	2
Use a variety of questioning strategies to promote engagement.	28.33%	34	30.68%	27	42.50%	51	39.77%	35	24.17%	29	21.59%	19	5.00%	6	6.82%	6	0.00%	0	1.14%	1
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	39.17%	47	42.05%	37	37.50%	45	30.68%	27	17.50%	21	18.18%	16	5.83%	7	6.82%	6	0.00%	0	2.27%	2
Use data from assessments to provide feedback to students.	28.33%	34	39.77%	35	47.50%	57	37.50%	33	21.67%	26	17.05%	15	2.50%	3	3.41%	3	0.00%	0	2.27%	2

Use students' assessment/performance results to guide instruction.	30.00%	36	35.23%	31	45.00%	54	39.77%	35	23.33%	28	15.91%	14	0.83%	1	6.82%	6	0.83%	1	2.27%	2
Use technology effectively to support and enhance instruction.	27.50%	33	37.50%	33	50.83%	61	39.77%	35	20.00%	24	19.32%	17	1.67%	2	2.27%	2	0.00%	0	1.14%	1

The final assessment for which validity and reliability are important is the Teacher Work Sample. Given that the state is imposing the use of a n already validated and reliable pedagogical performance assessment in the near future, we have not put effort into establishing reliability or validity for the Teacher Work Sample. In the spring of 2018, however, a small random sample of elementary level Teacher Work Samples was scored twice. In all cases, there was 100% agreement on whether or not the student had met the threshold/passing minimum score, and on individual items, scores differed by one only point. Given the necessity for timely scoring, during the Fall 2018 semester, each Teacher Work Sample is scored only once.

Appendix H: Curriculum Maps

Curriculum Mapping Elementary Education Teacher Preparation Program

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
1. LEARNER DEVELOPMENT The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development	Creates developmentally appropriate learning experiences while collaborating with families and colleagues to support student growth	ELED 1010 <i>On Being a Teacher</i> ch 1	observation assignment
		ELED 3005 ch 1 of Crowe, <i>Solving Thorny Behavior Problems</i>	observations, online discussion
		ELED 3100 ch 1, 2 of Gunning (2016). <i>Creating Literacy Instruction for All Students.</i> ; lectures: What is Literacy?; Student Engagement.	Quiz
		ELED 4000 Select science content and adapt and design curricula to meet the knowledge, understandings, abilities and experiences of students.	Integrated Science Lesson plans, Mini-lesson plans, Science Unit
		SPED 4000 Presentations and activities on different disability classifications and development of individuals with exceptionalities. Participate in activities including collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	In-class application activities Disability case study IRIS module on “Collaboration with Families” assignment Families/Birth-5 assignment
		ELED 4005 Lecture: Goals of Behavior, Reinforcing Behavior Sayeski & Brown pdf Understanding and Responding to Children’s Goals pdf	Teacher Interviews Discussion Post 1 Comprehensive Classroom Management Plan
		ELED 4030 Lecture: Writing Development	Lesson plans: standards, objectives, and procedures
		ELED 4040 Archer & Hughes, <i>Explicit Instruction</i> , Ch 5; Course Lecture(s): Student Affect; Classroom Management; Behavioral Management.	Assignments: Establishing a Literacy Environment; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity; Behavioral Incentive Plan; PT Conference

		ELED 4050 VanSledright, (2002). Fifth Graders Investigating History in the Classroom: Results from a Researcher-Practitioner Design Experiment; Meyer (2009). The Evolution of a Big Idea: Why Don't We Know Anything about Africa?	
		ELED 4060 Course Lecture(s): Learning to Teach Mathematics; Number Sense (learning trajectories); Geometry (Van Hiele Levels of Geometric Thought); Instructional Goals and Adapting Textbook Lessons;	Week 1 Online Module assignments (Teaching Math in the 21st Century); Week 3 Online Module assignments (Chapter 8 Number Sense; Foundations for Learning Math; Evaluate Place Value Manipulatives); Week 11 Online Module assignments (Levels of Thought and LTs)
2. LEARNING DIFFERENCES The teacher understands individual learner differences and cultural and linguistic diversity	Designs, adapts, and delivers instruction to address students' diverse learning strengths and needs while encouraging learners to persevere and advance.	ELED 1010 <i>On Being a Teacher</i> ch 2	observation assignment
		ELED 3000 Readings: Doing Multicultural Education for Achievement and Equity	cultural events reflection paper
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	observations, online discussion
		ELED 3100 ch 1, 2 of Gunning (2016). <i>Creating Literacy Instruction for All Students</i> ; lectures: What is Literacy?; Student Engagement.	Quiz
		ELED 4000 Develop strategies for recognizing and responding to student diversity and encourage all students to participate fully in science learning.	Integrated Science Lesson plans, Mini-lesson plans, Science Unit
		SPED 4000 Presentations and participate in activities regarding inclusion, collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	IRIS module on "Collaboration with Families" assignment. IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment.

			Person/first language assignment Section 504 Assignment Disability case study Application activities Assignments on different disability categories and accommodations that can be made for individuals
		ELED 4005 Lecture: Equity in Discipline Practices, Reducing Behavior Problems The Color of Discipline pdf IES Reducing Behavior Problems pdf	Teacher Interviews Discussion Post 9 Exams
		ELED 4030 Lecture: Supporting English Learners	Lesson plans: accommodations for diverse learners Quiz: Reflecting on your own biases
		ELED 4040 Archer & Hughes, <i>Explicit Instruction</i> , ch 5; Course Lecture(s): Student Affect; Classroom Management; Behavioral Management.	Assignments: Establishing a Literacy Environment; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity; Behavioral Incentive Plan; PT Conference
		ELED 4050 Epstein (1998). Deconstructing Differences in African-American and European-American Adolescents' Perspectives on U.S. History	
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions; Non-Traditional Strategies and Invented Algorithms; Number Sense and Problem Solving (variety of solution strategies within student work samples); Geometry (learning academic mathematics vocabulary).	Assignment(s): Reading Reflection #5 on Ch. 6 Teaching Mathematics Equitably to all Children; Reading Reflection #2 on "Snapshots" article; Week 11 Online Module assignments (ELLs and academic language; precise vocab)
		ELED 4150 <i>Assessment of Student Achievement</i> Chapter 3	Lesson Plan Pre-assessment Practice Scenarios on: Learning Activity Objectives; Revised Taxonomy of Cognitive

		<i>Fulfilling the Promise</i> Chapters 1-2, 4-6.	Objectives; Differentiation Pathways; Differentiation Strategies; Tiered Lessons; Flexible Instructional Grouping; Extension on all the above Lesson Plan Post-assessment observation assignment
3. LEARNING ENVIRONMENT The teacher creates a learning environment that supports individual and collaborative learning, active in engagement, and self-motivation	Collaborates with students to establish a positive learning environment while using a variety of strategies to maintain a positive learning environment.	ELED 1010 <i>On Being a Teacher</i> ch 3	
		ELED 3000 Readings: School Connectedness, Safe Schools Coalition, and Model Minority Myth	
		ELED 3005 ch 3-5 of <i>Solving Thorny Behavior Problems</i> , lectures: Simple Structures, Class Meetings, Intrinsic Motivation, Active Listening	observations, online discussion
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> , ch 3, 13; lecture: Creating and Managing a Literacy Program	Final exam
		SPED 4000 Participate in activities regarding inclusion Presentations and activities on school-wide positive behavior support and how to create positive learning environments that support individuals with exceptionalities.	Disability case study Application activities describing accommodations that can be made for individuals with disabilities IRIS module on “Response to Instruction” assignment IRIS module on “Addressing Disruptive and Noncompliant Behaviors” assignment IRIS module on “Classroom Management” assignment
		ELED 4005 Lectures: Goals of Behavior, Reinforcing Behavior, Extrinsic Incentives, Understanding and Responding to Children’s Goals, Individual Written Agreements, Effective Strategies for Prevention, Reducing Behavior Problems	Teacher Interviews Discussion Posts 1-9 Comprehensive Classroom Management Plan Exams

		Sayeski & Brown pdf; Understanding and Responding to Children’s Goals pdf; Jones & Jones pdf; Brophy pdf; IES Reducing Behavior Problems pdf; Crow Ch 2 & 6; Allen pdf; The Color of Discipline pdf	
		ELED 4030 Lecture: Building a Community of Writers; <i>Writing Essentials</i> ch. 1-3	
		ELED 4040 <i>Explicit Instruction</i> , ch 5 & 7; Lectures: Establishing a literacy environment; Classroom management; Rules and procedures.	Assignments: Establishing a literacy environment; Bulletin board; Explain your classroom rules and practice procedures; Behavioral incentive plan; Classroom Management Plan; Administer Incentive Plan Survey; Get to Know Activity
		ELED 4050 Delpit (1988). The Silenced Dialogue: Power and Pedagogy in Teaching Other People's Children. Freire (1999). On Banking Education	
		ELED 4060 Course Lectures: Math Talk: Reasoning, Justification, and Communication to Deepen Mathematics Understanding; Inquiry Lesson Design.	Assignments: Reading Reflection #1 on Chapin Ch. 2 The Tools of Classroom Talk; Video Discussion #1 (part of Week 3 Online Module); Week 7 Online Module assignments (using “Discuss” to encourage Math Talk and collaboration)
4. CONTENT KNOWLEDGE The teacher understands the central concepts, tools of inquiry, and structures of the discipline	Communicates accurate information and concepts. Adapts instruction to address students’ common misconceptions about subject matter. Designs instruction based on approved	ELED 1010 <i>On Being a Teacher</i> ch 4	observation assignment
		ELED 3000 Readings: Re-thinking Columbus, Religion in Public Schools, Deculturalization and the Struggle for Equality	Influential Educator paper
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> , ch 4-10	Lesson plans for PA, Phonics, Fluency, Vocabulary, & Comprehension Instruction; Final Exam
		ELED 4030 Lectures: Three main text types in the Common Core; Conventions of Writing; English orthography,	

	content standards and research. Provides multiple representations and explanations of concepts. Selects instructional resources that contain accurate content.	Genre Knowledge, Writing Process, Duke's <i>Reading and Writing Genre with Purpose in K-8 Classrooms</i> ch 1-6, Routman ch 6	
		ELED 4040 <i>Teaching Reading Sourcebook</i> ch 1-15; Lectures: Components of Reading Instruction; The Big Picture & Structure of English; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Reading Fluency.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions
		ELED 4050 Nagel (2008). <i>Geography: The Essential Skill of the 21st Century</i> ; Schmidt (2011) <i>Who Lives on the Other Side of That Boundary: A Model of Geographic Thinking</i> ; Stoddard and Marcus (2006) <i>The Burden of Historical Representation: Race, Freedom, and "Educational" Hollywood Film</i> ; Golde (2006) <i>Pocahontas: Comparing the Disney Image with Historical Evidence</i> ; Westheimer & Kahne(2004) <i>Educating the "Good" Citizen: Political Choices and Pedagogical Goals</i> ; Evans (2008) <i>Citizenship Education, Pedagogy, and School Contexts</i> .	Social Studies and the Young Learner Project
		ELED 4060 Course Lectures: Number Sense, Place Value, & Fact Fluency; Number Sense and Problem Solving; The Operations; Problem Solving and Algebra; Fractions, Data Analysis, Geometry, Measurement.	Assignments: Online Module assignments; One portion of the Homework Sets every other week; Part of the Midterm and Final Exams
5. ASSESSMENT The teacher uses multiple measures of assessment, monitors learner progress, and guide instruction	Uses pre-assessments, and formative and summative assessments, in a variety of formats that match learning objectives.	ELED 1010 <i>On Being a Teacher</i> ch 5	observation assignment
		ELED 3005 ch 3 of <i>Solving Thorny Behavior Problems</i> , Lecture on student-to-student conflict resolution	observations, online discussion
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> , ch 2; lecture on	quiz, final exam

<p>Teaches students to identify the elements of quality work. Uses data to assess student learning to plan for differentiated instruction. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways.</p>	<p>MTSS & how it is used in schools and classrooms</p>	
	<p>ELED 4005 Lecture: Reducing Behavior Problems, Problem Solving Conferences, Individual Written Agreements IES Reducing Behavior Problems pdf Crow Ch 2 & 6</p>	<p>Teacher Interviews Discussion Posts 5-7 Comprehensive Classroom Management Plan Exams</p>
	<p>SPED 4000 Presentations and activities on how to assess learning for individuals with exceptionalities with MTSS, RTI, and assessments used to determine eligibility of services. Activities to provide feedback to stakeholders in the IEP process.</p>	<p>In-class application activities MTSS, IEP and eligibility of services communication IRIS module on “Response to Instruction” assignment</p>
	<p>ELED 4030 Routman 9 and 10; Lecture: Writing Conferences and Writing Assessment; In class practices of assessment with student writing samples, Video: Conversations with student writers;</p>	<p>Lesson plans: Assessment of student writing and analysis of students’ written products.</p>
	<p>ELED 4040 <i>Teaching Reading Sourcebook</i> ch 1-15; Lectures: Reading assessment; Analyzing data to develop intervention plan.</p>	<p>Assignments: Administer measures; Design instructional plan; Pretest report; Posttest report</p>
	<p>ELED 4050 Social Studies and the young Learner Publication</p>	<p>Social Studies and the Young Learner project</p>
	<p>ELED 4060 Course Lecture(s): Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (RtI and Tiered Support); Instructional Goals and Adapting Textbook Lessons</p>	<p>Assignment(s): Reading Reflection #2 on formative assessment; Reading Reflection #5 on Ch. 5 Creating Assessments for Learning; Diagnostic Interview Project</p>
	<p>ELED 4150 <i>Assessment of Student Achievement</i> Chapters 2, 5-9, 11-12.</p>	<p>Public School Data Gateway; Cumulative File Pre-assessment. Practice Scenarios on: Criterion-Referenced</p>

			<p>Tests; Statewide Testing; School Accountability; Student Scores; Norm-Referenced Tests; Percentiles. Extensions on all of the above plus: SAGE Portal, Score Interpretation for ELL students, Stanines, Student Growth Percentiles, Cumulative File Post Assessment, Grade Book Pre-assessment, Practice Scenarios on: Benchmark Testing, Parent-Teacher Conferences, Record-Keeping/Gradebooks, Multiple Choice Item Construction, Formative Assessment Strategies. Extensions on all the above plus: Report Cards, Electronic Gradebooks, True/False Item Writing, Matching Item Writing, Essay Item Writing, Performance Item Writing, Test Validity, Test Reliability, Grade Book Post Assessment observation assignment</p>
<p>6. INSTRUCTIONAL PLANNING The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon content areas, Utah Core Standards, and instructional best practices</p>	<p>Plans instruction based on state core. Aligns instruction and assessment with learning goals. Designs instruction at an appropriate level of cognitive complexity for the learning goal.</p>	<p>ELED 1010 <i>On Being a Teacher</i> ch 6</p>	
		<p>ELED 3100 <i>Creating Literacy Instruction for All Students</i> ch 4-10; lectures on What is Literacy?; The Evidence Base of Reading Instruction; National Reading Reports; Common Core State Standards; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Vocabulary; Comprehension; Close Reading</p>	<p>Lesson plans; quizzes; final exam</p>
		<p>ELED 4000 Develop a logical framework of long-term and short-term goals for students.</p>	<p>Integrated Science Lesson plans Mini-lesson plans Science Unit</p>
		<p>SPED 4000 Presentations and activities on developing IEP goals and objectives. Presentation and activity transition planning and services.</p>	<p>IRIS module on “Accommodations: Instructional and Testing Supports for Students with Disabilities” assignment</p>

			Application activities on IEPs and transition planning.
		ELED 4030 Routman ch 8	Lesson plans, alignment of standards, objectives, procedures, and assessment
		ELED 4040 Archer & Hughes ch 2. Lectures: Effective instructional cycle; Explicit instruction; Structure of English; Early literacy skills; Developing word consciousness; Alphabetic Principle; Phonics; Word Reading; Reading Fluency.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions
		ELED 4050 Social Studies and the young Learner Publication	Social Studies and the Young Learner project
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (Rtl and Tiered Support); Instructional Goals and Adapting Textbook Lessons.	Assignment(s): Reading Reflection #2 on formative assessment; Reading Reflection #5 on Ch. 5 Creating Assessments for Learning; Diagnostic Interview Project
		ELED 4150 Assessment of Student Achievement Chapters 2, 5-9, 11-12.	Public School Data Gateway; Cumulative File Pre-assessment. Practice Scenarios on: Criterion-Referenced Tests; Statewide Testing; School Accountability; Student Scores; Norm-Referenced Tests; Percentiles. Extensions on all of the above plus: SAGE Portal, Score Interpretation for ELL students, Stanines, Student Growth Percentiles, Cumulative File Post Assessment, Grade Book Pre-assessment, Practice Scenarios on: Benchmark Testing, Parent-Teacher Conferences, Record-Keeping/Gradebooks, Multiple Choice Item Construction, Formative Assessment Strategies. Extensions on all the above

			plus: Report Cards, Electronic Gradebooks, True/False Item Writing, Matching Item Writing, Essay Item Writing, Performance Item Writing, Test Validity, Test Reliability, Grade Book Post Assessment
<p>7. INSTRUCTIONAL STRATEGIES</p> <p>The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and build skills to apply and extend knowledge in meaningful ways</p>	<p>Uses a variety of instructional strategies that elicit and build upon students' prior knowledge and experiences. Constructs learning experiences that require students to use multiple forms of communication. Systematically includes a variety of perspectives and sources to inform instruction. Uses technologies appropriate for the learning goal.</p>	ELED 1010 <i>On Being a Teacher</i> ch 7	observation assignment
		ELED 3005 Lectures on Communication and Class Meetings	Observation; online discussions
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> ch 4-10; lectures on What is Literacy?; Designing lessons; Early Literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Vocabulary; Comprehension; Close Reading	Lesson plans; quizzes; final exam
		ELED 4000 Understand the importance of modeling the skills of scientific inquiry as well as the curiosity, openness to new ideas and skepticism that characterize science.	Integrated Science Lesson plan
		SPED 4000 Presentations and activities on accommodations for individuals with exceptionalities including assistive technologies and strategies to prevent disruptive and non-compliant behavior.	Sensory impairment assignments. Disability specific accommodation assignments. IRIS module on "Addressing Disruptive and Noncompliant Behaviors" assignment IRIS module on "Classroom Management" assignment
		ELED 4005 Lecture: Effective Strategies for Prevention	Teacher Interviews Discussion Post 8
		ELED 4030 Routman, ch 7; Lectures: Mentor Texts; Scaffolding writing instruction; Narrative Writing; Informational Writing; Procedural Writing; Revision	Lesson plans: use of teacher modeling, shared writing, and independent writing with feedback Digital storytelling

		ELED 4040 Lectures: Effective instructional cycle; Explicit instruction; Structure of English; Early literacy skills; Alphabetic Principle; Phonics; Word Reading; Fluency; Comprehension.	Assignments: Create lesson plans; Lesson plan reflections; Tutoring sessions; Peer observation
		ELED 4050 Parker (2003) Learning to Lead Discussions	Pinterest project
		ELED 4060 Course Lectures: Inquiry Lesson Design; Math Talk; Number Sense and Problem Solving; Non-traditional Strategies and Algorithms; Technology Integration; Instructional Goals and Adapting Textbook Lessons.	Assignments: Week 7 Online Module assignments (implementing a lesson); Week 9 Online Module assignments (using technological tools to teach mathematics); Homework Set #6; Week 11 Online Module assignments (opening curriculum spaces); Mathematics Teaching and Learning Project
8. REFLECTION AND CONTINUOUS GROWTH The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner	Participates in professional development. Recognizes and reflects upon own biases in order to become a more effective teacher of all students. Reflects on instructional effectiveness to improve subsequent teaching practice. Accepts and uses feedback from multiple sources.	ELED 1010 <i>On Being a Teacher</i> ch 8	observation assignment
		ELED 3000 Readings: Doing Multicultural Education for Achievement and Equity	feedback from mentor teacher, 25 things I learned paper
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	Observation; personal management stance paper
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> ch 1, 2	reflections on lesson plans; quizzes, final exam
		ELED 4000 Work collaboratively with peers to experience and reflect on the teaching/learning process.	Science Notebooks. Outdoor Education Reflection.
		ELED 4005 Lecture: Effective Strategies for Prevention, Equity in Discipline Practices; Allen pdf; The Color of Discipline pdf	Teacher Interviews Comprehensive Classroom Management Plan
		ELED 4030	Lesson plans: Reflection on completed lessons; Quiz: Reflecting on your own biases

		ELED 4040	Professional learning plan goal, parts 1-3; Final paper; Lesson plan reflection
		ELED 4050	"Social Studies and Me" reflective writing
		ELED 4060 Course Lecture: Continuous Learning as a Mathematics Educator.	Assignment(s): Homework Sets #1-#5; Reading Reflections #1-#5; Midterm and Final Exams; Diagnostic Interview Project; Mathematics Teaching and Learning Project (reflection and formal report)
9. LEADERSHIP AND COLLABORATION The teacher is a leader who engages collaboratively with learners, families, colleagues, and the community	Participates as a team member in decision-making processes. Collaborates with school professionals to meet the needs of learners.	ELED 1010 <i>On Being a Teacher</i> ch 9	observation assignment
		ELED 3005 lecture: Toward a Culturally Responsive Classroom	observations, personal management stance paper
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> ch 2, 13	small group discussion leader, final exam
		SPED 4000 Presentations on roles in participating in Section 504, IEP, and school-based team meetings to meet the needs of individuals with exceptionalities in the school.	IRIS module on "Collaboration with Families" assignment. IRIS module on "Cultural and Linguistic Differences: What Teachers Should Know" or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment Disability case study
		ELED 4000 Work collaboratively with cooperating teacher during practicum to plan and implement science unit.	Science Unit. Final Evaluation of Practicum.
		ELED 4005 Lecture: Problem Solving Conferences, Individual Written Agreements; Crowe Ch 2 & 6	Comprehensive Classroom Management Plan
		ELED 4030 Develop preliminary lesson plans with partner in same grade level using Google docs; collaborate with mentor teacher on content of lesson plans	

		ELED 4040 Lecture: Entering the teaching profession; Professional learning plan.	Assignments: Professional learning plan goal, parts 1-3; Final paper; Graded professional participation
		ELED 4050 Practicum teaching experience	
		ELED 4060 Course Lecture(s): Assessment: Informing Instructional Decisions (Diagnostic Interviews); Assessment: Informing Instructional Decisions (Rtl and MTSS); Data Analysis.	Assignment(s): Diagnostic Interview Project; Mathematics Teaching and Learning Project lessons (feedback from mentor); Reading Reflection #5
10. PROFESSIONAL AND ETHICAL BEHAVIOR The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515	Adheres to and upholds laws, rules, policies, and directives. Maintains professional behavior and appearance.	ELED 1010 <i>On Being a Teacher</i> ch 10	observation assignment
		ELED 3005	participation, observation assignments, graded attendance
		ELED 3000 Reading: We Don't Have to Be Saints	attendance & participation
		ELED 3100 <i>Creating Literacy Instruction for All Students</i> ch 13	grade for attendance, participation, and demonstrated professionalism
		SPED 4000 Presentations, case study and activities on legal responsibilities for Section 504 and IDEA	Disability Case Study Section 504 Accommodation Plan activity
		ELED 4000 Certain professional behaviors will be expected, among these are: punctuality, preparedness, cooperation in group settings, participation in group discussions, etc.	Attendance will be kept. Professionalism score will be given based attendance and participation in class.
		ELED 4005 Attendance/participation	Teacher Interviews Graded attendance
		ELED 4030	Graded attendance
		ELED 4050 Heafner and Fitchett; "Dooms Day" simulation	
		ELED 4060 Course Lectures: Assessment: Informing Instructional Decisions (Rtl and MTSS); Continuous	Assignments: Practicum Experience; Mathematics Teaching and Learning Project formal report

		Learning as a Mathematics Educator.	
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Curriculum Mapping Secondary Teacher Education Program

UETS	INDICATORS	CLASS MATERIAL	ASSESSMENTS
LEARNER DEVELOPMENT The teacher understands cognitive, linguistic, social, emotional, and physical areas of student development	Creates developmentally appropriate learning experiences while collaborating with families and colleagues to support student growth	SCED 3100/5100 – Readings – Meaningful Learning; Assertive communication; Establishing a favorable climate for cooperation; Marginalized populations; Dealing with non-disruptive off-task behaviors.	Unit Test
		SCED 3210-Lectures, discussions and readings about critical pedagogy and critical race theory.	Critical reflections and online discussions on application of critical pedagogy and its impact upon content area learning.
		SPED 4000 - Presentations and activities on different disability classifications and development of individuals with exceptionalities. Participate in activities including collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	In class application activities; Disability case study; IRIS module on “Collaboration with Families” assignment; Families/Birth-5 assignment.
		ITLS/TEAL 5500 - Students work through video examples of schools using technology to address diverse learner needs. Examples and links are provided for current technology tools and resources.	Students create presentations of learning products that demonstrate how current technology tools and resources could be used for differentiation strategies, and for developmentally appropriate learning experiences.
LEARNING DIFFERENCES The teacher understands individual learner differences and cultural and	Designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs while encouraging	SCED 3100/5100 – Readings - Working with Individual Differences Among Students; Conducting and Monitoring Engaging Learning Activities	Unit Test
		SCED 3210- Lecture: Supporting EL, immigrants/refugee, and LGBTQ students.	Creates a classroom plan for positive learning environment for diverse learners with high learning expectations.

linguistic diversity	learners to persevere and advance.	SCED 4210 - Lecture on differentiation; Participate in class lecture and activities related to adolescent development and learning processes. Students will create lesson plans that contain differentiation strategies.	Paper detailing adolescent learning needs.
		SPED 4000 - Presentations and participate in activities regarding inclusion, collaborating with families and colleagues regarding individual student needs, and characteristics of individuals with exceptionalities.	IRIS module on “Collaboration with Families” assignment; IRIS module on “Cultural and Linguistic Differences: What Teachers Should Know” or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment; Section 504 Assignment; Disability case study; Application activities; Assignments on different disability categories and accommodations that can be made for individuals.
LEARNING ENVIRONMENT The teacher creates a learning environment that supports individual and collaborative learning, active in engagement, and self-motivation	Collaborates with students to establish a positive learning environment while using a variety of strategies to maintain a positive learning environment.	SCED 3100/5100 – Reading – Conducting and monitoring engaging learning activities	Unit Test
		SCED 3210—Receives training in applying the concepts of funds of knowledge, educational laws, safe schools and critical pedagogy.	Critical reflections on application of critical pedagogy and content area learning cycles leading to positive learning environment.
		SCED 3400 - Demonstrations, group work, jigsaws, laboratories, technology integration.	Quizzes, lesson plans, microteaching.
		SCED 4200/5200 - Professional organizations’ websites on high-interest, recommended books for young adolescents in different content areas (e.g. websites hosted by the ALA, NCTE Orbis Pictus, NSTA, NCSS).	Pre-service teachers create an annotated bibliography of diverse (bilingual, different levels of difficulty, multicultural, multiple perspectives, multi-genre) high-interest texts that they can include in their classroom library.
		SPED 4000 Participate in activities regarding inclusion. Presentations and activities on school-wide positive behavior support and how to create positive learning environments that support individuals with exceptionalities.	Disability case study; Application activities Describing accommodations that can be made for individuals with disabilities; IRIS module on “Response to Instruction” assignment; IRIS module on “Addressing Disruptive and

			Noncompliant Behaviors” assignment; IRIS module on “Classroom Management” assignment
<p>CONTENT KNOWLEDGE The teacher understands the central concepts, tools of inquiry, and structures of the discipline</p>	<p>Communicates accurate information and concepts. Adapts instruction to address students’ common misconceptions about subject matter. Designs instruction based on approved content standards and research. Provides multiple representations and explanations of concepts. Selects instructional resources that contain accurate content.</p>	<p>SCED 3100/5100 – Reading – Conducting and monitoring engaging learning activities</p>	Unit Test
		<p>SCED 3400 - Scientific misconceptions; Nature of science; Use of scientific models.</p>	Midterm and final exam.
		<p>SCED 4200/5200 - Harmon, J. M., Wood, J. D., & Hedrick, W. B. (2008). Vocabulary instruction in middle and secondary content classrooms: Understandings and direction from research. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about vocabulary instruction (pp. 150-181). Newark, DE: International Reading Association. OR Self-selected readings from discipline-specific, peer-reviewed practitioner journals on vocabulary instruction.</p>	Pre-service teachers identify core vocabulary words related to a particular disciplinary concept and identify multiple activities and representations they would use to provide vocabulary instruction on the core words
		<p>SCED 4210 - Receive practice in identifying essential, important, and nice to know curriculum points. Students will identify the essential & important curriculum standards, the objectives, and tasks, assignments, and measures that will demonstrate student growth.</p>	Students reflect and write about this process and be given the option to create a Curriculum Map based on adolescent needs.
<p>ASSESSMENT The teacher uses multiple measures of assessment, monitors learner</p>	<p>Uses pre-assessments, and formative and summative assessments, in a variety of</p>	<p>SCED 3100/5100 – Readings – Teaching Cycles Model; Engaging Learning activities</p>	Unit Test
		<p>SCED 3400 - Backward design lesson planning; Assessments within science;</p>	Project based learning evaluation; Microteaching; Lesson Plans

progress, and guide instruction	formats that match learning objectives. Teaches students to identify the elements of quality work. Uses data to assess student learning to plan for differentiated instruction. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways.	SCED 4200/5200 - Buehl, D. (2014). Classroom strategies for interactive learning. Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high school. Rubrics for assessing writing and reading processes (e.g., Curriculum-Embedded Reading Assessment Rubric; Utah Writing Rubrics)	Pre-service teachers evaluate student reading processes (as determined by their written annotations) and student writing samples using discipline-appropriate rubrics. OR Using Buehl’s three stages (Frontloading, etc.) of sharing cognitive strategies in a content-area literacy lesson, pre-service teachers deliver formative assessments, at least one of which requires an appropriate rubric to assess a writing product.
		SCED 4210 - Receive training in the use of assessment tools through class lecture, activities, and readings: Chapters 5,6,7,8 of Banks, Steven R., (2012). Classroom Assessment: Issues and Practices. Chapters 2, 6, 7, 8, 11 of Popham (2014). Classroom Assessment. Receive training from USBE Assessment school specialist.	Students write sample “test questions” based on text readings; Students create formative and summative assessments for each of their lessons in the Backward Design Curriculum Project; Students create a professional portfolio that includes samples of self-created assessments.
		SPED 4000 - Presentations and activities on how to assess learning for individuals with exceptionalities with MTSS, RTI, and assessments used to determine eligibility of services. Activities to provide feedback to stakeholders in the IEP process.	In-class application activities MTSS, IEP and eligibility of services communication; IRIS module on “Response to Instruction” assignment
INSTRUCTIONAL PLANNING The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon content areas, Utah Core Standards, and instructional best practices	Plans instruction based on state core. Aligns instruction and assessment with learning goals. Designs instruction at an appropriate level of cognitive complexity for the learning goal.	SCED 3400 - Backward design lesson planning;	Lesson plans; Microteaching
		SCED 3210-Lecture and readings on various educational philosophies and teaching styles.	Creates instructional and educational philosophy within content area(s) leading to greater inclusiveness within instruction. Collaborates with a partner to create a global curriculum unit with Utah Core and content area(s).
		SCED 4200 - Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high	In accordance with empirical literature, pre-service teachers create lesson plans that detail how they would provide

		<p>schools—A report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.</p> <p>OR Teaching Secondary Students to Write Effectively OR Buehl, D. (2014). Classroom strategies for interactive learning. Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high school.</p>	<p>comprehension Instruction and writing instruction in ways that support students’ engagement with state standards related to their disciplines. OR Using Buehl’s three stages (Frontloading, etc.) of sharing cognitive strategies in a content-area literacy lesson, pre-service teachers use literacy anchor standards to demonstrate an intentional stacking of cognitive skills (e.g. moving from Knowledge/ Comprehension through Application/Analysis to Synthesis/Evaluation in Bloom’s classic cognitive taxonomy</p>
		<p>SCED 4210 - Students receive course presentations and complete readings related to instructional planning. Reading: Backward Design and Integrating Differentiated Instruction and Understanding by Design.</p>	<p>Students create Backward Design Lesson Plans, Curriculum, and Assessments related to their lesson planning unit; Students also create a professional portfolio that contains examples of their instructional planning; Students write a paper describing their future grading processes; Students may choose to develop a curriculum map for final project.</p>
		<p>SPED 4000 - Presentations and activities on developing IEP goals and objectives. Presentation and activity on transition planning and services.</p>	<p>IRIS module on “Accommodations: Instructional and Testing Supports for Students with Disabilities” assignment. Application activities on IEPs and transition planning.</p>
		<p>ITLS/TEAL 5500: Students work through video examples of schools using technology to meet rigorous learning goals in various content areas.</p> <p>Students explore Utah Core Standards they would be required to teach, create and share ideas in Canvas discussions as to the technology tools and resources they would use to integrate for those standards.</p>	<p>Students research and explore tools that are relevant to Utah Core Standard(s) they are required to teach. They then create presentation of learning products that demonstrate how current technology tools and resources could be used for developing and assisting students to successfully achieve the standard(s).</p>
INSTRUCTIONAL STRATEGIES	Uses a variety of instructional	SCED 3100/5200 – readings – Engaging learning activities	Unit Test- essay responses; analyzing scenarios etc.

<p>The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and build skills to apply and extend knowledge in meaningful ways</p>	<p>strategies that elicit and build upon students' prior knowledge and experiences. Constructs learning experiences that require students to use multiple forms of communication. Systematically includes a variety of perspectives and sources to inform instruction. Uses technologies appropriate for the learning goal.</p>	<p>SCED 3400 - Demonstrations, group work, jigsaws, laboratories, technology integration.</p>	<p>Quizzes, lesson plans, microteaching.</p>
		<p>SCED 4200/5200 - Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. <i>Journal of Adolescent & Adult Literacy</i>, 49, 490-498. OR Ostenson, J. (2009). Skeptics on the Internet: Teaching students to read critically. <i>The English Journal</i>, 98, 54-59. OR Self-selected readings from peer-reviewed, discipline-specific practitioner journals on the critical use and evaluation of information in the content areas.</p>	<p>In accordance with empirical literature, pre-service teachers create lesson plans that detail how they would provide critical literacy or digital literacy instruction in ways that enable students to answer questions or solve real-world problems. AND/OR Self-selected or disciplinary-team projects that require students to identify multiple instructional strategies for secondary students, which might include: • designing an exemplar lesson or unit plan that synthesizes and integrates multiple aspects of literacy instruction (e.g., reading, writing, vocabulary); OR • providing one-on-one tutoring to a student; OR • interviewing an exemplary content area teacher on how s/he integrates literacy into her or his instruction and reflecting on the interview.</p>
		<p>SCED 4210 - Receive training through course lecture and group activities that related to understanding and development of appropriate learning strategies that support future students in meeting rigorous learning goals.</p>	<p>Students collect a list of 20 teaching strategies, and demonstrate useful teaching strategies during lesson presentations. Students demonstrate instructional strategies during individual teaching demonstrations in class.</p>
		<p>SPED 4000 - Presentations and activities on accommodations for individuals with exceptionalities including assistive technologies and strategies to prevent disruptive and non-compliant behavior.</p>	<p>Sensory impairment assignments. Disability specific accommodation assignments. IRIS module on "Addressing Disruptive and Noncompliant Behaviors" assignment. IRIS module on "Classroom management" assignment</p>
		<p>ITLS/TEAL 5500 - Students work through video examples of schools using variety of</p>	<p>Students create presentation of learning products that demonstrate how current</p>

		instructional strategies, constructing learning experiences that require students to use multiple forms of communication, include a variety of sources that would provide varying perspectives and sources, and use technologies appropriate for the learning goals. Students are provided examples of current technologies that can accomplish these indicators. They research technology-based tools and resources that would be relevant to their subject emphasis.	technology tools and resources could be used for developing and assisting students to successfully achieve the indicators.
<p>REFLECTION AND CONTINUOUS GROWTH The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner</p>	<p>Participates in professional development. Recognizes and reflects upon own biases in order to become a more effective teacher of all students. Reflects on instructional effectiveness to improve subsequent teaching practice. Accepts and uses feedback from multiple sources.</p>	<p>SCED 3100 – readings - Approaching Off-task Behaviors Systematically (ch.8); Continuing to Build Your Classroom Management Talents (ch.12); Clinical Observation Paper</p>	Clinical Observation paper
		<p>SCED 4210 - Students receive training through class lecture and activities in ongoing evaluation and adaptation of practice to meet needs of each learner.</p>	<p>Students write reflections in their Teacher Work Sample in which they analyze student learning and their own teaching effectiveness. Students write a reflection that describes their personal learning and growth after group and individual teaching demonstrations they complete in class.</p>
		<p>SCED 4200/5200 - Presentation from USU librarian on locating peer-reviewed, practitioner-oriented or research-oriented journals and publications from professional organizations.</p>	<p>Locate articles on literacy instruction from a discipline-specific journal (e.g., Music Educators Journal) and submit article analyses. OR • Use articles from discipline-specific or literacy-themed journals to develop an extended “philosophy of literacy” essay. OR Preservice teachers will identify and explain essential instructional features to enhance students’ language, literacy, and learning in their content area</p>

LEADERSHIP AND COLLABORATION The teacher is a leader who engages collaboratively with learners, families, colleagues, and the community	Participates as a team member in decision-making processes. Collaborates with school professionals to meet the needs of learners.	SCED 3100 - Working with Individual Differences among Students (ch.6)	
		SCED 3210-Lesson planning integrating families, community resources, critical pedagogy, and global curriculum.	Develops preliminary unit on integrating critical pedagogy and using a global concern in their content areas with a partner.
		SCED 4210 - Students collaborate with their peers in shared projects; Class lecture and training on collaborative processes will be given periodically throughout the semester.	Students create a group presentation as part of the course; Students participate in collaborative activities frequently during the semester. Develop preliminary lesson plans with partner in same content area. Students will learn about and reflect upon Professional Learning Communities.
		SPED 4000 - Presentations on roles and participating in Section 504, IEP, and school-based team meetings to meet the needs of individuals with exceptionalities in the school.	IRIS module on Collaboration with Families” assignment; IRIS module on “Cultural and Linguistic Differences: What Teachers Should Know” or IRIS - Classroom Diversity: An Introduction to Student Differences assignment. Person/first language assignment; Disability case study
PROFESSIONAL AND ETHICAL BEHAVIOR The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515	Adheres to and upholds laws, rules, policies, and directives. Maintains professional behavior and appearance.	SCED 3100/5100 – readings- Standards for Conduct, Routine Procedures, and Safe-School Policies (ch.5)	
		SPED 4000 -Presentations, case study and activities on legal responsibilities for Section 504 and IDEA	Disability Case Study Section 504 Accommodation Plan activity

Curriculum Mapping Special Education Teacher Preparation Program

Course Prefix	Course Name	Addressed CEC Standard	Addressed UETS Standard
SPED 5010	Applied Behavior Analysis 1	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 5, 6, 7, 8, 9, 10

SPED 5040	Foundations of Effective Assessment and Instructional Practices	1, 2, 3, 4, 5, 6, 7	2, 3, 4, 5, 6, 7, 8, 9, 10
SPED 5050	Applied Behavior Analysis 2	1, 2, 3, 6, 7	
SPED 5060	Consulting with Parents and Teachers	1, 2, 3, 4, 5, 6, 7	1,2,3,5,7,8,9,10
SPED 5070	Policies and Procedures in SPED	All	All
SPED 5200	Student Teaching in Special Education	All	All
SPED 5210	Student Teaching in Special Education: Dual Majors	All	All
SPED 5310	Teaching Reading and Language Arts to Students with Mild/Moderate Disabilities	2, 3, 4, 5, 6, 7	2,3,4,5,6,7,8,9,10
SPED 5320	Teaching Content Areas and Transition to Students with Mild/Moderate Disabilities	All	1,3,4,5,6,7,8,9
SPED 5330	Eligibility Assessment for Students with Mild/Moderate Disabilities	1, 4, 6	1,5
SPED 5340	Teaching Math to Students with Mild/Moderate Disabilities	1, 2, 3, 4, 5, 6, 7	2,3,4,5,6
SPED 5410	Practicum: Direct Instruction Reading and Language Arts for Students with Mild/Moderate Disabilities	2, 4, 5	3,4,5,6,7
SPED 5420	Practicum: Teaching Mathematics to Students with Mild/Moderate Disabilities	All	2,3,4,5,6,7,8,9,10
SPED 5510	Curriculum for Students with Severe Disabilities	2, 3, 4, 5	2,3,4,5,6,7
SPED 5520	Curriculum for Secondary-Level Students with Severe Disabilities	1, 2, 3, 4, 5, 6, 7	All
SPED 5530	Technology for Teaching Exceptional Learners	All	2,3,4,5,6,7,8,9
SPED 5540	Assessment of Persons with Severe Disabilities	1, 4, 6	1,5,8,10
SPED 5600	Practicum: Instruction in Academic Skills	All	3,4,5,6,7,8,9,10
SPED 5610	Practicum: Instruction in Daily Living Skills	All	3,4,5,6,7,8,9,10
SPED 5710	Young Children with Disabilities: Characteristics and Services	All	1,2,9,10
SPED 5730	Intervention Strategies for Young Children with Disabilities	1, 2, 3, 4, 5, 7	1,3,5,6,7
SPED 5810	Seminar and Field Experiences with Infants and Families	1, 2, 3, 4, 5, 7	1,3,4,6,9

SPED 5820	Preschool Practicum with Young Children with Disabilities in Community Environments	All	5,6,7,9
SPED 5840	Practicum: Working with Young Children with Autism	1, 3, 4	1,3,6,9
SPED 5880	Assessment for Early Childhood Special Education	4	5,8,9

Appendix I: GPA and ACT scores

GPA and ACT scores of students admitted 2016-2017

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	20	16	4	26	3.37	3.36
Art Education	6	4	2	25.69	3.67	3.68
Biological Science	6	6	0	23	3.40	3.65
Business Education	3	3	0	26	3.47	3.53
Chemistry	1	1	0	24	3.46	3.51
Composite, EI Ed & Deaf Ed	3	3	0	21	3.41	3.27
Composite, EI Ed & Spec Ed	11	10	1	32	3.58	3.58
Composite, Spec Educ & EC	3	3	0	24.25	3.35	3.34
Early Childhood Education	21	6	15	26	3.43	3.43
Earth Science	3	3	0	23.75	3.59	3.62
Elem Education (1-8)	124	112	12	24.25	3.46	3.61
Elem Education (K-6)	31	27	4	22.25	3.54	3.53
English	16	12	4	27.75	3.41	3.41
FCSE	20	20	0	28.75	3.53	3.69
Geography	1	1	0	22.75	3.03	3.03
Health Education	1	1	0	22.25	3.08	3.08
History	10	7	3	26.75	3.58	3.50
Math	13	13	0	27.75	3.56	3.55
Math/Stat	10	10	0	27.50	3.61	3.71
Music	11	10	1	30	3.30	3.66
Physical Education	9	8	1	24	3.39	3.39
Physical Science	1	1	0	33.75	3.94	3.94
Social Studies	12	10	2	30.75	3.39	3.36
Spanish	3	1	2	25.25	3.61	3.66
Special Education	49	42	7	24.76		3.58
Tech Eng Ed (TEE)	2	2	0	32	3.46	3.41
Theatre Arts	4	4	0	24	3.69	3.56
TOTAL	394	336	58	26.37	3.11	3.16

GPA and ACT scores of students admitted 2015-2016

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	11	11	0	24.25	3.31	3.31
Art Education	4	4	0	27.75	3.52	3.63
Biological Science	5	4	1	24.25	3.34	3.40
Chemistry	1	1	0	25.75	3.37	3.37
Composite, EI Ed & Deaf Ed	6	6	0	32.75	3.67	3.70
Composite, EI Ed & Spec Ed	25	25	0	26.25	3.49	3.62
Composite, Spec Educ & EC	1	1	0	22.00	3.13	3.13
Early Childhood Education	36	19	17	22.00	3.46	3.45
Earth Science	3	2	1	24.75	3.10	3.18
Elem Education (1-8)	121	109	12	21.75	3.39	3.56
Elem Education (K-6)	15	14	1	22.50	3.22	3.51
English	32	29	3	25.25	3.50	3.50
FCSE	12	12	0	27.75	3.62	3.53
German	1	1	0	25.75	3.67	3.09
Health Education	4	4	0	28.00	3.19	3.35
History	9	9	0	25.75	3.41	3.42
Math	5	5	0	24.00	3.23	3.40
Math/Stat	5	5	0	32.25	3.79	3.81
Music	4	4	0	21.75	3.62	3.52
Physical Education	4	3	1	20.75	3.40	3.45
Physical Science	3	3	0	33.50	3.65	3.68
Physics	3	3	0	29.00	3.84	3.84
Social Studies	10	10	0	28.50	3.49	3.50
Spanish	5	5	0	21.00	3.47	3.46
Special Education	31	28	3	28.00		3.50
Tech Engineering Ed (TEE)	6	4	2	23.75	3.28	3.20
Theatre Arts	4	4	0	21.25	3.53	3.56
TOTAL	366	325	41	25.56	3.43	3.47

GPA and ACT scores of students admitted 2014-2015

Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Agricultural Education	3	3	0	26.5	3.24	3.40
Art Education	1	1	0	30	3.52	3.52
Biological Science	8	8	0	20.5	3.47	3.51
Business Education	1	1	0	23	3.32	3.32
Chemistry	2	1	1	29.5	3.51	3.60
Composite, EI Ed & Deaf Ed	8	7	1	22.75	3.62	3.63
Composite, EI Ed & Spec Ed	19	18	1	24	3.68	3.66
Composite, Spec Educ & EC	4	2	2	29.75	3.50	3.51
Early Childhood Education	23	10	13	25.75	3.70	3.69
Earth Science	3	3	0	28	3.42	3.48
Elem Education (1-8)	108	101	7	21	3.58	3.52
Elem Education (K-6)	27	26	1	22	3.64	3.62
English	12	12	0	23	3.56	3.58
FCSE	7	7	0	21.25	3.50	3.50
Health Education	5	4	1	21	3.70	3.68
History	6	4	2	27.75	3.40	3.40
Math	6	6	0	21	3.53	3.37
Math/Stat	15	14	1	28	3.71	3.71
Music	15	14	1	25.5	3.65	3.65
Physical Education	3	3	0	23	3.36	3.44
Physical Science	3	3	0	27.5	3.45	3.56
Physics	1	1	0	23	3.13	3.13
Social Studies	7	7	0	25	3.42	3.41
Spanish	4	4	0	33.25	3.26	3.35
Special Education	39	35	4	23.5	3.49	3.52
Tech Engineering Ed (TEE)	1	1	0	21.5	3.82	3.63
TOTAL	331	296	35	24.88	3.51	3.52

ITEM FOR ACTION

Utah State University's Emma Eccles Jones College of Education and Human Services and The School of Teacher Education and Leadership (TEAL) submits the attached accreditation program review of the Instructional Leadership Program for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University School of Teacher Education and Leadership's Instructional Leadership Program emphasizes alignment with the Utah Education Leadership Standards (UEL). The TEAL department also contributes to the mission of USU by providing increased access to quality instruction for education administrative licensure throughout Utah by the use of distance education technologies. The Instructional Leadership Program has two strands: 1) The Administrative/Supervisory Concentration program and 2) The Masters in Education Instructional Leadership program. There are five full-time core faculty with a small group of adjunct faculty members who have credentials specific to the courses they teach. The department advances USU's land-grant mission by inspiring and preparing reflective and effective educators, scholars, and leaders through student-focused learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this accreditation program review of the Utah State University School of Teacher Education and Leadership's Instructional Leadership Program.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of The School of Teacher Education and Leadership 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 accreditation program review for The School of Teacher Education and Leadership's Instructional Leadership Program, and that this accreditation 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: Instructional Leadership Program

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

Department(s) or Area(s) Location: The School of Teacher Education and Leadership

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 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.

Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher



Association for **Advancing**
Quality in Educator Preparation

May 24, 2019

Dr. Sylvia Read
Associate Dean for Educator Preparation
Utah State University
2805 Old Main Hill
Logan, UT 84322

Dear Sylvia:

This letter serves as formal notification of action taken regarding the Utah State University Instructional Leadership Program by the Accreditation Commission of the Association for Advancing Quality in Educator Preparation at its meeting of May 2, 2019.

Action: Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission awards **accreditation for a term of 7 years** to the Instructional Leadership Program provided by Utah State University.

This action is effective immediately and remains **in effect through June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

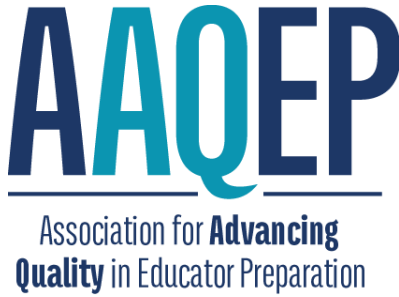
Congratulations!

A handwritten signature in black ink, reading "Mark LaCelle-Peterson".

Mark LaCelle-Peterson, Ed.D.
President and CEO

Advancing quality in educator preparation

P.O. Box 7511
Fairfax Station, VA 22039-9998



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Utah State University Instructional Leadership Program

Logan, Utah

May 2019

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the Accreditation Commission makes the following determination regarding the Utah State University Instructional Leadership Program:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and conditions specified below.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

RATIONALE

The program presented compelling evidence that it meets all AAQEP standards. The evidence showed that program completers are prepared to work effectively as professional educators and that they are able to adapt to different contexts and to grow professionally. Program capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates was evident and sufficient to meet AAQEP standards. The program engages with stakeholders and partners to strengthen the P-20 education system locally and across the State of Utah.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Standard	Concern or condition	Remedy and timeline
n/a	n/a	n/a

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.



AAQEP Accreditation Self-Study

UTAH STATE UNIVERSITY
MED IN INSTRUCTIONAL LEADERSHIP AND
ADMINISTRATIVE SUPERVISORY CONCENTRATION
PROGRAMS

Prepared by Courtney Stewart, Assistant Professor, Instructional Leadership
Alyson Lavigne, Assistant Professor, Instructional Leadership
Greg Lewis, Clinical Assistant Professor, Instructional Leadership
Susan Turner, Clinical Assistant Professor, Instructional Leadership
Amanda Taggart, Assistant Professor, Instructional Leadership
Michael Freeman, Associate Professor, Instructional Leadership (retired)
Krista Terrell, Graduate Program Coordinator (Previous)
Lori Hyde, Graduate Program Coordinator (Current)

FINAL SUBMISSION November 1, 2018

Introduction and Overview

Utah State University is Utah's land-grant and space grant institution. Its Carnegie classification is RU/H, a research university with high research activity.

President Abraham Lincoln signed the Morrill Land-Grant Colleges Act on July 2, 1862, opening the way for the establishment of a new college in each state and territory. The intent of the Morrill Act in creating these new schools was to provide opportunities for higher education and practical learning to the people in each state, especially those in more rural areas. Nearly twenty-six years later, on March 8, 1888, the Utah State Legislature passed the Lund Bill, and the Agricultural College of Utah (UAC) was created. In the spirit of the Land Grant Act, the Lund Bill stated: "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanic arts, and such other scientific and classified studies as shall promote the liberal and practical education of the industrial classes in the several pursuits of the professions of life." Conspicuously absent from the legislative language was the authorization of a teacher preparation curriculum, which was to remain part of the mission of the University of Utah in Salt Lake City.

As Utah grew in population and the need for school teachers increased, the Utah State Legislature authorized the Agricultural College of Utah in 1921 to offer rural related teacher education programs under its own name. A new Department of Education was established at the Agricultural College of Utah and became part of the School of General Science. In 1923, the National Summer School was founded at ACU, bringing in Knute Rockne, Frederick Jackson Turner, and other distinguished faculty from Harvard, Stanford, Columbia, and elsewhere. For the next three consecutive summers, farmers, educators, and their families flocked to Logan to learn from the visiting scholars. Many of them lived in a tent city located in the grove of trees east of the quad. The sessions of this educational experiment were remarkably successful. Over thirteen hundred students were enrolled in the first session, coming from twenty-four states and five foreign countries. The 1925 Summer School was even more impressive and brought distinguished scholars like Columbia University's William H. Kilpatrick, John Dewey's associate and interpreter of his philosophy, to instruct the attendees. Finally, on March 8, 1927, Utah's Governor George H. Dern signed Utah's Course of Study Bill (Senate Bill No. 97), which authorized the College to "give courses for the preparation of teachers . . . such as to meet the certification requirements of the State Board of Education." The new School of Education was assigned to the College of Arts and Sciences. The following year, the newly launched School of Education established a teacher training school, which is now known as the Edith Bowen Laboratory School. The new School of Education was made independent of the School of Arts and Sciences in 1932 with the naming of Dr. E.A. Jacobsen as its first full time Dean. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education.

On April 23, 2008, Utah State University announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a \$25 million gift from the Emma Eccles Jones Foundation. The gift made possible the design and construction of a new building, the Emma Eccles Jones Center for Early Childhood Education, and five endowed chairs in early childhood education.

Regional Campuses

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in regional campus offerings. Distance education extends USU's and the Emma Eccles Jones College of

Education and Human Services's reach to provide higher education to students throughout Utah and around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes in selected programs. A complete map of USU's regional campuses can be viewed here: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Profile of the Emma Eccles Jones College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and corporate settings.

The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University with 5,773 students (2017-18). The College is comprised of seven departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Kinesiology and Health Science, Instructional Technology and Learning Sciences, Psychology, the School of Teacher Education and Leadership, and Special Education and Rehabilitation.

The College is also home to the following: the Emma Eccles Jones Center for Early Childhood Education; the Center for Persons with Disabilities; the Sorensen Legacy Foundation Center for Clinical Excellence; the National Center for Hearing Assessment and Management; the Dolores Dore Eccles Center for Early Care and Education; the Edith Bowen Laboratory School; and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

Honors for the Emma Eccles Jones College of Education and Human Services

U.S. News and World Report magazine has ranked the graduate programs in the university's Emma Eccles Jones College of Education and Human Services among the top tier of colleges of education in the nation—the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. In 2017, the magazine ranked the college 26th in the nation overall against all graduate colleges of education, and the college ranked 6th in the nation in total research dollars. The College's dean, Beth Foley, has said: "The amount and scope of the research we do only aids in our ongoing commitment to be pioneers in education. Potential educators and students looking to learn from and work with some of the nation's best now know the Emma Eccles Jones College is a leader when it comes to producing quality teachers and offering innovative research opportunities." The *U.S. News and World Report* bases its rankings on a weighted average of 11 quality measures, including peer assessments, faculty resources, faculty awards and GRE scores for doctoral students.

Profile of the School of Teacher Education and Leadership (TEAL)

The School of Teacher Education and Leadership (TEAL) offers programs for early childhood education, elementary education, the social studies composite secondary teaching major, and the professional education framework leading to secondary education licensure in other teaching majors. Students access these programs on-campus or through distance delivery via online and interactive video conferencing technology. The department's website is teal.usu.edu.

The mission statement for the School of Teacher Education and Leadership details the program faculty's commitment to research, teaching, leadership, and service:

- As a unit within the land grant institution of Utah State University, we are part of one university, geographically dispersed. We acknowledge and appreciate the complex contexts that shape our work, and we are committed to furthering the cause of equitable educational opportunity for all students. We aim to prepare students for informed and influential participation in local and global communities.
- The mission of the School of Teacher Education and Leadership (TEAL) is to inspire and prepare reflective and effective educators, scholars, and leaders through student-focused learning experiences; diverse knowledge and thought; school, community, and global engagement; and research and innovation that inform practice.

Program Overview

For many years the Emma Eccles Jones College of Education and Human Services has offered a program for the preparation of school leaders. In 1972 the Board of Regents discontinued the PhD Program in Educational Administration, and in 1974 the Department of Educational Administration at Utah State University was dissolved, leaving the University without programs of instruction in the field. In 1979 the Administrative/Supervisory Certificate (ASC) program was approved by the Utah State Office of Education, allowing USU to again offer programs to prepare school leaders. This program was a non-degree, licensure only certification program. Because the Department of Educational Administration had been dissolved, the program was housed in the Deans Office and was directed by the Associate Dean for Extension. In 2004, that title was changed to Associate Dean for Continuing Education, and in 2007 to Associate Dean for Education Outreach. With the creation of the School of Teacher Education and Leadership (TEAL) in 2008, the program found a logical academic home, and became part of TEAL. July 1, 2011 the Associate Dean for Education Outreach (Extension) position was eliminated and the program director, coordinator and staff assistant were moved from the Dean's Office to the School of Teacher Education and Leadership. The program is now part of the School of TEAL, a School within the Emma Eccles Jones College of Education and Human Services.

In Fall Semester 2010 The School of Teacher Education and Leadership at Utah State University was authorized to offer a specialization in instructional leadership within the existing M.Ed. programs in elementary education and secondary education. Effective Fall Semester 2011, the program received approval to become a Master of Education Degree in Instructional Leadership, standing separate from the existing M.Ed. programs in Curriculum and Instruction. The program also continues to offer the ASC (licensure only) option for students who already hold a Master's degree from an accredited university.

Distinguishing Features of the Instructional Leadership Program

1. The program has been known for increasing access to administrative licensure throughout Utah by the use of distance education technologies. Over its history, courses have been delivered using a variety of delivery systems and formats, including both audio and video components, carried over phone lines, satellite, and the Internet. Currently, courses are delivered during Fall and Spring Semesters using the Canvas course management system, and WebEx, an interactive internet-based videoconferencing system, allowing students to participate in course meetings wherever they have access to a high-speed internet connection. The system provides full audio and video interaction and access to instructional materials and presentation software.

2. Summer courses are offered in a Hybrid model over seven weeks, including one week at the USU Brigham City Campus meeting four hours each day. The remaining six weeks provide online interaction and WebEx course meetings. The summer program has remained popular because of the cohort feel that the students gain from meeting in a common location. Because of the intensity of the compressed time frame, students are limited to four courses during the Summer Session.
3. The internship element of the program consists 450 hours of applied internship as outlined in the rules of the Utah State Board of Education (USBE). This link, <http://www.teal.usu.edu/graduate/instructional-leadership/internships> provides the USBE Internship rules and the tools used to document the internship experiences. The internship experience culminates with a 2 credit hour internship seminar (TEAL 6930) during which students meet to share experiences and insights from the internships, and complete reflective assignments to bring the experience to a logical conclusion.
4. Students are able to complete the program at their own pace with limited sequencing of coursework, and flexibility in selecting the location and timing of the internship experience.
5. The core Instructional Leadership faculty group consists of five full-time faculty supplemented with a small group of adjunct faculty with credentials specific to the courses they teach (School Law, School Finance and Resource Management). The core faculty meets together monthly during the academic year and periodically during the summer to consider candidates for admission, address potential program changes, and collaborate on research and program development projects. Minutes and agendas of selected meetings can be viewed at this link: <https://cehs.usu.edu/evidence-room/instructional-leadership>

The program has two strands. 1) The Administrative/Supervisory Concentration program. This is a licensure only program consisting of 30 credits of coursework. It assumes that the student holds a Master's Degree prior to admission (Required for Utah Administrative Licensure), and 2) The MED in Instructional Leadership consisting of 42 credits and including set of courses addressing a curriculum and instruction core. The Planning Guides are provided below:

Utah State University
Instructional Leadership: Administrative License for School Leaders
Program Outline

Course	Course Title	Credit	Grade	Completion Date
TEAL 6080 ¹	Leadership and the School Principal	3		
EDUC 6540	Data-Based Decision Making for School Leaders	3		
TEAL 6945 ¹	Supervision and Administrative Internship	3		
TEAL 6050 ²	Theories of Instructional Supervision	3		
TEAL 6500	School Finance and Resource Management	3		
TEAL 6090	Theories of Organizational Leadership in Education	3		
TEAL 6280	Instructional Practices for Diverse Learners	3		
TEAL 6060 ²	Assessment for Curricular Accountability	3		
TEAL 6740	School Law	3		
TEAL 6940	Supervision and Administrative Internship	1		
TEAL 6930 ³	Supervision and Administrative Internship with Seminar	2		
Total Credit		30		

First Semester Courses	Suggested: Courses taken same semester	Suggested: Courses taken same semester	Suggested: Courses taken same semester	Final Semester Courses
------------------------	--	--	--	------------------------

Notes:

1. TEAL 6080 and 6945 must be taken during the student's first semester.
2. TEAL 6930 and TEAL 6940 must be taken during the student's final semester in the program.
3. Students may take UP TO four courses per semester; 6930, 6940, and 6945 do NOT count as one of the four.

Utah State University
MEd with Emphasis in Instructional Leadership
Program Outline

Leadership Core	Course Title	Credit	Grade	Completion Date
TEAL 6080 ¹	Leadership and the School Principal	3		
TEAL 6540	Data-Based Decision Making for School Leaders	3		
TEAL 6945 ^{1,3}	Supervision and Administrative Internship	3		
TEAL 6050	Theories of Instructional Supervision	3		
TEAL 6500	School Finance and Resource Management	3		
TEAL 6090	Theories of Organizational Leadership in Education	3		
TEAL 6280	Instructional Practices for Diverse Learners	3		
TEAL 6060	Assessment for Curricular Accountability	3		
TEAL 6740	School Law	3		
TEAL 6940 ^{2,3}	Supervision and Administrative Internship	1		
TEAL 6930 ^{2,3}	Supervision and Administrative Internship with Seminar	2		
Curriculum and Instruction Core⁴ (Only for students getting the master's degree with the license.)				
TEAL 6410	Educational Foundations	3		
TEAL 6150	Foundations of Curriculum	3		
TEAL 6190	Theories of Learning and Models of Teaching	3		
TEAL 6710	Diversity in Education	3		
Total Credit		42		

Suggested: Courses taken same semester	Suggested: Courses taken same semester	Suggested: Courses taken same semester	Suggested: Courses taken same semester	Final Semester Courses
--	--	--	--	------------------------

Notes:

1. TEAL 6080 and 6945 must be taken during the student's first semester.
2. TEAL 6930 and TEAL 6940 must be taken during the student's final semester in the program.
3. Students may take UP TO four courses per semester; 6930, 6940, and 6945 do NOT count as one of the four.
4. Master's Degree students are encouraged to complete the courses in the Curriculum and Instruction Core before the majority of the other program courses, with the exception of TEAL 6080 (see note 1).

Program Logic, Rationale and Standards Alignment

Alignment of Curriculum with the Utah Education Leadership Standards (UEL). The coursework is designed to address the standards. The Faculty regularly evaluates the curriculum to determine alignment of the curriculum to the standards. The Praxis test for Administration and Leadership (5411) provides a subscale score that aligns with each standard. (A description of the subscale score alignments is included below – see p.9).

Utah State University, The Emma Eccles Jones College of Education and Human Services, and The School of Teacher Education and Leadership each follow strict program and course approval systems to ensure quality and appropriate oversight of academic programs and courses. This system requires review by:

1. The Council on Teacher Education. Based on that review, the Utah State Board of Education accepts the recommendation of USU in granting the administrative/supervisory licensure concentration.

2. The admission process follows the requirements of the School of Graduate Studies and includes a rigorous telephone interview to ensure quality students.

The USBE has recently approved (May 2018) an updated set of standards for leadership programs (updated standards are available at the following link: <https://www.schools.utah.gov/file/29459c6e-a0b5-4367-b767-a32a04bb8a2d>), and a formal approval process for institutions offering the Administrative/Supervisory licensure Concentration. Dr. Lavigne, Dr. Stewart, and Dr. Lewis are representing USU on committees responsible for developing state standards for instructional leadership programs.

Summary

In order to ensure that our students meet these requirements, we have established:

1. A strong admissions process that assesses candidates potential as school leaders,
2. Coursework that is tied to the UEL standards,
3. Assessment in course grades and with a passing score on the Praxis exam,
4. Internship documentation that ensures that students experience application of the principles covered in coursework,
5. A post-completion survey that provides an opportunity for student feedback,
6. Focus groups with selected superintendents and curriculum directors from school districts that employ our graduates.

Self-study Overview

A team of four members of the Instructional Leadership Graduate program faculty and authored the written self-study report. The USU Instructional Leadership program is committed to ongoing data collection as part of its internal quality assurance process. The program utilizes a multi-method, multi-source approach to collect data for program monitoring and improvement. The data are primarily drawn from the following six sources.

1. Praxis Test Scores
 - a. Subscale scores for each UEL Standard

The Praxis exam is a nationally accepted measure of content knowledge in the area of administration and leadership. The exam provides subscale scores that in six areas that align with the ISSLC Standards. In this case, the Utah Education Leadership Standards are derived directly from the ISSLC Standards, allowing the subscale scores to support the students understanding of each UEL Standard. The subscale scores effectively connect this content knowledge to each of the UEL Standards. While ETS does not provide norming data for these scores (see an example here:

https://www.ets.org/s/praxis/pdf/uyyps_1415.pdf), we observe encouraging consistency across the scoring for the standard subscales. Information about the exam can be located at this link: <https://www.ets.org/s/praxis/pdf/5411.pdf>

2. Standards Based Curriculum Matrix

We have periodically examined our curriculum through the lens of the UEL Standards to determine how our courses align with the standards. The table outlining the alignment of our courses with the UEL Standards is here:

Educational Leaders...	TEAL 6090 Theories of Organizational Leadership	TEAL 6080 Leadership and the School Principal	TEAL 6500 School Finance and Resource Management	TEAL 6280 Instructional Practices for Diverse Learners	TEAL 6740 School Law	TEAL 6060 Assessment for Curricular Accountability	TEAL 6050 Theories of Instructional Supervision	TEAL 6540 Data-based Decision Making
1A. establish high and measurable expectations for all students and educators.	Minor	Major	Not Included	Minor	Minor	Not Included	Minor	Major
1B. facilitate a process of creating a shared vision, mission, and goals.	Minor	Major	Minor	Major	Minor	Not Included	Minor	Major
1C. sustain strong organizational commitment to vision, mission and goals aimed at continuous improvement.	Major	Major	Minor	Major	Minor	Not Included	Minor	Major
2A. ensure strong professional cultures that support teaching and learning.	Not Included	Major	Minor	Major	Minor	Major	Major	Minor
2B. require all educators to know and use Utah Core Curriculum, and current Utah Effective Teaching Standards.	Not Included	Not Included	Not Included	Not Included	Minor	Major	Major	Major
2C. implement appropriate systems of assessment and accountability	Not Included	Not Included	Not Included	Minor	Minor	Major	Minor	Major
3A. distribute responsibilities and supervise ongoing management structures and practices to enhance teaching and learning.	Major	Minor	Minor	Minor	Major	Major	Major	Minor
3B. strategically allocate and align human, fiscal, technological, and physical resources.	Major	Minor	Major	Not Included	Major	Not Included	Minor	Minor
3C. protect the well-being and safety of students and staff.	Major	Not Included	Not Included	Minor	Major	Not Included	Major	Major

4A. collaborate with families and diverse community stakeholders to extend programs, services, and outreach.	Not Included	Not Included	Minor	Major	Minor	Not Included	Minor	Minor
4B. respond and contribute to community interests and needs	Not Included	Major	Minor	Minor	Minor	Minor	Minor	Minor
4C. maximize shared school and community resources to provide essential services for students and families.	Not Included	Not Included	Major	Minor	Major	Not Included	Minor	Minor
5A. demonstrate appropriate, ethical, and legal behavior expected by the profession.	Major	Minor	Major	Not Included	Major	Not Included	Minor	Minor
5B. examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.	Major	Major	Minor	Major	Major	Minor	Major	Minor
5C. perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.	Major	Major	Minor	Minor	Major	Minor	Major	Major
6A. demonstrate active participation in the school's local community.	Not Included	Minor	Minor	Minor	Minor	Not Included	Minor	Minor
6B. contribute to the larger arena of educational policy making.	Minor	Minor	Minor	Not Included	Major	Not Included	Minor	Minor
6C. increase the effectiveness of the school community's efforts to improve education.	Not Included	Not Included	Minor	Minor	Major	Not Included	Minor	Major

3. Internship Experiences List

In the past the program was concerned that the internships experienced by our students were not as consistent as they might be as they were dependent on the skill and commitment of the mentor principal. The Internship experiences list was developed with collaboration from a group of School Superintendents to ensure that the students were having a consistent experience. USBE has used this

document as a model in the development of the new internship requirements adopted over the past two years (see pp. 18-25 for the Internship Experiences List and relevant data).

4. Final Internship Evaluation
 - a. Section for each UEL Standard

The Final Internship Evaluation was developed by combining the reflective elements of the leadership portfolio used in past years and the Utah Education Leadership Standards. In addition to reflective comments from students for each standard, it provides assessments of the internship experience by the mentor principals and Internship supervisor, as well as a self-assessment. [End of Internship Report](#)

5. INSPIRE Survey

The INSPIRE Survey was developed by the University Council for Educational Administration. They have conducted reliability and validity testing, and the survey is quickly gaining acceptance nationally. Summaries of INSPIRE Surveys, and validity and reliability documentation are found here: <https://cehs.usu.edu/evidence-room/instructional-leadership>. For USU, this survey is administered to all graduates who have or will be graduating in the previous calendar year. Students would have completed their program 6-12 months prior to taking the survey. The survey is administered in May.

6. Focus Groups with Superintendents and Curriculum Directors

The Program has conducted focus group meetings with a sample of Superintendents and Curriculum Directors from school districts with whom we work closely, and who have a history of employing our graduates. Notes and summaries from these meetings are available at the following link: <https://cehs.usu.edu/evidence-room/instructional-leadership>

Standard 1: Completer Performance

Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive. Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree.

Completer performance

Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.	Content knowledge relevant to credential
	Pedagogical knowledge relevant to credential
	Professional knowledge relevant to credential
	Learners, learning theory (social, emotional, and academic)
	Application of learning theory in practice
	Culturally responsive practice (race, ethnicity, class, gender, sexual identity)
	Impact of language acquisition/literacy on learning
	Assessment of and for learning, assessment and data literacy
	Use of data to inform practice and formatively in instruction

Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree.	Creation and development of positive learning and work Environments
	Dispositions and behaviors required for successful professional practice

The evidence that the MEd in Instructional Leadership and Administrative/Supervisory Concentration programs meet the expectations of Standard 1 comes from several data sources and perspectives, including Scores on the Praxis Exam and Subscales, coursework alignment with standards, documentation of internship experiences, and focus group meetings with a sample of superintendents and curriculum directors from school districts who employ our graduates.

The basis of the data to support Standard 1 is organized around three primary categories drawn from the AAQEP Data Audit Framework. Since the program is focused on instructional leadership rather than teacher education, the organization of the data differs from other programs in significant ways.

The categories from the AAQEP Data matrix for Standard 1 are organized around the three categories as follows:

- 1) Content knowledge relative to administration and supervision,
 - a. Praxis Scores
 - b. Standards Based Curriculum Alignment Table

[AAQEP Data Matrix Categories](#)
 Content knowledge relevant to credential
 Professional knowledge relevant to credential
 Learners, learning theory (social, emotional, and academic)
 Creation and development of positive learning and work environments

- 2) Application of content knowledge in practice,
 - a. Internship Experiences List
 - b. Final Internship Evaluation

[AAQEP Data Matrix Categories](#)
 Application of learning theory in practice
 Assessment of and for learning, assessment and data literacy

- 3) Understand and engage with school culture and community,
 - a. Focus Groups

[AAQEP Data Matrix Categories](#)
 Culturally responsive practice (race, ethnicity, class, gender, sexual identity)
 Use of data to inform practice and formatively in instruction

Not needed for Instructional Leadership:

AAQEP Data Matrix Categories

Pedagogical knowledge relevant to credential

Impact of language acquisition/literacy on learning

Content Knowledge relative to administration and supervision

The program offers three sources of evidence to support the claim that our completers are prepared with appropriate knowledge in the area of content knowledge relative to administration and supervision.

1. Praxis scores (pp.14-15)
2. Standards-based curriculum matrix (p.10)

The first is their scores on the Praxis test 5411. The Praxis test has been adopted by USBE as a required exam for Utah administrative licensure. While ETS does not provide national norming data, the test is used nationally, and is widely accepted as a valid and useful measure of preparation for leadership in school settings. It is based on the UEL Standards, which are derived directly the ISLLC standards. ISLLC standards are also widely accepted as the national standard for education leadership preparation programs. Information on the test and our completers performance follows. While a new version of the standards is underdevelopment, the data we have collected is based on the version in sue during the past several years. The program will adopt the updated standards for future analysis.

Praxis Scores

Licensure Exam: In order to earn licensure in the state of Utah, completers seeking their Administrative/Supervisory K-12 licensure must pass the Praxis test version for hip: Administration and Supervision (5411). Completers must achieve a passing score of 151 to qualify for licensure.

This computer-delivered assessment is composed of 110 questions. According to ETS, the 110 selected-response questions are aligned with the *Leadership Policy Standards: ISLLC 2008*. The questions organize into six areas with the approximate number of questions and percentage/weight in final score is provided in Table 1 below pages 14 and 15 (ETS, 2017).

Table 1. Praxis 5411 content categories, number of questions, and percentage of examination

Content Area	Approx. Number of Questions	Approx. Percentage of Examination
Vision and Goals (I)	21	19%
Teaching and Learning (II)	28	25%
Managing Organizational Systems and Safety (III)	15	14%
Collaborating with Key Stakeholders (IV)	14	13%
Ethics and Integrity (V)	18	16%
The Education System (VI)	14	13%

USU Praxis 5411 Data

Utah State University has access to completers' sub-scores for each of the categories, however, passing the Praxis 5411 is determined by the total score (candidates are not required to meet a passing score for each category). Table 2 includes averages, ranges, and standard deviations for candidates ($N = 174$) who took the Praxis 5411 between Spring of 2015 and Spring of 2018. Data are missing for three completers.

Table 2. Praxis 5411 scores from Spring 2015 – Spring 2018

Category	Mean	SD	Minimum Score	Maximum Score
Vision and Goals (I)	13.91	1.92	9	18
Teaching and Learning (II)	18.59	2.21	13	24
Managing Organizational Systems and Safety (III)	9.18	1.54	5	13
Collaborating with Key Stakeholders (IV)	8.26	1.74	4	12
Ethics and Integrity (V)	11.95	2.09	7	17
The Education System (VI)	8.93	1.51	3	12
TOTAL Score	170.16	10.41	149	198
Passing Rate	99%			

References

Educational Testing Service (2017). The Praxis Study Companion. Educational Leadership: Administration and Supervision. Retrieved from <https://www.ets.org/s/praxis/pdf/5411.pdf>

Standards-based Curriculum Alignment

The second source is our own standard alignment document produced by our faculty. See the table provided on p. 10–11. This document has been created on a recurring basis over several years to ensure alignment of coursework with the standards. Curricular changes have been made periodically in response to the data provided by this document.

The table is created by the faculty member with primary responsibility for each content course analyzing their own syllabus in relation to each standard and substandard. This provides evidence that:

1. The faculty are attentive to the standards and makes an effort to ensure that each standard and substandard is represented in our courses.
2. The courses are designed around the standards.

Dark Green indicates that the standard is addressed as a major element of the course. Light Green indicates that the standard is addressed as a minor element of the course. White indicates that the standard is not addressed in the course.

Content and Pedagogical Knowledge: Data interpretation

Data from Table 2 (p. 15) indicates that on average, our candidates' performance on the Praxis 5411 far exceeds the adequate or satisfactory standards set by the state of Utah as evidenced by an average performance of 170.16 relative to the passing score of 151. Out of all completers who took the exam between Spring 2015 to Spring 2018, only one completer failed and performed just under the passing score of 151 with a score of 149. All other completers passed the exam on their initial attempt. Collectively the passing rates for this time period was 99% and nearly half (46%, $n = 52$) of our completers exceeded the passing score of 151 by 20 or more points suggesting that completers possess a strong, if not exceptional, command of the content area knowledge required to be successful school leaders.

Our analysis of the data presented in the curriculum alignment matrix (p. 10-11) suggests that all standards except one are adequately represented throughout the program curriculum. Standard 6A is not represented as a major element of any of the courses. This will lead to a discussion in future faculty meetings as a program improvement effort.

Application of content knowledge in practice

Evidence of completer ability to apply content knowledge in practice is found in the internship element of the program. The program offers a comprehensive internship program meeting the standards set by the USBE under Board Rule: R-277-505. This provides an opportunity for students to demonstrate their ability to apply content knowledge from the program in school-based situations.

The following link outlines the program internship requirements and provides forms for documenting internship experiences. <http://www.teal.usu.edu/graduate/instructional-leadership/internships>

The following documents are offered as evidence of application of content knowledge in practice:

1. Internship Experiences List p.17-24
2. Final Internship Evaluation p.26

The **Internship Experiences List** ([Internship Experiences](#)) was developed to provide consistency in internship experiences with less dependence on the mentor principal for the quality of the experience. Prior to the use of this document (Fall, 2016), interns were at the mercy of the assignments given by the mentor principal with little consistency. Since mentor principals are not paid by the program for their work, and are selected by the student or the student’s employer, the interns sometimes found themselves assigned to tasks the mentor principal needed done without regard for the quality of the internship experience. Utilizing this form encourages consistency by providing a list of forty potential internship experiences in three categories.

1. Experiences required by USBE Rule (highlighted in yellow)
2. Experiences embedded in program coursework (green highlight)
3. Experiences that would be useful, but are not required (not highlighted)

<p style="text-align: center;">Internship Experiences USU – Instructional Leadership Experiences</p>	<p style="text-align: center;">Average Number of Hours Per Completer</p>	<p style="text-align: center;">% of Completers Participating in Activity</p>
<p>1. Data assessment (school level)</p> <ul style="list-style-type: none"> a. Best: make a presentation to a group outside of the school (school board, PTA/PTO, civic club, etc.) about the data, the implications derived from the data, and the school’s plan based upon the data b. Better: make a presentation to the faculty or subgroup of the faculty about the data and implications for school personnel actions c. Good: help analyze assessment data from common formative assessments, summative assessments, standardized assessments, and interim or benchmark assessments. 	8.19	100%
<p>2. Data assessment (classroom level)</p> <ul style="list-style-type: none"> a. With a teacher, examine student learning data from formative, summative, and standardized assessments, and analyze the data for median performance and demographic characteristics of students. 	7.47	100%
<p>3. Data management systems</p> <ul style="list-style-type: none"> a. Study and/or evaluate a school-wide or district-wide data management system 	6.75	88%
<p>4. Action research project</p> <ul style="list-style-type: none"> a. Best: participate in the administrative discussions utilizing the data and report on the decision(s) made because of the action research project information 	11.13	75%

<ul style="list-style-type: none"> b. Better: complete the action research project as designed c. Good: design an action research project to collect data for the specific purpose of informing an administrative decision confronting the school 		
<p>5. Teacher evaluation (filled by assignment TEAL 6050)</p> <ul style="list-style-type: none"> a. Best: conduct two teacher evaluations or accompany the principal as he or she conducts at least two teacher evaluations b. Good: review the instrument with the administrator; sit with at least two teachers and review the teacher's process for self-assessment; sit with the administrator and review the administrator's process for determining a teacher's evaluation report and score, and completing the requirements to evaluate teachers 	10.9	100%
<p>6. Classified evaluation (filled by assignment TEAL 6050)</p> <ul style="list-style-type: none"> a. Best: conduct an evaluation of a classified employee or accompany the principal as he or she conducts the evaluation of a classified employee b. Good: review the instrument with the administrator; sit with a classified employee and review the employee's self-assessment; sit with the administrator and review the administrator's assessment of the employee and how he or she completes the requirement to evaluate the employee 	3.5	88%
<p>7. Administrator evaluation</p> <ul style="list-style-type: none"> a. Best: complete the administrator evaluation process with a supervisor from the district office b. Better: review the self-assessment with the mentor principal as if the mentor was the administrator evaluator from the district c. Good: complete the administrator evaluation self assessment 	0	0%
<p>8. Professional development (filled by assignment TEAL 6050)</p> <ul style="list-style-type: none"> a. Plan or participate in the planning, organizing, conducting, and evaluating the effectiveness of a professional development activity for the staff 	12.31	100%
<p>9. Learning community (PLC) (filled by assignment TEAL 6050)</p> <ul style="list-style-type: none"> a. Participate in multiple meetings of more than one school-based learning team in the school 	13.56	100%
<p>10. School improvement plan (SIP)</p> <ul style="list-style-type: none"> a. Best: participate in the annual development and evaluation of the SIP 	5.94	100%

<ul style="list-style-type: none"> b. Better: compare the SIP with the LAND Trust plans, and the similarities and differences in focus, requirements, and involvement. c. Good: review the process undertaken to develop the SIP and its annual evaluation 		
<p>11. School LAND Trust plan</p> <ul style="list-style-type: none"> a. Best: participate in the annual development and evaluation of the LAND Trust plan b. Better: compare the LAND Trust Plan with the School Improvement Plan (SIP) c. Good: review the process undertaken to develop the LAND Trust plan and its annual evaluation 	4.19	100%
<p>12. Classroom observation for a minimum of 3 separate teachers (filled by assignment TEAL 6050)</p> <ul style="list-style-type: none"> a. Better: accompany the principal during classroom observations and walk-throughs b. Good: review the process used by the principal to conduct a classroom observation or walk through for each of 3 teachers, including scheduling, recording observations, communicating with the teacher, and using any technological assistance during the walk through 	15.38	100%
<p>13. IEP meeting</p> <ul style="list-style-type: none"> a. Best: participate in an IEP as the LEA representative b. Better: attend multiple IEP meetings and observe the administrator's role and responsibility as LEA representative 	7.56	100%
<p>14. 504 meeting</p> <ul style="list-style-type: none"> a. Better: participate in a 504 plan meeting as the LEA to determine accessibility needs for a student b. Good: attend a 504 plan meeting and observe the administrator's role and responsibility as LEA representative 	2.75	88%
<p>15. Access to learning</p> <ul style="list-style-type: none"> a. Best: meet with parents and teachers to address issues related to student attendance b. Better: follow up with students having excessive absences or tardiness c. Good: review carefully with the school administrator and any appropriate support personnel (attendance secretary, counselor, school resource officer, etc.) the process and procedures for identifying truants, communicating with the student and his or her parents, involvement of non-school personnel and agencies, documenting efforts, and consequences incurred 	2.63	88%

16. School culture (filled by assignment in TEAL 6080) a. Complete an analysis of the culture of a school	15	100%
17. Substitute teachers a. Best: develop a substitute teacher packet b. Good: solicit (or thoroughly understand how substitutes are obtained), meet, greet, help, and supervise substitute teachers	.81	38%
18. Curriculum a. Best: include examination and review of student learning objectives in tested and non-tested subjects b. Better: with a school-wide learning team, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for all grade level(s) within the school c. Good: with a learning team within the school, review the core curricula, common formative assessments, and summative assessments aligned with math, literacy, and science for the grade level(s) with which the learning team is concerned	3.13	75%
19. Class scheduling a. Participate in the building of the master schedule (secondary) or the assignment of students to teachers (elementary) b. Participate in the handling of student and parent requests for specific teachers	5.06	63%
20. Mentoring a. Interview and observe a principal or assistant principal perform the role of mentor in at least two of the following areas: i. mentoring a beginning teacher ii. mentoring a mid-career or veteran teacher iii. mentoring an instructional team (grade level or department) iv. mentoring a school leadership team such as a community council or faculty/staff leadership committee	4.06	83%
USU – Management Experiences		
21. Building usage scheduling a. Pick a community activity and follow the process to schedule, supervise, and account for the use of the building	.75	25%
22. SCC meeting a. Best: participate in the SCC meeting where the School LAND Trust money and the School Improvement Plan are addressed	4.00	100%

<ul style="list-style-type: none"> b. Better: attend the SCC meetings where the School LAND Trust and School Improvement Plans are reviewed, approved, amended, and/or developed c. Good: attend an SCC meeting and review the principal's involvement with developing the SCC agenda, soliciting members or candidates to run for election to the SCC, distribution of announcements for SCC meetings and minutes of meetings held, and scheduling SCC meetings 		
<p>23. School board meeting</p> <ul style="list-style-type: none"> a. Best: attend a meeting where an item of specific importance to the school is discussed, and address the school board on that topic b. Better: attend multiple meetings of the local school board c. Good: attend one meeting of the local school board 	16.25	63%
<p>24. Student discipline</p> <ul style="list-style-type: none"> a. Best: personally handle multiple cases of student discipline referred to the office for more than one type of misconduct b. Better: observe the principal handle at least one case of student discipline necessitating the involvement of parents in a meeting with the student and one or more teachers c. Good: observe the principal handle several cases of student discipline for more than one type of misconduct confined to individuals within the school, i.e. parents were not required to attend a meeting with school personnel 	16.56	100%
<p>25. Extracurricular activities</p> <ul style="list-style-type: none"> a. Best: arrange for transportation of students (bussing) to an activity and chaperone students during the travel to and from, and during the activity b. Good: Supervise a variety of after school activities: games, dances, concerts, plays, fundraising activities, fieldtrips, etc.; and monitor or trace the process for collecting fees and gate receipts, and the appropriate expenditure of those funds once collected 	48.00	100%
<p>26. Hiring</p> <ul style="list-style-type: none"> a. Participate in the school's screening process, including interviews and the notification of successful and unsuccessful applicants 	13.19	100%
<p>27. Budget management</p> <ul style="list-style-type: none"> a. Review the school budget b. Understand the procurement process: requisition, purchase order, invoice, payment, and accounting 	6.65	88%

c. Review the requirements for bidding		
28. Building management a. Participate in building inspections: halls, classrooms, parking lots, gyms, restrooms, cafeterias, media centers, playing fields b. Participate in administrator meetings with the head custodian c. Participate in the process for opening and securing the building	61.25	100%
29. Student management a. Supervise students before and after school, in a variety of places around the school: hallways, other common areas of the school, during lunch, during recess, during assemblies, etc.	52.66	100%
30. Paraprofessionals/aides a. Best: participate in the selection and supervision of paraprofessionals or aides b. Good: participate in, or review carefully, the process to determine the number and types of paraprofessionals or aides to be employed in the school	1.13	38%
31. Emergency response a. Best: conduct one of the emergency drills (fire, earthquake, or intruder) including the evaluation of its success and need for improvement b. Good: review the annual calendar of emergency response drills and how it was developed and scheduled	2.41	88%
32. Communication with community a. Best: represent the school and make one or more presentation(s) to a community group outside of the school, e.g. civic club, business partner, church group, etc. b. Good: help prepare newsletters or other documents to be sent from the school	3.69	50%
33. Community awareness a. Best: participate in the work of amending or revising the child access routing plan b. Better: review the child access routing plan (elementary, middle, and junior high schools), noting designated routes students should travel to the school c. Good: tour the school attendance area and note the demographics of neighborhoods, businesses that might partner with the school, and any unique challenges or benefits to the school because of the neighborhood and location of the school	1.50	38%

34. Student meetings a. Attend various student meetings: clubs, student council, teams	3.44	50%
35. Parent and community meetings a. Attend various parent meetings: PTA/PTO, Booster Club, Back-to-School, open house, orientation	5.56	75%
36. School resource officer (SRO) a. Best: shadow the SRO b. Good: review the duties of the SRO with the officer	1.38	38%
37. Strategic planning a. Work directly with a practicing administrator to develop strategic objectives and strategies that relate directly to the mission and vision statements and are measurable. b. Meet with parents, teachers and other stakeholder groups to identify and clarify current issues influencing enrollment patterns and staffing needs. c. Examine data on achievement, behavior and other school indicators to identify current issues. d. Include a five year staffing plan that recognizes hiring and professional development needs to support the strategic plan.	10.00	50%
38. Funding Proposal a. Best: identify a grant opportunity, create and direct a grant writing team and follow through with the submission of a proposal. Grants may be available through the district, the local district foundation, local businesses, regional, or national competitions. b. Better: serve as a team member on a grant writing group that identifies and submits a grant proposal c. Good: identify a grant sought by the school and review the process undertaken to identify, write, revise, and submit the proposal with the grant writer.	.88	13%
39. School Safety Plan a. Best: lead meetings of faculty, staff, and parents to disseminate the school b. Better: participate in the revision or development of a school safety plan with the building administrator and school community council, and include passing time coordination, bussing and parent pick up flow, student walking or driving routes to and from school, crossing guard placement, coordination with local police, and student-to-student interaction c. Good: conduct an evaluation of the school safety plan and review your evaluation with to the building administrator.	8.97	75%

<p>40. Shadow principals (filled by assignment in TEAL 6080)</p> <p>a. Shadow a principal (may be the principal of your school) for 9 hours during the regular school day, must be done in blocks of time minimally 3 hours long.</p> <p>b. Shadow a principal at a school opposite (elementary or secondary) the principal you shadowed for part a, for a minimum of 6 hours during the regular school day.</p>	15.00	100%
<p>41. Other</p> <p>a. This list is not intended to be exhaustive. Interns, mentor principals, and university supervisors are encouraged to propose other experiences deemed beneficial to the training of the future administrator. Each such experience should be described and documented the same as other experiences on this list.</p>	41.53	63%

The **Final Internship Evaluation** ([LINK End of Internship Report](#)) provides a final evaluation of the internship experience organized around the UEL Standards. It includes reflection on each standard and the experiences they have had to support their understanding of each standard. In addition, it provides evaluation from mentor principals at both the elementary and secondary levels, as well as the University Supervisor.

Process:

1. Candidates list the experiences that they had for each of the UEL Standards; their related course assignments completed; and a short narrative on why they feel prepared to lead within the standard.
2. Mentors and the University Supervisor rate the candidates' field experience for each of the UEL Standards (3 individual ratings) based on whether the candidate's experience was 1) Unacceptable, 2) Weak, 3) Competent, 4) Good, or 5) Strong. A rating of three or higher indicates the candidate had an acceptable experience applying what they have learned for each of the UEL Standards.

Standard 1: Visionary Leadership

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015			3%	20%	74%	3%				24%	70%	6%				32%	65%	3%
2016		3%		26%	71%					33%	67%				3%	41%	56%	
2017		5%		5%	90%					17%	83%					25%	75%	

Standard 2: Teaching and Learning

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015				29%	70%	3%			4%	32%	62%	2%			2%	26%	68%	4%
2016			8%	16%	73%	3%				46%	54%				6%	22%	72%	
2017				5%	90%	5%				6%	94%					18%	75%	7%

Standard 3: Management for Learning

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015			3%	24%	73%				3%	27%	68%	2%		3%		24%	70%	3%
2016			8%	16%	73%	3%			4%	16%	80%				5%	19%	76%	
2017			4%	10%	86%				6%	22%	72%					32%	61%	7%

Standard 4: Community Collaboration

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015			6%	24%	70%				4%	35%	50%	11%			5%	35%	55%	5%
2016			6%	22%	72%				4%	24%	68%	4%				32%	68%	
2017			10%	14%	76%				5%	17%	78%				25%	71%	4%	

Standard 5: Ethical Leadership

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015			3%	15%	82%				2%	15%	76%	7%				22%	75%	3%
2016				13%	87%					29%	71%					20%	80%	
2017			10%	10%	80%				6%	11%	83%					36%	57%	7%

Standard 6: System Leadership

	Elementary Mentor						Secondary Mentor						USU Supervisor					
	1	2	3	4	5	NA	1	2	3	4	5	NA	1	2	3	4	5	NA
2015			11%	24%	59%	6%			2%	32%	53%	13%			8%	32%	46%	14%
2016		4%	9%	31%	56%				8%	25%	67%				11%	27%	62%	
2017			10%	10%	80%				6%	11%	83%				36%	57%	7%	

Application of content knowledge in practice: Data interpretation

Our analysis of the results from the Internship Experiences List (pp. 17-24) indicates that the use of the Internship Experiences List has provided candidates with coherent and authentic experiences that allow them to synthesize and apply content knowledge from coursework; develop professional skills; and demonstrate their capabilities. The list has provided a framework for the candidate and mentors to ensure that the internship experiences authentically cover a significant portion of an administrator's duties within a building setting.

We note that some did not experience internship in schools with a variety of socio-economic backgrounds. Typically, internship experiences take place largely in the school or district of current employment. While this is not totally within our control, we recognize a need to attempt to include this type of experience in each students' training.

Data from the Final Evaluation of the Internship (p. 25), indicates that of the 88 completers surveyed over the last three years, only four students had an elementary experience with limited application of all areas of the UEL Standards. All completers' secondary experiences covered all of the Standards.

Together, this evidence supports that, by the time of program completion, candidates have received field experiences that incorporate the knowledge, skills, and abilities expected in the UEL Standards.

Understand and engage with school culture and community

The program offers one source of data to support the claim that our completers have the ability to understand and engage with the school culture and community.

1. Focus Groups with selected Superintendents and Curriculum Directors p.26-27

Program faculty take pride in the strong relationships we have developed with leaders in the schools and districts that employ our completers. We have conducted focus group meetings with selected leaders in order to understand the issues they are facing and ensure that our completers are prepared with the needed foundational background. Summaries of the focus group meetings are found here: <https://cehs.usu.edu/evidence-room/instructional-leadership>

Focus Groups with Superintendents and Curriculum Directors

A few highlights of the focus group meetings are included here:

Question: Are USU graduates who are principals/administrators in your district...

1. Able to support teachers to differentiate instruction for different students?

Response: Very aware of who graduated from USU. DISTRICT is really diverse, so there's a lot of differentiation. Nobody graduates from a leadership program really ready for a principal job. Shortage in leadership as well as teachers. So, we have a 3-year induction program for leaders. USU graduates come prepared to take it on, have the foundation that they need. Most come from BYU, U. of Utah, and USU. Some come from out of state, but

usually with experience. A smattering of U. of Phoenix folks. USU provides practical preparation and those grads compete better than U. of Utah and BYU. Very pleased with USU principals. The missing special ed law class for administrators is noticeable.

3. Able to support teachers create positive learning environments?

Response: That's one of the standards that is taught to create that culture of positive learning. We really know how important that is now. It's important for motivation.

Response: We talked to the effective teachers in Price, with high test scores, but they had a more positive learning environment. Principals have to create that culture. The challenge for a young principal is when the heat is on. We work with developing principals in this area, but when the job pressures are intense it gets much harder. You can't just talk about it in class. You have to experience the parents, the personnel issues, the challenging kids. They can understand it intellectually, but not be able to provide leadership in this area. Certain situations will trigger the concepts that were learned in classes.

4. Able to collaborate with other principals/administrators in the district?

Response: Very positive in this area.

Response: Principals don't spend a lot of time talking to each other; the ones who are struggling don't make an effort to find out what their successful peers are doing. They need to understand that it's efficient and effective to learn from their peers. Agriculture is out in the open, but education is behind closed doors. We're not good at collaborating and being willing to share.

6. Able to support teachers to making a positive impact on student learning?

Response: The data class is important here. This is a different time even than it was 10 years ago. Data is not to catch people but to see what it tells us, what it doesn't tell us, and what instructional decisions it can drive. USU grads come with the foundation to take the next step in this area. Nobody comes out from a program with the total package, but what's important is that they come out ready to learn.

Response: They're ready to think outside of the box. The USU grads have an edge in this area.

Understand and engage with school culture and community: Data interpretation.

Selected results from the focus groups (pp. 26-27) indicates that upon completion, USU graduates effectively engage with the school culture and community.

Standard 2: Completer Practice and Growth

Program completers **engage** in professional practice and show that they have the skill and ability to do so in a variety of **additional settings** and community/cultural contexts.

2. Completers engage, adapt, & grow

<p>Program completers engage in professional practice and show that they have the skill and ability to do so in a variety of additional settings and community/cultural contexts.</p> <p>Evidence shows that that program completers have engaged successfully in relevant professional practice and that they are equipped with strategies and reflective habits that will enable them to serve effectively in a variety of settings.</p>	Understand and engage local school and cultural communities
	Foster relationships with diverse families/guardians/caregivers
	Engage in culturally responsive educational practices with diverse learners
	Engage in diverse cultural and socioeconomic community Contexts
	Create productive learning environments
	Can develop productive learning environments in diverse contexts
	Support students' growth in international and global Perspectives
	Establish goals for their own professional growth
	Engage in self-assessment, goal setting, and reflection on their Practice
	Collaborate with colleagues to support professional learning

Evidence shows that that program completers **have engaged** successfully in relevant professional practice and that they **are equipped** with strategies and reflective habits that will enable them to serve effectively in a variety of settings.

The basis of the data to support Standard 2 is organized around the same three primary categories drawn from the AAQEP Data Audit Framework used in Standard 1.

The categories from the AAQEP Data matrix for Standard 2 are organized around the three categories as follows:

1. Content knowledge relative to administration and supervision,
 - a. Focus groups with superintendents and curriculum directors
 - b. Selected questions from the INSPIRE Survey

AAQEP Data Matrix Categories

Create productive learning environments

Can develop productive learning environments in diverse contexts

2. Application of content knowledge in practice,
 - a. Focus groups with superintendents and curriculum directors
 - b. Selected questions from the INSPIRE Survey

AAQEP Data Matrix Categories

Establish goals for their own professional growth

Engage in self-assessment, goal setting, and reflection on their practice
Collaborate with colleagues to support professional learning
Can develop productive learning environments in diverse contexts

3. Understand and engage with school culture and community,
 - a. Focus groups with superintendents and curriculum directors
 - b. Selected questions from the INSPIRE Survey

AAQEP Data Matrix Categories

Understand and engage local school and cultural communities
Foster relationships with diverse families/guardians/caregivers
Engage in culturally responsive educational practices with diverse learners
Engage in diverse cultural and socioeconomic community contexts

Content Knowledge relative to administration and supervision

The program offers two sources of data to support the claim that our completers are prepared with appropriate knowledge in the area of content knowledge relative to administration and supervision.

1. Focus groups with superintendents and curriculum directors (pp.29-30)
2. Selected questions from the INSPIRE Survey (pp. 30-34)

Selected Focus Group Comments

A few highlights from focus group interviews are included here:

Question: Are USU graduates who are principals/administrators in your district...

2. Able to support teachers to differentiate instruction for different students?

Response: Very aware of who graduated from USU. DISTRICT is really diverse, so there's a lot of differentiation. Nobody graduates from a leadership program really ready for a principal job. Shortage in leadership as well as teachers. So, we have a 3-year induction program for leaders. USU graduates come prepared to take it on, have the foundation that they need. Most come from BYU, U. of Utah, and USU. Some come from out of state, but usually with experience. A smattering of U. of Phoenix folks. USU provides practical preparation and those grads compete better than U. of Utah and BYU. Very pleased with USU principals. The missing special ed law class for administrators is noticeable.

6. Able to support teachers to making a positive impact on student learning?

Response: The data class is important here. This is a different time even than it was 10 years ago. Data is not to catch people but to see what it tells us, what it doesn't tell us, and what instructional decisions it can drive. USU grads come with the foundation to take the next step in this area. Nobody comes out from a program with the total package, but what's important is that they come out ready to learn. They're ready to think outside of the box. The USU grads have an edge in this area.

Selected INSPIRE Survey Questions

Table 3 provides data on overall perceptions of rigor and relevance.

Table 3. INSPIRE Graduate Survey Results: Program Rigor & Relevance

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. The program content emphasized instructional leadership.	16	4.44	1.03	17	4.88	0.33	32	4.84	0.37	33	4.55	0.79
b. The program content emphasized leadership for school and organizational improvement.	16	4.38	1.02	17	4.94	0.24	32	4.72	0.52	33	4.45	0.79
c. The program provided a coherent learning experience.	16	4.47	1.06	17	4.65	0.49	32	4.63	0.61	33	4.30	0.88
d. The program was challenging and intellectually stimulating.	16	4.25	1.18	17	4.59	0.51	32	4.56	0.72	32	4.22	0.94
e. I was asked to reflect on practice and analyze how to improve it.	16	4.06	1.18	17	4.71	0.47	32	4.56	0.56	33	4.48	0.83
f. The program integrated theory and practice.	16	4.19	0.98	17	4.65	0.49	32	4.66	0.55	33	4.36	0.82
g. The program gave me a strong orientation to educational leadership as a career.	16	4.25	1.00	16	4.56	0.51	32	4.59	0.67	33	4.30	0.95

The following INSPIRE Questions relate to specific content knowledge: ethics and professional norms, strategic leadership, operations and management, instructional leadership, professional organization and culture, supportive and equitable learning environment, and family and community engagement.

Table 4. INSPIRE Graduate Survey Results: Ethics & Professional Norms

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Act in an open and transparent manner.	16	4.63	0.50	17	4.53	0.62	31	4.61	0.56	33	4.45	0.75
b. Engage in self-reflection and opportunities to learn.	16	4.63	0.50	17	4.76	0.56	31	4.77	0.43	33	4.64	0.60
c. Maintain visibility and approachability to stakeholders.	16	4.50	0.63	17	4.35	0.86	31	4.55	0.57	33	4.48	0.62
d. Act as a moral compass for the school or district.	16	4.56	0.63	17	4.34	0.83	31	4.68	0.54	33	4.48	0.71
e. Place children at the center of education with a focus on each child's success and well-being.	16	4.75	0.45	17	4.53	0.87	*	*	*	*	*	*
f. Promote the values of democracy, individual freedom and responsibility, equity, and diversity	16	4.44	0.51	17	4.35	0.86	*	*	*	*	*	*
g. Lead with interpersonal communication skill, social-emotional insight, and sensitivity to students' and staff members' backgrounds and cultures.	16	4.56	0.63	17	4.53	0.87	*	*	*	*	*	*

* Question was not provided.

Table 5. INSPIRE Graduate Survey Results: Strategic Leadership

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Lead change efforts to promote school improvement.	16	4.50	0.52	17	4.53	0.80	31	4.56	0.57	33	4.64	0.55
b. Design the school's organization to enhance teaching and learning.	16	4.56	0.51	17	4.53	0.80	31	4.61	0.56	33	4.58	0.61
c. Establish high expectations for student learning.	16	4.63	0.50	17	4.41	0.87	31	4.68	0.48	33	4.61	0.56
d. Use school or district data to promote school improvement.	16	4.69	0.60	17	4.41	0.87	31	4.74	0.44	33	4.67	0.48
e. Modify actions to reflect vision and mission of school.	16	4.69	0.48	17	4.41	0.87	31	4.65	0.49	33	4.58	0.50

* Question was not provided.

Table 6. INSPIRE Graduate Survey Results: Operations & Management

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Manage school resources effectively and efficiently to support school vision (e.g., technology, personnel, instructional time, public funds, and supplies/equipment).	16	4.19	0.91	17	4.29	0.77	31	4.35	0.80	33	4.18	0.85
b. Manage discipline effectively by ensuring that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	16	4.13	0.89	17	4.18	0.73	31	4.00	0.93	33	3.94	1.17
c. Manage facilities and their maintenance to promote a safe and orderly learning environment.	16	4.35	0.77	17	4.24	0.75	31	4.06	0.89	33	4.00	1.00
d. Recruit, hire, and retain high quality personnel.	16	4.31	0.60	17	4.18	0.95	31	4.19	0.70	33	4.00	1.09
e. Manage and use data to provide actionable information.	16	4.38	0.62	17	4.35	0.79	31	4.55	0.62	33	4.55	0.56
f. Develop and manage productive relationship with a district office.	16	4.44	0.63	17	4.24	0.75	31	4.23	0.76	*	*	*

* Question was not provided.

Table 7. INSPIRE Graduate Survey Results: Instructional Leadership

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Develop the individual and collective instructional capacity of faculty	16	4.56	0.51	17	4.29	0.77	30	4.50	0.51	33	4.33	0.78
b. Provide constructive feedback for teachers to improve instruction.	16	4.50	0.82	17	4.41	0.80	30	4.47	0.51	33	4.42	0.75
c. Support differentiated instruction to enhance student learning.	16	4.63	0.50	17	4.41	0.80	30	4.47	0.51	33	4.24	0.87
d. Support professional development activities for teachers based on identified instructional needs of students.	16	4.73	0.46	17	4.59	0.80	30	4.50	0.68	33	4.39	0.75
e. Promote rigorous and relevant curricula, instruction, and assessments	16	4.63	0.50	17	4.53	0.80	30	4.47	0.57	33	4.30	0.81
f. Ensure culturally relevant teaching and learning.	16	4.31	0.79	17	4.35	0.79	30	4.47	0.63	33	4.18	0.85
g. Promotes a curriculum that supports college and career readiness.	16	4.38	0.81	17	4.41	0.80	30	4.23	0.82	33	4.15	1.00
h. Evaluate curriculum for its use and effectiveness.	16	4.50	0.63	17	4.41	0.80	30	4.33	0.80	33	4.09	1.01
i. Support the use of technology to enhance teaching and learning	16	4.38	0.62	17	4.41	0.87	30	4.50	0.57	33	4.18	0.92

Table 8. INSPIRE Graduate Survey Results: Professional & Organizational Culture

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Promote effectiveness in serving all students well.	16	4.63	0.50	17	4.53	0.51	30	4.53	0.63	33	4.48	0.62
b. Build a collaborative environment.	16	4.63	0.62	17	4.53	0.80	30	4.63	0.56	33	4.70	0.47
c. Foster staff sensitivity to student diversity.	16	4.44	0.73	17	4.35	0.51	30	4.50	0.51	33	4.33	0.82
d. Work with staff to solve school or department problems.	16	4.69	0.48	17	4.53	0.86	30	4.47	0.68	33	4.48	0.80
e. Build and sustain learning-centered vision for the school.	16	4.75	0.45	17	4.53	0.80	*	*	*	*	*	*
f. Build and sustain an educational vision for a school.	*	*	*	*	*	*	30	4.77	0.43	33	4.67	0.48
g. Use clear ethical principles to guide decision making and problem solving.	*	*	*	*	*	*	30	4.67	0.48	33	4.61	0.66
h. Use clear ethical principles to safeguard the values of democracy, equity, justice, community, and diversity	15	4.67	0.49	17	4.53	0.80	*	*	*	*	*	*
i. Encourage staff members' initiative and innovative efforts (to enhance instructional capacity).	16	4.63	0.50	17	4.41	0.80	30	4.47	0.51	33	4.36	0.74
j. Engage staff in comprehensive planning for (continuous) school improvement.	16	4.63	0.62	17	4.59	0.80	30	4.53	0.51	33	4.48	0.67
k. Facilitate (a culture of) shared leadership.	16	4.81	0.40	17	4.59	0.80	30	4.67	0.48	33	4.64	0.49

* Question was not provided.

Table 9. INSPIRE Graduate Survey Results: Supportive & Equitable Learning Environment

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Create an equitable and inclusive environment.	16	4.56	0.63	17	4.47	0.80	30	4.53	0.51	33	4.45	0.67
b. Promote trusting relationships.	16	4.56	0.63	17	4.65	0.49	30	4.57	0.57	33	4.58	0.50
c. Create an environment to promote the academic, social, emotional support for students.	16	4.69	0.48	17	4.65	0.49	30	4.53	0.51	33	4.48	0.62
d. Promote a sense of belonging among staff and students.	16	4.56	0.63	17	4.65	0.49	30	4.57	0.50	33	4.39	0.70

* Question was not provided.

Table 10. INSPIRE Graduate Survey Results: Family & Community Engagement

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. Build and sustain positive relationships with families and caregivers.	16	4.44	0.63	17	4.41	0.62	30	4.33	0.55	33	4.30	0.68
b. Effectively communicate and engage with families and caregivers.	16	4.44	0.63	17	4.41	0.51	30	4.37	0.61	33	4.36	0.65
c. Build and sustain positive relationships with community partners.	16	4.44	0.73	17	4.35	0.86	30	4.47	0.57	33	4.15	0.87
d. Communicate with and effectively engage with community partners.	16	4.56	0.73	17	4.29	0.77	30	4.37	0.49	33	4.09	0.88
e. Promote understanding, appreciation, and use of the community's diverse resources.	16	4.50	0.73	17	4.24	0.83	30	4.40	0.50	33	4.15	0.91
f. Advocate for children, families and caregivers.	16	4.69	0.48	17	4.65	0.49	30	4.30	0.75	33	4.33	0.74

* Question was not provided.

INSPIRE Survey results presented by year and domain (means)

Table 11. INSPIRE Graduate Survey Results: Means By Year and Survey Domain

Domain	2018	2017	2016	2015
Program Rigor and Relevance	4.29	4.71	4.65	4.38
Faculty Quality	4.58	4.67	4.81	4.57
Peer Relationships	4.19	4.06	4.29	4.08
Program Accessibility	4.44	4.26	4.44	4.67
Internship Residency & Quality	4.36	4.61	4.34	4.36
Ethics & Professional Norms	4.58	4.48	4.65	4.51
Strategic Leadership	4.61	4.46	4.65	4.62
Operations & Management	4.30	4.25	4.23	4.13
Instructional Leadership	4.51	4.42	4.44	4.25
Professional & Organizational Culture	4.69	4.53	4.56	4.49
Supportive & Equitable Learning	4.59	4.61	4.55	4.48
Family & Community Engagement	4.51	4.39	4.37	4.23
Overall Quality	4.66	4.55	*	*

* Domain not measured.

Content Knowledge relative to administration and supervision: Data interpretation

Results from selected questions from the focus groups indicates that once program completers have entered the profession, they **engage** in professional practice and show that they have the skill and ability to do so in a variety of **additional settings** and community/cultural contexts.

Selected results from 98 graduates who responded to the INSPIRE survey indicates that across four years of completers, once engaged in the profession, they indicate strong perceptions that USU prepared them well to leverage their content knowledge in their new settings and contexts as evidenced by means of 4.00 or higher on all items (except one in operations and management in 2015) across all four years in seven content areas/domains (see pp. 30-34).

Application of content knowledge in practice

The program offers two sources of data to support the claim that our completers are prepared with appropriate knowledge in the area of content knowledge relative to administration and supervision.

1. Internship experiences list (pp. 17-24)
2. Focus groups with superintendents and curriculum directors (pp.35-36)

Internship Experiences List Table

The **Internship Experiences List** ([Link Internship Experiences](#)) was developed to provide consistency in internship experiences with less dependence on the mentor principal for the quality of the experience. Prior to the use of this document interns were at the mercy of the assignments given by the mentor principal with little consistency. Since mentor principals are not paid by the program for their work, and are selected by the student or the student's employer, the interns sometimes found themselves assigned to tasks the mentor principal needed done without regard for the quality of the internship experience. Based on the identified need, the Internship Experiences List was created. Utilizing this form encourages consistency by providing a list of forty potential internship experiences in three categories.

1. Experiences required by USBE Rule (yellow highlight)
2. Experiences embedded in program coursework (green highlight)
3. Experiences that would be useful, but are not required (no highlight—most student interns make a concerted effort to complete all forty items on the list at least at a minimal level)

The Internship Experience List was used for student who began the program in Fall, 2016. The average number of hours completers reported completing for each experience is listed along with the percentage of students who completed hours in the experience area (see pp. 17-24)

Selected Focus Group Comments

Question: Are USU graduates who are principals/administrators in your district...

3. Able to support teachers create positive learning environments?

Response: That's one of the standards that is taught to create that culture of positive learning. We really know how important that is now. It's important for motivation.

Response: We talked to the effective teachers in Price, with high test scores, but they had a more

positive learning environment. Principals have to create that culture.

Response: The challenge for a young principal is when the heat is on. We work with developing principals in this area, but when the job pressures are intense it gets much harder. You can't just talk about it in class. You have to experience the parents, the personnel issues, the challenging kids.

Response: They can understand it intellectually, but not be able to provide leadership in this area. Certain situations will trigger the concepts that were learned in classes.

4. Able to collaborate with other principals/administrators in the district?

Response: Very positive in this area.

Response: Principals don't spend a lot of time talking to each other; the ones who are struggling don't make an effort to find out what their successful peers are doing. They need to understand that it's efficient and effective to learn from their peers. Agriculture is out in the open, but education is behind closed doors. We're not good at collaborating and being willing to share.

Application of content knowledge in practice: Data interpretation

As shown from the Internship Experiences List data (pp. 17-25), completers engaged in authentic professional practice that allowed them experience using knowledge, skills, and ability at both the elementary and secondary setting. The internship experience is concentrated requiring 450 total hours as follows:

- 50 embedded as clinical experience in course work with direct supervision from the building mentor and faculty.
- 300 hours in school setting mentored by two, licensed building administrators who have been collaboratively selected by the intern and supervisors. The mentor is provided training from a USU supervisor. To provide authentic rigor and concentration, 151 hours must be completed in minimum 2-hour blocks of time when students are present and 32 of the hours must be completed during the regular school day in a school in which the intern is not employed and in 8-hour blocks of time.

Prior to the use of the Internship Experience list, completers reported a majority of their internship hours were completed supervising students before and after school and during lunchtime. As shown by the data, the list has provided a balanced result to the internship experience with only 12% of the internship time spent in student supervision. As a result of this balanced approach, completers have the experience to develop strategies and reflective habits that will enable them to serve effectively in a variety of settings.

Results from selected focus group questions indicates that once candidates have graduated, they are able to apply their rich content knowledge in new and different settings and contexts.

Understand and engage with school culture and community

Focus Groups with Superintendents and Curriculum Directors

A few highlights of the focus group meetings are included here:

Question: Are USU graduates who are principals/administrators in your district...

3. Able to support teachers to differentiate instruction for different students?

Response: Very aware of who graduated from USU. DISTRICT is really diverse, so there's a lot of differentiation. Nobody graduates from a leadership program really ready for a principal job. Shortage in leadership as well as teachers. So, we have a 3-year induction program for leaders. USU graduates come prepared to take it on, have the foundation that they need. Most come from BYU, U. of Utah, and USU. Some come from out of state, but usually with experience. A smattering of U. of Phoenix folks. USU provides practical preparation and those grads compete better than U. of Utah and BYU. Very pleased with USU principals. The missing special ed law class for administrators is noticeable.

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Response: We talked to the effective teachers in Price, with high test scores, but they had a more positive learning environment. Principals have to create that culture. The challenge for a young principal is when the heat is on. We work with developing principals in this area, but when the job pressures are intense it gets much harder. You can't just talk about it in class. You have to experience the parents, the personnel issues, the challenging kids. They can understand it intellectually, but not be able to provide leadership in this area. Certain situations will trigger the concepts that were learned in classes.

4. Able to collaborate with other principals/administrators in the district?

Response: Very positive in this area.

Response: Principals don't spend a lot of time talking to each other; the ones who are struggling don't make an effort to find out what their successful peers are doing. They need to understand that it's efficient and effective to learn from their peers. Agriculture is out in the open, but education is behind closed doors. We're not good at collaborating and being willing to share.

6. Able to support teachers to making a positive impact on student learning?

Response: The data class is important here. This is a different time even than it was 10 years ago. Data is not to catch people but to see what it tells us, what it doesn't tell us, and what instructional decisions it can drive. USU grads come with the foundation to take the next step in this area. Nobody comes out from a program with the total package, but what's important is that they come out ready to learn.

Response: They're ready to think outside of the box. The USU grads have an edge in this area.

Selected questions from the INSPIRE Survey

See pp. 33-34 for relevant INSPIRE survey questions, specifically Tables 8-10.

Understand and engage with school culture and community: Data interpretation

Results from focus groups indicates that completers can leverage their knowledge of how to engage school community and culture in new and different contexts and settings.

Selected results from 98 graduates who responded to the INSPIRE survey indicates that across four years of completers, once engaged in the profession, they indicate strong perceptions that USU prepared them well to leverage their content knowledge in their new settings and contexts as evidenced by means of 4.00 or higher on all items relevant to the school culture and community, and building relationships with families and communities (see pp. 33-34, Tables 8-10).

Standard 3: Quality of Program Practices

The basis of the data to support Standard 3 is organized around the same three primary categories drawn from the AAQEP Data Audit Framework used in Standard 1 and 2.

The categories from the AAQEP Data matrix for Standard 3 are organized around the three categories as follows:

Quality program practices

Program consistently offers coherent curricula, provides high quality, diverse clinical experiences, engage in dynamic partnerships, and enacts comprehensive and transparent quality assurance processes informed by trustworthy evidence. Evidence documents practices and resources as well as the program's rationale	Coherent curriculum aligned with relevant standards
	Develops high quality clinical experiences in the context of partnerships
	Engages stakeholders in analysis, planning, improvement, Innovation
	Enacts admission processes that are shown to predict candidate success
	Monitors candidate progress to provide support and Guidance
	Engages in continuous improvement of program and program Components
	Investigates opportunities for improvement and innovation
	Maintains capacity for quality in staffing, resources, institutional commitment

1. Content knowledge relative to administration and supervision,
 - a. Standards Based Curriculum Alignment Table

AAQEP Data Matrix Categories

Coherent curriculum aligned with relevant standards
Enacts admission processes that are shown to predict candidate success
Monitors candidate progress to provide support and guidance
Maintains capacity for quality in staffing, resources, institutional commitment

2. Application of content knowledge in practice,
 - a. Internship Experiences List

AAQEP Data Matrix Categories

Develops high quality clinical experiences in the context of partnerships

3. Understand and engage with school culture and community,
 - a. Focus Groups
 - b. Select questions from INSPIRE Survey

AAQEP Data Matrix Categories

Engages stakeholders in analysis, planning, improvement, innovation
Engages in continuous improvement of program and program components
Investigates opportunities for improvement and innovation

Summary of Continuous Improvement Efforts & Alignment with Standards

The faculty use several practices to ensure quality in the management and ongoing evaluation of the program.

1. The faculty meet together on a regular basis, usually monthly during the academic year to talk about the program practices. Discussions include approval of assignments, and changes in the curriculum, changes in the admissions process, updates of faculty searches, teaching schedules, state program requirements and standards, and students who may be struggling in the program. A link to selected meeting minutes are here. <https://cehs.usu.edu/evidence-room/instructional-leadership>
2. The faculty have developed a rigorous admissions process that follows the USBE Requirements for administrative licensure programs and includes items such as writing samples, letters of recommendation, and a standards based admissions interview to assess the candidates potential to be a successful school leader.
3. The faculty have developed a standards based curriculum alignment table (p.10) where we have periodically examined our curriculum through the lens of the UEL Standards to determine how our courses align with the standards.
4. The faculty participate in the Utah Consortium of Educational Leadership – a group that is composed of educational leadership preparation programs around the state as well as state leaders in the Utah State Board of Education. Here we have the opportunity to review our

program relative to others in the state doing the same work. This informs our continuous improvement efforts.

ASC Applicant Interview Process

The ASC Applicant Interview questions were developed by instructional leadership faculty members and based on the Utah Educational Leadership Standards as well as the program coursework. Interviewers/raters are typically selected from the pool of instructional leadership faculty members, individuals in the community who hold a current or have held a role in K-12 administration, and others who have completed the program or have instructed in the program. Interviewers/raters are randomly assigned to interviewees with the intent to have 2-3 interviewers/raters per interviewee. Below we present data on our ratings:

	Average Score	Range	Average Deviation	Range
2016-2017	72.90	54.17-91.07	4.75	.01-15.01
2017-2018	59.99	33.93-100.00	3.84	.48-15.05

Our goal in inviting multiple raters is not necessarily to calibrate or gather consensus in scoring, but rather to acknowledge that those from the community may have a unique perspective than faculty members and that this perspective has value. Hence, the goal is to have multiple ratings for each prospective candidate interview. Multiple ratings are averaged to calculate a final score.

Admissions Interview questions:

ASC Applicant Interview Questions (Adopted 2013)

1. **Describe the characteristics of an effective school.** (Standard 1: Visionary Leadership)
Dispositions: Listen to see if the applicant believes in, values, and is committed to:
 - Every student learning
 - Collaboration with all stakeholder groups
 - High expectations for students, staff, and community
 - Reflection on assumptions and beliefs
 - Continuous, evidence-based improvement

2. **What have you and your school done to ensure student learning?** (Standard 2: Focus on Teaching and Learning)
Dispositions: Listen to see if the applicant believes in, values, and is committed to:
 - Learning as the fundamental purpose of school
 - Affirming diversity
 - Continuous professional learning and growth
 - Collaboration with all stakeholder groups
 - High expectations for students, staff, and community
 - Every student learning

3. **Leaders manage as well as lead in schools; describe what good “management” by a school leader would look like.** (Standard 3: Management for Learning)

Dispositions: Listen to see if the applicant believes in, values, and is committed to:

- Creating a safe and supportive learning environment
- Collaboration with all stakeholder groups
- Equitable distribution of resources
- Operating efficiently and effectively
- Service to student learning and others

4. **What elements of the community should be involved in the education of students, and how would you facilitate that involvement?** (Standard 4: Community Collaboration)

Dispositions: Listen to see if the applicant believes in, values, and is committed to:

- High expectations for students, educators, and community
- Collaboration with all stakeholder groups
- Affirming diversity
- Continuous professional learning and growth

5. **Everyone agrees ethics are important. Describe what it means to be an ethical school leader.** (Standard 5: Ethical Leadership)

Dispositions: Listen to see if the applicant believes in, values, and is committed to:

- Assuming personal responsibility for actions
- Ethical principles (fairness, integrity, honesty, etc.) in all relationships and decisions
- Modeling high expectations for students, staff, and community
- Continuous professional learning and growth
- Collaboration with all stakeholder groups

6. **What roles should a school leader fill in the larger political and policy arenas of the school district and the state?** (Standard 6: Systems Leadership)

Dispositions: Listen to see if the applicant believes in, values, and is committed to:

- Advocating for students and education
- Influencing policies
- Upholding and/or improving laws and regulations
- Eliminating barriers to achievement
- Affirming diversity

Content knowledge relative to administration and supervision

See the Standards Based Curriculum Alignment Table on p. 10.

Content knowledge relative to administration and supervision: Data interpretation

Results from the Standards Based Curriculum Alignment Table provides evidence of our continuous improvement efforts to maintain alignment between our coursework and standards – we achieve this at a high level with the exception of Standard 6A (as noted earlier).

Application of content knowledge in practice

The **Internship Experiences List** ([Link Internship Experiences](#)) was developed to provide consistency in internship experiences with less dependence on the mentor principal for the quality of the experience. Prior to the use of this document interns were at the mercy of the assignments given by the mentor principal with little consistency. Since mentor principals are not paid by the program for their work, and are selected by the student or the student's employer, the interns sometimes found themselves assigned to tasks the mentor principal needed done without regard for the quality of the internship experience. Utilizing this form encourages consistency by providing a list of forty potential internship experiences in three categories. See pp. 17–24 for the Internship Experiences list, average number of hours per completer/per experience, and the % of completers participating in each experience.

1. Experiences required by USBE Rule
2. Experiences embedded in program coursework
3. Experiences that would be useful, but are not required (most student interns make a concerted effort to complete all forty items on the list at least at a minimal level)

Application of content knowledge in practice: Data interpretation

Data from the Internship Experiences List indicates that continuous improvement efforts have yielded positive experiences for students. As noted earlier, we will continue to strive to provide experiences for students that enhance their expertise in working in different settings and with different student populations.

Understand and engage with school culture and community,

Focus Groups with Superintendents and Curriculum Directors

A few highlights of the focus group meetings are included here:

Question: Are USU graduates who are principals/administrators in your district...

4. Able to support teachers to differentiate instruction for different students?

Response: Very aware of who graduated from USU. DISTRICT is really diverse, so there's a lot of differentiation. Nobody graduates from a leadership program really ready for a principal job. Shortage in leadership as well as teachers. So, we have a 3-year induction program for leaders. USU graduates come prepared to take it on, have the foundation that they need. Most come from BYU, U. of Utah, and USU. Some come from out of state, but usually with experience. A smattering of U. of Phoenix folks. USU provides practical preparation and those grads compete better than U. of Utah and BYU. Very pleased with USU principals. The missing special ed law class for administrators is noticeable.

3. Able to support teachers create positive learning environments?

Response: That's one of the standards that is taught to create that culture of positive learning. We really

know how important that is now. It's important for motivation.

Response: We talked to the effective teachers in Price, with high test scores, but they had a more positive learning environment. Principals have to create that culture. The challenge for a young principal is when the heat is on. We work with developing principals in this area, but when the job pressures are intense it gets much harder. You can't just talk about it in class. You have to experience the parents, the personnel issues, the challenging kids. They can understand it intellectually, but not be able to provide leadership in this area. Certain situations will trigger the concepts that were learned in classes.

4. Able to collaborate with other principals/administrators in the district?

Response: Very positive in this area.

Response: Principals don't spend a lot of time talking to each other; the ones who are struggling don't make an effort to find out what their successful peers are doing. They need to understand that it's efficient and effective to learn from their peers. Agriculture is out in the open, but education is behind closed doors. We're not good at collaborating and being willing to share.

6. Able to support teachers to making a positive impact on student learning?

Response: The data class is important here. This is a different time even than it was 10 years ago. Data is not to catch people but to see what it tells us, what it doesn't tell us, and what instructional decisions it can drive. USU grads come with the foundation to take the next step in this area. Nobody comes out from a program with the total package, but what's important is that they come out ready to learn.

Response: They're ready to think outside of the box. The USU grads have an edge in this area.

Selected questions from the INSPIRE Survey

See pp. 33-34 for relevant INSPIRE survey questions, specifically Tables 8-10.

Understand and engage with school culture and community: Data interpretation

Results from focus groups indicates that continuous improvement efforts have yielded high quality experiences for completers as it relates to engaging the school community and culture.

Selected results from 98 graduates who responded to the INSPIRE survey indicates that continuous improvement efforts across four years of completers, has yielded positive perceptions of their experiences in engaging the school community and culture as evidenced by means of 4.00 or higher on all items (see pp. 33-34, Tables 8-10).

Standard 4: Engagement, Improvement, Innovation, Impact

The evidence that the elementary education and secondary programs meet the expectations of Standard 4 comes from several data sources and perspectives.

Engagement with P20 system

The program is committed to and invests in strengthening and improving the education profession and the P20 education system.	Engages with partners to support high needs schools
	Participates in efforts to reduce disparities in educational Outcomes
	Seeks to meet local and state educator workforce needs
	Seeks to diversify the educator workforce through recruitment and support
	Supports completer entry into their professional role
	Uses data on completer placement, retention, effectiveness to improve
	Meets obligations to all jurisdictions in which it operates
	Investigates effectiveness relative to its own mission and Commitments

The basis of the data to support Standard 4 is organized around the same three primary categories drawn from the AAQEP Data Audit Framework used in Standard 1, 2, and 3.

The categories from the AAQEP Data matrix for Standard 4 are organized around the three categories as follows:

1. Content knowledge relative to administration and supervision,
 - a. Not used under standard 4
2. Application of content knowledge in practice,
 - a. Not used under standard 4
3. Understand and engage with school culture and community,
 - a. Select questions from INSPIRE Survey

AAQEP Data Matrix Categories

Engages with partners to support high needs schools
 Participates in efforts to reduce disparities in educational outcomes
 Seeks to meet local and state educator workforce needs
 Seeks to diversify the educator workforce through recruitment and support
 Supports completer entry into their professional role
 Uses data on completer placement, retention, effectiveness to improve
 Meets obligations to all jurisdictions in which it operates
 Investigates effectiveness relative to its own mission and commitments

Understand and engage with school culture and community

Selected INSPIRE Survey Questions:

See pp. 30-34, specifically Table 10 – Family & Community relations and Table 9.

Understand and engage with school culture and community: Data interpretation

Selected INSPIRE survey questions indicates that our existing relationships with districts has yielded positive outcomes for students in relationship to their experiences. Table 9 points to the extent to which students feel prepared to reduce disparities in education settings. Although this was rated high (4.00 or higher, on average), it is unclear, in practice to what extent students can leverage and apply this knowledge. In alignment with other areas of improvement we raised, this will be addressed.

Although we do not have established partnerships with high needs schools to foster principal preparation, our faculty do partner with districts with high needs schools. These collaborative research efforts inform course curriculum in ways that prepare our graduates and it offers the possibility to foster future collaborations specifically relevant to principal preparation and experiences.

Conclusion: Findings and Recommendations

A review of our extensive narrative provides evidence that our program meets the expectations for Standards 1-4.

Standard 1

We align our coursework with the UEL standards to develop a comprehensive curriculum that develops the appropriate knowledge required of the profession. In internship, our candidates acquire experiences that allow them to apply that knowledge and further develop their skills, with 95% of candidates completing experiences that meet all UEL standards. At exit, our candidates complete the Praxis Exam 5411 with a pass rate of 99% and aligned with those outcomes. Once our candidates enter the field, superintendents and curriculum directors report that they are effective and have the “foundation they need” to take on the challenge of being a first-year principal. Together, this evidence indicates that when our candidates leave our MEd in Instructional Leadership and Administrative/Supervisory Concentration programs, they possess the knowledge, skills, and abilities needed to be successful educational leaders.

Standard 2

Candidates report on the INSPIRE survey that the program prepared them well in the needed knowledge, skills, and abilities (with means ranging from 4.44 – 4.81 on a 5-point Likert scale for select questions in 2018) to be reflective and adaptive practitioners. Over a period of four years, we have consistently acquired ratings of 4.00 or higher on all included INSPIRE survey questions.

Once our candidates enter the field, superintendents and curriculum directors report that they are able to adapt and that “they’re ready to think outside of the box. The USU grads have an edge in this area. Together, this evidence indicates that when our candidates leave our MEd in Instructional Leadership and Administrative/Supervisory Concentration programs, they are able to use the skills, knowledge, strategies, and habits they acquired and successfully adopt and adapt those to new and different contexts.

Standard 3

Faculty meeting meetings are examples of how the program engages in continuous improvement efforts to maintain a high quality program. These expectations manifest themselves in our admission process which is rigorous, standards-based, and follows the USBE requirements for licensure. The extent to which we align our courses with UEL Standards speaks to the comprehensiveness of our program. Together, these artifacts provide evidence of a program that is of high quality and that engages in continuous quality assurance processes.

Standard 4

Select INSPIRE survey questions indicate that candidates perceive their experiences with the program has helped them develop strong relationships with the P20 education system as well as with each other (fellow educational leaders), providing evidence that our program is committed to and invests in the P20 education system through engagement, innovation, and improvement efforts.

Implications and Goals for Improvement

In our review we were able to identify a few select areas for improvement, the first area for improvement, being derived from specific areas in the newly revised UEL Standards (2018).

Self-Audit Driven Goals

As a result of self-audit, the program leadership and staff have identified a new system for collecting all documents into one data system—a one file per student data system. The audit provided a list for staff assistants of required documents. The self-audit has resulted in the staff developing a new data management system that collects all documentation in one data system and has increased accessibility of documents to the program leadership/advisors.

The number of courses taught by adjunct instructors will be reduced. Courses taught by adjuncts will be reviewed by a faculty member at least every three years to reduce any drift from course objectives or the program/state requirements. It is also recommended that each adjunct instructor be assigned a point-of-contact faculty member. This will allow a faculty member to mentor the adjunct instructor.

To meet the needs of the wide variety of program students, synchronous offerings during the summer will be increased while still maintaining some options for the blended/face-to-face options in a pilot program. Students will then be surveyed to determine the effectiveness of the pilot offerings.

Community, Equity, & Cultural Responsiveness: Aligning to the Revised UEL Standards

First, when reviewing the alignment between our coursework and UEL standards, it was apparent that no course focused heavily on UEL Standard 6A. This standard indicates that effective educational leaders demonstrate active participation in the school's local community. The USBE just adopted a new set of standards in May of 2018 which provides greater specification as it pertains to preparing our candidates to engage successfully with the school's local community. The related standard from these recently updated standards are reflected in Strand 4:

Strand 4: Community Engagement

Effective educational leaders engage families and the community in order to create an inclusive, caring, safe, and supportive school environment to promote each student's academic success and well-being.

- Standard 4.1: Demonstrate an approachable, accessible, and welcoming disposition to families and members of the community.
- Standard 4.2: Create and sustain positive, collaborative, and productive relationships with families and the community.
- Standard 4.3: Understand, value, and employ the community's resources to promote student learning and school improvement.
- Standard 4.4: Work to collaborate with families around items such as cultural perspectives and practices, transportation, work schedules, and language to ensure that all families can be fully engaged in the school community.

As we revise our coursework to meet the expectations of the revised UEL Standards, we intend to place special attention on the ways we can better prepare our candidates to engage in the school community.

It was also mentioned in the focus groups that there was a need for more special education law. This recommendation will also be taken into our coursework revisions as we revisit our educational law course curriculum. Adding additional special education law content will be included.

As student demographics continue to evolve in Utah and elsewhere yielding a student body that is more linguistically and culturally diverse than ever before, the revised UEL Standards (2018) have placed greater attention on creating equitable learning environments that support the success of all students. This is reflected in Strand 7 of the revised UEL Standards (2018):

Strand 7: Equity and Cultural Responsiveness

Effective educational leaders honor the heritage and background of each student, use culturally responsive practices, and strive for cultural competency and equity of educational opportunity to promote each student

- Standard 7.1: Create and sustain a school environment in which each student is known, accepted, valued, trusted, and respected.
- Standard 7.2: Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- Standard 7.3: Lead faculty and staff to equitably distribute and target resources at the right moment and in the right places to achieve student success. 's academic success and well-being.
- Standard 7.4: Implement school procedures to address student behavior in a positive, equitable, and unbiased manner.
- Standard 7.5: Address matters of equity and cultural responsiveness in all aspects of leadership.
- Standard 7.6: Promote the preparation of students to live productively in, and positively contribute to society including participation in representative governments and other civic processes.

Internship experience data indicates that a limited number of respondents work in schools with a variety of socio-economic backgrounds. Typically, internship experiences take place largely in the school or district of current employment. While this is not totally within our control, we recognize a need to attempt to include this type of experience in each students' training.

Finally, we will be updating our interview questions to better reflect these new UEL standards, overall, and particularly as it pertains to Strand 7, as well as our internship experiences document and final exit evaluation. These modifications will also strengthen our performance on AAQEP Standar 1 as it pertains to supporting instruction and assessment that are culturally responsive.

Improving Internship Supervision

A second area of improvement is the supervision provided to our candidates while completing their internship. Results from the self-study indicated that some respondents indicated a lack of supervision and evaluation of the internship experience. In order to improve in this particular area of our program, we intend to do the following:

Combine the Internship Experiences List and the End-of-internship Report and tie it directly to the Log of Internship Hours so that students and supervisors become focused on quality experiences rather than just hours logged.

Train University Supervisors using new forms and roll play interactions with candidates and school advisors yearly. Faculty will shadow an interaction to provide coaching and feedback for each supervisor twice per year.

Collecting additional data after these changes will help document if these two data-driven responses have improved the quality of our program in measurable ways.

Appendices

Appendix A: Candidate recruitment, selection, monitoring, described and documented

Recruitment: In past years, program faculty have accomplished recruitment by visiting school districts and recruitment fairs (often a combined effort of multiple districts) where potential candidates are invited by their employers. Program leaders make a presentation and invite candidates to apply. The Regional Campus system is also instrumental in recruitment activities in the local communities and on their campuses.

With the hiring of a new coordinator, additional recruitment efforts include contact with curriculum directors who are invited to nominate potential administrators. Nominated individuals are contacted by phone, provided information and invited to apply. While this is a new approach, it has shown promise as an effective recruitment strategy.

The program has a strong reputation in Utah. It is common for potential candidates to seek information from the website and from past program completers. This is the strongest source of new applicants. Below is information about the recruitment and enrollment trends over the last three years:

Year	Applied	Accepted	Enrolled	Withdrawn
2015-2016	88	69	62	22*
2016-2017	57	47	41	14**
2017-2018	74	68	65	7***

* 9 inactive (students who have not registered for a course in the past year)

** 7 inactive (students who have not registered for a course in the past year)

*** 5 inactive (students who have not registered for a course in the past year)

Admissions and Selection

The program has two distinct tracks with differing application processes and requirements: Administrative Supervisory Concentration (ASC) licensure only and M.Ed. in Instructional Leadership.

Each required element of the application process is scored and considered as part of the overall admissions decision. The most important element is the admissions interview conducted by members of the faculty. The questions are standardized and drawn from the UEL Standards.

ASC Licensure Only

Admission to the ASC licensure only program requires students be a licensed level II teacher and hold a Master's degree in an education or closely related field.

Please submit: [ASC Application form](#) (online submission)

1. Three Letters of Recommendation are required and should address your effectiveness as a teacher and potential as an education leader. One of the letters must come from your principal or immediate administrative supervisor, one from the Superintendent or someone from the district office, and one from a person of your choice. Please send the individuals you select the link to the [form](#) and they can submit the form directly to us by saving the form and attaching it to an email to krista.terrell@usu.edu.
2. \$50 non-refundable application fee mailed to the following: ASC Program 2805 Old Main Hill Logan UT 84322
3. Official Graduate Transcripts which list your awarded Master's degree (We do not need these if your Master's degree is from USU)
4. Copy of current teaching license (if anticipating a Utah license you must have a level 2 teaching license)
5. Evidence of clearing a USOE fingerprint background check.
6. Evidence of being deemed effective or higher by your districts system.
7. Interview: After completing the admissions checklist, you will be invited to participate in a telephone interview with the admissions committee. The interview should take approximately 15 minutes. [Rating Sheet](#)

M.Ed. in Instructional Leadership

In addition to the application for license only applicants for the master's degree must complete the following:

1. [Application](#) completed with the School of Graduate Studies at Utah State University

Please Note:

- The Graduate School requires either the GRE or Miller's Analogy test with a score above the 40th percentile.
- Application fee: The School of Graduate Studies requires an additional application fee.
- Letters of recommendation: We suggest you have those who wrote letters for the program application upload that same letter when they receive the request from the School of Graduate Studies.

Interview questions:

ASC Applicant Interview Questions (2013)

7. **Describe the characteristics of an effective school.** (Standard 1: Visionary Leadership)
Dispositions: Listen to see if the applicant believes in, values, and is committed to:
 - Every student learning
 - Collaboration with all stakeholder groups
 - High expectations for students, staff, and community
 - Reflection on assumptions and beliefs

- Continuous, evidence-based improvement
8. **What have you and your school done to ensure student learning?** (Standard 2: Focus on Teaching and Learning)
- Dispositions: Listen to see if the applicant believes in, values, and is committed to:*
- Learning as the fundamental purpose of school
 - Affirming diversity
 - Continuous professional learning and growth
 - Collaboration with all stakeholder groups
 - High expectations for students, staff, and community
 - Every student learning
9. **Leaders manage as well as lead in schools; describe what good “management” by a school leader would look like.** (Standard 3: Management for Learning)
- Dispositions: Listen to see if the applicant believes in, values, and is committed to:*
- Creating a safe and supportive learning environment
 - Collaboration with all stakeholder groups
 - Equitable distribution of resources
 - Operating efficiently and effectively
 - Service to student learning and others
10. **What elements of the community should be involved in the education of students, and how would you facilitate that involvement?** (Standard 4: Community Collaboration)
- Dispositions: Listen to see if the applicant believes in, values, and is committed to:*
- High expectations for students, educators, and community
 - Collaboration with all stakeholder groups
 - Affirming diversity
 - Continuous professional learning and growth
11. **Everyone agrees ethics are important. Describe what it means to be an ethical school leader.** (Standard 5: Ethical Leadership)
- Dispositions: Listen to see if the applicant believes in, values, and is committed to:*
- Assuming personal responsibility for actions
 - Ethical principles (fairness, integrity, honesty, etc.) in all relationships and decisions
 - Modeling high expectations for students, staff, and community
 - Continuous professional learning and growth
 - Collaboration with all stakeholder groups
12. **What roles should a school leader fill in the larger political and policy arenas of the school district and the state?** (Standard 6: Systems Leadership)
- Dispositions: Listen to see if the applicant believes in, values, and is committed to:*
- Advocating for students and education
 - Influencing policies
 - Upholding and/or improving laws and regulations
 - Eliminating barriers to achievement
 - Affirming diversity

Admissions Rating Sheet

Administrative/Supervisory Certificate Admissions Interview Rating Sheet (semester) (date)

Candidate Name: John Doe

Pct. of Poss.	89.88 %
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Anytown School District

Interview Rating Scale:

0-Unacceptable 3-Good
 2-Could be better 4-Very good

Interview Criteria	1	2	3	4	22.33
Articulates Ideas Clearly & Persuasively (observation)	4	4	2		
Understanding of the purposes of schooling (question 1)	3	4	2		
Understanding of teaching and learning (question 2)	3	4	4		
Understanding of the role of management (question 3)	2	4	2		
Understanding of relationship with community (question 4)	4	4	2		
Understanding of importance of ethics (question 5)	4	4	2		
Understanding of political context of schools (question 6)	3	4	2		
	23	28	16	0	
Level of License					5
Level I = 1pt, Level II = 3pts, Level III = 5pts					
Graduate GPA					3
<3.0 = 1 pt; 3.0-3.5 = 2 pts; >3.5 = 3 pts					
Letter of Recommendation					10
1 pt. if all 3 letters are from correct people 2 pts per letter if ranking is Top 5 or better; 1 pt. if Top 10; 0 below Top 10 1 pt per letter on subjective assessment of quantitative value of letter					
Writing					10
4 points--grammar and usage 4 points--coherence and construction 2 points--quality of answer					

Appendix B: Completer support and follow-up described and documented

Completer follow-up is accomplished through the INSPIRE Survey and focus groups with selected superintendents and curriculum directors. <https://cehs.usu.edu/evidence-room/instructional-leadership>

Each year the program participates in the INSPIRE Survey administered through the University Council for hip. The survey has undergone rigorous validity and reliability testing and has been adopted by many programs nationally. The following <https://cehs.usu.edu/evidence-room/instructional-leadership> provides documentation of the survey provided by the creators.

Appendix C: Capacity described and document (faculty, resources, etc.)

During the past two years the School of TEAL has added new faculty to the previous core, replacing several long-term faculty who have retired from the university. Dr. Michael Freeman, Dr. Steve Laing, and Dr. L. Joseph Matthews have retired during the past two years and been replaced by Dr. Alyson Lavigne, Dr. Greg Lewis, and Dr. Amanda Taggart. They join Dr. Courtney Stewart and Dr. Susan Turner to complete the five-person core faculty. Four highly qualified practitioners teach courses in the program as adjunct faculty in their areas of specialization.

The core faculty meets together on a regular basis (usually monthly) during the academic year, and periodically during the summer to consider candidates for admission, address potential program changes, and collaborate on research and program development projects. Selected meeting minutes are found here. <https://cehs.usu.edu/evidence-room/instructional-leadership>

All of the core faculty hold terminal degrees. All have held administrative assignments in public education with two having been a principal and/or district leader. The core faculty consists of three assistant professors, and two clinical faculty.

The adjunct faculty members are carefully selected from respected and academically and professionally qualified professionals in the education community. All four hold terminal degrees (Ph.D., Ed.D., or J.D.) from accredited universities. All hold or have held leadership positions in Utah school districts.

The program also has a relationship with five current or former school administrators who, on a student by student basis conduct site visits to our students in their internship placements, follow up with documentation, and verify the experiences. Each holds a Utah teaching license with the Administrative Supervisory Concentration. The program faculty conducts annual training including updates on current USBE rules relating to internships and best practice.

All core faculty and adjunct faculty who teach in the program are evaluated using the approved USU course evaluation system. The USU Course Evaluation system is based on student feedback of faculty performance across a number of categories. The course evaluation system utilizes a system known as IDEA based on course objectives as determined by the instructor of each course. In addition, as part of the promotion and tenure process, pre-tenure faculty in their probationary years, tenured faculty seeking promotion and clinical faculty are encouraged to provide additional documentation of teaching effectiveness. Typical forms of documentation include a teaching portfolio, and faculty peer review.

Faculty vitae are available <http://www.teal.usu.edu/directory/index>. Vitae for Adjunct faculty and Intern Supervisors are on file.

Core Faculty

Name/Title	Degree Information	Publications	Years at USU/in Position	Courses Taught	% Time Teaching
Lavigne, Alyson Assistant Professor	Ph.D., University of Arizona Educational Psychology 2010	Articles: 13 Books: 4 Presentations: 35 Grants/Contracts : 4	1/1	TEAL 6060	40 %
Lewis, Greg Clinical Assistant Professor	Ed.D., Utah State University Curriculum and Instruction 2012	Articles: 0 Books: 0 Presentations: 13 Grants: 2	1/1	TEAL 6080 TEAL 6930 TEAL 6945	80 %
Stewart, Courtney Assistant Professor	Ph.D. Brigham Young University Educational Leadership and Foundations 2009	Articles: 12 Books: 0 Presentations: 34 Grants: 3 Book Chapters: 1	5/5	TEAL 6540 TEAL 6280 TEAL 7060 TEAL 7325 TEAL 7330 TEAL 7350	70 %
Taggart, Amanda Assistant Professor	Ed.D., The University of Texas at San Antonio Educational Leadership and Policy Studies, 2011	Articles: 9 Book Chapter: 1 Presentations: 11 Grants: 0	0/0	TEAL 6090	40 %
Turner, Susan Clinical Assistant Professor,	Ph.D., Brigham Young University Leadership and Organizational Behavior, 1998	Articles: 7 Books: 0 Presentations: 18 Grants: 8	12/12	EDUC 6550 TEAL 6050 EDUC 7050 EDUC 6540	85 %
Freeman, Michael, Associate Professor,	Ph.D., University of Wyoming Adult & Postsecondary Education 1994	Articles: 20 Books: 1 Presentations: 24 Grants/Contracts : 2	24/18	TEAL 6090 TEAL 6410 TEAL 7090 TEAL 7350 TEAL 7080 TEAL 6930	80 %

Adjunct Faculty

Name	Degree	Years	Courses Taught	Title
Bates, Martin	PhD, JD, Brigham Young University	17	TEAL 6740	Superintendent, Granite School District
Stephens, Jeff	PhD, Utah State University	1	TEAL 6500	Superintendent, Weber School District
Alder, Heidi	JD, Brigham Young University	2	TEAL 6740	Legal Counsel, Weber School District
Nye, Rich	PhD, Utah State University	1	TEAL 6060	Superintendent, Ogden School District

Internship Supervisors

Name	Title	Degree	Years	Employer
Leichty, Mike	Deputy Superintendent	EdD, Lasalle University	20	Cache County School District
Downs, Chad	Retired	MEd, Utah State University	22	USU Retired, Cache County
Ramsey, Diane	Principal		2	Jordan School District
Sandy Coroles	Retired			Ogden School District

Select INSPIRE Survey Question

Table 12. INSPIRE Graduate Survey Results: Faculty Quality

Item	2018			2017			2016			2015		
	n	M	SD	n	M	SD	n	M	SD	n	M	SD
a. The faculty/instructors were knowledgeable.	16	4.69	0.48	17	4.76	0.44	32	4.84	0.37	33	4.64	0.49
b. The faculty/instructors were competent.	16	4.63	0.62	16	4.81	0.40	32	4.81	0.40	33	4.61	0.56
c. The faculty/instructors were responsive to	16	4.63	0.50	17	4.53	0.62	32	4.75	0.51	33	4.52	0.71
d. The faculty/instructors were respectful of diversity.	16	4.38	0.96	17	4.59	0.62	32	4.84	0.37	33	4.52	0.62

Classroom descriptions

Utah State University has state of the art facilities in Logan and at every regional campus and center. We have an extensive support system for academic and instructional services, which can be explored here: <https://ais.usu.edu/>

Many of the classrooms that we use can be viewed here: http://classroomsupport.usu.edu/classroom_information/index

A typical broadcast origination classroom and receive classroom has a large flat panel display that instructors and students use to see each other in real time, a sophisticated audio/mic system that allows for teacher-student and student-student interaction, a PC that enables the use of lecture capture, a

document camera, and BluRay DVD. In addition, small group work is facilitated through the use of additional technology-based video systems (e.g., Zoom) that students access using phones or laptops.

**UTAH STATE UNIVERSITY
INSTRUCTIONAL LEADERSHIP PROGRAM
PLAN FOR THE INTERNAL AUDIT**

For the student file audit, we randomly selected 3 MEd graduates and 3 ASC Administrative/Supervisory Concentration only graduates per year for the last three available years totaling 18 files being audited.

The audit included a review the programs, courses, faculty, and infrastructure for the selected number of students. We will use stratified random sampling to choose the students' whose programs, courses, faculty, and infrastructure will be audited. The breakdown will be as follows:

- 9 MEd Instructional Leadership graduates
 - 1 each per semester from Fall 2015 through Summer 2018
- 9 ASC (Licensure Only) graduates
 - 1 each per semester from Fall 2015 through Summer 2018

Instructional Leadership Audit Form

Student Number (Random) _____

Semester Completed _____

Year Completed _____

Audit Questions

Admissions				Comments
Yes	No	NA	1. Did MEd completers meet graduate school admissions requirements?	
			a. Undergraduate GPA of 3.0 or higher or received waiver.	
			b. GRE or Miller's Analogy test with a score above the 40th percentile.	
			c. Application to the School of Graduate Studies.	
			d. School of Graduate Studies Application Fee	
Yes	No	NA	2. Did all completers (MEd and ASC) meet the IL admissions requirements?	
			a. ASC application form	
			b. Three letters of recommendation (one from current principal or immediate supervisor and one from the Superintendent or someone from the district office, and one from a person of candidate's choice.	
			c. IL application fee.	
			d. Copy of Level II or higher teaching license.	
			e. Evidence of clearing USOE fingerprint background check.	
			f. Evidence of being deemed effective or higher by the candidate's district evaluation system.	

			<p>g. 80% of possible points on the Admissions Interview Rating Sheet calculated from:</p> <ul style="list-style-type: none"> i. A 1-4 score on 7 item admissions interview. ii. Level of license (Level I = 1 pt., Level II = 2 pts., Level III = 5 pts.) iii. GPA: < 3.0 = 1 pt., 3.0-3.5 = 2 pts., >3.5 = 3 pts. iv. Letters of Recommendation: 1 pt. if all 3 letters are from correct people; 2 pts. per letter if ranking is Top 5% or better, 1 pt. if top 10%, 0 pt. if below top 10%; 1 pt per letter on subjective assessment of quantitative value of letter. v. Writing sample rating: 4 pts. for grammar and usage, 4 pts for coherence and construction, 3 pts for quality of answer. 	
Yes	No	NA	3. Did ASC-only completers met the following IL admissions requirements?	
			a. Official Graduate Transcript listing awarded Master's degree.	
Completion				Comments
Yes	No	NA	1. Did MEd completers meet graduate school completion requirements?	
			a. Completers met University credit restriction requirements.	
			b. Completion of Requirements form submitted to the School of Graduate Studies	
			c. Letter of Completion sent by advisor.	
Yes	No	NA	2. Did all completers (MEd and ASC) meet the IL admissions requirements?	
			a. Submit all completed internship documentation (Internship Experiences List, Log of Internship Hours, End of Internship Report).	
			b. Submit passing Praxis score documentation.	
			c. Submit completed USBE Application form.	
Program and Courses				Comments
Yes	No	NA	1. Did all completers (MEd and ASC) meet the IL course requirements?	
			a. Completed all courses listed in the program guide with B- or better grade.	
			b. Documentation of acceptance of any substituted courses.	
Faculty & Infrastructure				Comments
Percentage			1. Did all courses instructed by a highly-qualified instructor?	
			a. Percentage of courses instructed by staff with PhD or EdD.	

	b. Percentage of courses instructed by adjunct staff with MEd.	
Percentage	2. Percentage of courses by delivery method.	
	a. Percentage of courses instructed through asynchronous online format.	
	b. Percentage of courses instructed through blended asynchronous online and face-to-face format.	

Program Self-Audit

The purpose of the program self-audit was to review the program, courses, faculty, and infrastructure to identify concerns that can lead to program improvement.

For the student file audit, one MEd graduate and one ASC (Administrative/Supervisory concentration) licensure-only completer were chosen using a random number generator to provide a stratified random sample for each semester for the last three years. This resulted in eighteen student files being audited. The breakdown of files audited was as follows:

- 9 MEd Instruction Leadership graduates
 - 1 each per semester from Fall 2015 through Summer 2018
- 9 ASC (licensure only) graduates
 - 1 each per semester from Fall 2015 through Summer 2018

Faculty and staff were also interviewed as part of the self-audit process.

The audit focused on the admission process, program and course completion, and faculty/delivery infrastructure. An audit form was created to guide the data collection process.

Program Admissions

As part of the program self-audit, the admission process was reviewed. Interviews were held with program leadership and staff assistants that identified the current process and documentation. Admissions file documents were then collected for the identified sample students.

Utah State University's Instructional Leadership program developed eight steps to the application process. These steps were designed with a dual purpose: to collect documentation required by the Utah State Board of Education (USBE) for recommendation for administrative licensure; and, the process provided a screening procedure to ensure a minimal level of student preparation for graduate level courses and leadership experience.

The admission process was designed to include:

1. An application form that included two writing samples to identify minimum ability to write at the graduate level.

2. Three Letters of Recommendation that asked respondents to rate leadership potential. Recommendations were evaluated for ratings and also whether the recommendations included the candidate's current principal and a recommender from district office. These recommendations were intended to screen candidates for leadership ability by their current leaders.
3. An application fee was collected.
4. An official transcript showing the award of Master's degree as part of USBE requirements. (this document was not required for those seeking a MEd in Instructional Leadership.)
5. Candidates provided a copy of their current teaching license. (A level 2 teaching license is required by USBE for licensure recommendation.)
6. Evidence that candidate cleared the USBE fingerprint background check was submitted (USBE requirement).
7. Candidates provided a copy of their last evaluation to show evidence that their teaching was deemed effective or higher to screen their instructional ability.
8. A personal interview was held by telephone that asked questions to determine current understanding and biases relating to the current Utah Instructional Leadership Standards.

In addition to these requirements, those applying to the MEd in Instructional Leadership program were required to meet all requirements for admission to Utah State University's graduate school. This included an application, minimum 3.0 GPA in previous coursework, a GRE or Miller's Analogy test with a score above the 40th percentile, and additional letters of recommendation. Program leadership and staff stated that one graduate admission requirement could be waved for students.

Each of these admission requirements were audited for the sample students. Data is presented in the chart below.

Admission Requirements		MEd IL Student									ASC Licensure Only Student								
		201430	201620	201630	201640	201720	201730	201740	201820	201830	201540	201620	201630	201640	201720	201730	201740	201820	201830
1. MEd Completers met graduate school admission requirements	a. GPA >3.0	3.6	3.6	3.9	4	3.3	3.9	3.7	3	3.6									
	b. GRE or MAT > 40th Percentile	95		85		94	79	99	45										
2. All completers met ASC admission requirements	a. ASC application	Y	Y	Y			Y	Y	Y	Y	Y	Y		Y	Y	Y			Y
	b. 3 appropriate LOR	3	2	3	2	3	2	3	3	2	3	3	2	3	2	3			3
	c. ASC fee	Y			Y	Y	Y		Y		Y	Y	Y	Y	Y				
	d. Level II license	N		Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y				Y
	e. > Effective evaluation									Y									Y
	f. 70% of interview points	71	79	75	77				85	72	64	76	66	82	73	82		68	70
3. ASC only admission	a. Transcript showing MEd											Y	Y	Y		Y	Y		Y

Findings

There were a number of admission documents missing as indicated by the blank cells in the chart. Through the leadership and staff interviews the probable cause was identified. Two years ago, the staff assistant who collected and organized the documents moved to a new position in a different department. The person who replaced her was reorganizing the files based on her preferences when she unexpectedly passed away. This unexpected change in staffing and systems was identified as the main cause of the missing documents. Only the current staff assistant historically has had access to all documents.

In the leadership interviews, the outgoing program advisor indicated that at the conclusion of each semester's interview all candidate applications were reviewed for completion. This indicated that at one point all student files were complete. Thus, it is concluded that the missing files are due to a change in staffing issue and not a non-compliance issue. Interviews indicated that candidates were not admitted if more than one graduate school criterion was missing. An example observed was of a recent student applicant for the MEd program had a previous GPA of 2.8 and a GRE score in the 39th percentile in quantitative reasoning. He was advised that he need to raise one or the other. He opted to take the Miller's Analogy Test and received a score in the 80th percentile. He was then admitted to the program. Of the data that was collected in the sample, there were no instances where program candidates did not meet the admission requirements.

Recommendations

As a result of self-audit, the program leadership and staff have identified a new system for collecting all documents into one data system—a one file per student data system. The audit

provided a list for staff assistants of required documents. The self-audit has resulted in the staff developing a new data management system that collects all documentation in one data system and has increased accessibility of documents to the program leadership/advisors.

Program and Courses

The self-audit reviewed three course criterion:

1. Was all coursework completed with a grade of B- or higher? This query measured completion of all courses with expected minimum learning within coursework.
2. If a substitute/transfer course was accepted, was documentation of course review and acceptance present? This question measured compliance of accepted coursework with outlined coursework.
3. How many semesters did it take completers to finish their program? This measure indicates timeliness of program completion.

Program and Courses		MEd IL Student								ASC Licensure Only Student									
		201540	201620	201630	201640	201720	201730	201740	201820	201830	201540	201620	201630	201640	201720	201730	201740	201820	201830
1. Completed required courses	a. All courses completed with B- or higher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	b. Documentation of substitute acceptance	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	c. Number of semesters to complete	5	5	5	3	11	5	5	5	5	4	3	4	4	3	3	3	4	3

Findings

All sample students completed all coursework above the minimum B- standard. In the review of sample student transcripts, only two of the selected students had any grades lower than an A-.

Of the randomly selected students, no students had transfer credit or substituted courses on their transcript. Advisor interviews indicated that transfer or substitute course credit has been evaluated and documented. The transfer/substitute evaluation was reported in the interviews as averaging one to two students per semester. As none of the sample students had transfer or substitute credit, the documentation was not present in any university files reviewed. MEd program completion time averaged 4.8 semesters. There was one outlier in the student sample that took 11 semesters to complete the program. 77% of students completed the program in five semesters.

The ASC program completion time averaged 3.4 semesters. There were no outliers in this group with 55% of students completing the program in three semesters. 45% of students completed in four semesters.

Recommendations

As findings were reviewed, the review team found that course completion and performance were acceptable. The completion time was reasonable and acceptable.

Documentation of any transfer/substitute course acceptance will become part of the one file per student data system recommended under admission recommendations.

Faculty and Infrastructure

This section of the program self-audit evaluated the qualifications of course instructors and the delivery method of instruction. Student transcripts were evaluated to determine the percentage of courses taught by instructors with a PhD or EdD. The percentage of courses taught by an adjunct instructor was also measured.

Students had the option of attending a blended summer course where a week of instruction was delivered in a face-to-face format with the remaining weeks delivered in an online format. During fall and spring semesters courses are delivered in a synchronous online format. Results were as follows:

Faculty & Infrastructure		MEd IL Student									ASC Licensure Only Student								
		201540	201620	201630	201640	201720	201730	201740	201820	201830	201540	201620	201630	201640	201720	201730	201740	201820	201830
1. Instructors highly qualified	a. % of courses instructor with PhD or EdD	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
	b. % of courses taught by adjunct	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
2. % of courses by delivery method	a. # of synchronous courses	6	7	6	7	11	2	7	9	5	8	9	2	7	8	7	8	9	6
	b. # of blended courses	5	4	5	4	0	9	4	2	6	3	2	9	4	3	4	3	2	5

Findings

All instructors were found to be highly qualified. All program instructors, whether faculty or adjunct, held a PhD or EdD. Two courses of the eleven program courses were consistently taught by adjunct instructors: TEAL 6740 School Law and TEAL 6500 School Finance. Faculty interviews indicate that there has been loose supervision and support for adjunct instructors. Sample students averaged 6.9 courses in the synchronous course format. The group averaged 4.1 courses taken in the blended format. The variance for the number of synchronous courses was 5.16 for the 11 courses. The standard deviation was 2.27. The Variance for the synchronous courses was 4.87 with the standard deviation as 2.27.

Faculty interviews have indicated a wide range of student desires pertaining to delivery method. They report that some distance students do not like the blended courses as the only option for summer as it requires additional travel/housing costs.

Recommendations

As a result of the self-audit, the number of courses taught by adjunct instructors will be reduced. It is recommended that when an adjunct is used regularly to fill a need, the course will be taught and reviewed by a faculty member at least every three years. This recommendation is intended to reduce any drift from course objectives or the program/state requirements. It is also recommended that each adjunct instructor be assigned a point-of-contact faculty member. This will allow a faculty member to mentor the adjunct instructor. To meet the needs of the wide variety of program students, it is recommended to increase the number of courses taught in a synchronous format during the summer while still maintaining some options for the blended/face-to-face options in a pilot program. Students will then be surveyed to determine the effectiveness of the pilot offerings.

Appendix E: Jurisdictional obligations met (per state agreement) (NOT REQUIRED)

Appendix F: Missional commitments and distinct contributions

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher preparation programs at USU are well-represented in regional campus offerings. Distance education extends USU's and the Emma Eccles Jones College of Education and Human Services's reach to provide higher education to students throughout Utah and around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes in selected programs. A complete map of USU's regional campuses can be viewed here: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Distinguishing Features of the Instructional Leadership Program:

1. The program has been known for increasing access to administrative licensure throughout Utah by the use of distance education technologies. Over its history, courses have been delivered using a variety of delivery systems and formats, including both audio and video components, carried over phone lines, satellite, and the Internet. Currently, courses are delivered during Fall and Spring Semesters using the Canvas course management system, and WebEx, an interactive internet-based videoconferencing system, allowing students to participate in course meetings wherever they have access to a high-speed internet connection. The system provides full audio and video interaction and access to instructional materials and presentation software.
2. Summer courses are offered in a Hybrid model over seven weeks, including one week at the USU Brigham City Campus meeting four hours each day. The remaining six weeks provide online interaction and WebEx course meetings. The summer program has remained popular because of the cohort feel that the students gain from meeting in a common location. Because of the intensity of the compressed time frame, students are limited to four courses during the Summer Session.
3. The internship element of the program consists 450 hours of applied internship as outlined in the rules of the Utah State Board of Education (USBE). This link, <http://www.teal.usu.edu/graduate/instructional-leadership/internships> provides the USBE Internship rules and the tools used to document the internship experiences. The internship experience culminates with a 2 credit hour internship seminar (TEAL 6930) during which students meet to share experiences and insights from the internships, and complete reflective assignments to bring the experience to a logical conclusion.
4. Students are able to complete the program at their own pace with limited sequencing of coursework, and flexibility in selecting the location and timing of the internship experience.
5. The core Instructional Leadership faculty group consists of five full-time faculty supplemented with a small group of adjunct faculty with credentials specific to the courses they teach (School

Law, School Finance and Resource Management). The core faculty meets together monthly during the academic year and periodically during the summer to consider candidates for admission, address potential program changes, and collaborate on research and program development projects. Minutes and agendas of selected meetings can be viewed at this link: <https://cehs.usu.edu/evidence-room/instructional-leadership>

Appendix G: Data quality appendix: reliability, validity, fairness, trustworthiness

The program utilizes a multi-method, multi-source approach to collect data for program monitoring and improvement. The data is primarily drawn from the following six sources.

1. Praxis Test Scores with Subscale scores for each UEL Standard

The Praxis exam is a nationally accepted measure of content knowledge in the area of administration and leadership. The exam provides subscale scores that in six areas that align with the ISSLC Standards. In this case, the Utah Education Leadership Standards are derived directly from the ISSLC Standards, allowing the subscale scores to support the students understanding of each UEL Standard. The subscale scores effectively connect this content knowledge to each of the UEL Standards. While ETS does not provide norming data for these scores, we observe encouraging consistency across the scoring for the standard subscales.

2. Standards Based Curriculum Matrix

We have periodically examined our curriculum through the lens of the UEL Standards to determine how our courses align with the standards. The table outlining the alignment of our courses with the UEL Standards is here:

3. Internship Experiences List

In the past the program was concerned that the internships experienced by our students were not as consistent as they might be as they were dependent on the skill and commitment of the mentor principal. The Internship experiences list was developed with collaboration from a group of School Superintendents to ensure that the students were having a consistent experience. USBE has used this document as a model in the development of the new internship requirements adopted over the past two years. Students must complete internship logs documenting their experiences bi-monthly.

[Internship Experiences](#)

4. Final Internship Evaluation, section for each UEL Standard

The Final Internship Evaluation was developed by combining the reflective elements of the leadership portfolio used in past years and the Utah Education Leadership Standards. In addition to reflective comments from students for each standard, it provides assessments of the internship experience by the mentor principals and Internship supervisor, as well as a self-assessment. Students internship logs are verified by mentor principals and Internship supervisors. [End of Internship Report](#)

5. INSPIRE Survey

The INSPIRE Survey was developed by the University Council for Educational Administration. They have conducted reliability and validity testing, and the survey is quickly gaining acceptance nationally. Summaries of INSPIRE Surveys and validity and reliability documentation are found here:

<https://cehs.usu.edu/evidence-room/instructional-leadership>

6. Focus Groups with Superintendents and Curriculum Directors

The Program has conducted focus group meetings with a sample of Superintendents and Curriculum Directors from school districts with whom we work closely, and who have a history of employing our graduates. Focus group questions were developed by the Associate Dean with support and feedback from instructional leadership faculty. Purposeful sampling was utilized to identify Superintendents who had hired a significant number of our graduates. One focus group was conducted with three to four Superintendents present. Notes and summaries from these meetings are available at the following link: <https://cehs.usu.edu/evidence-room/instructional-leadership>

DATE

ITEM FOR ACTION

Utah State University's Department of Psychology in the Emma Eccles Jones College of Education and Human Services submits the attached accreditation program review of the School Counselor Program for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Psychology School Counselor Program offers a nationally accredited master's level program of study that qualifies graduates for professional licensure in School Counseling. The program is specifically designed to train individuals for school counseling positions in grades K-12 within public and private schools in elementary, middle, and high school settings. Graduates of the program also find placement in academic advisement centers located at public and private colleges and universities. Training is provided in the design and implementation of school-based, systemic counseling programs and is delivered by a program director and twelve-member faculty. The over-arching goal of the faculty of the School Counselor Education Program is for students to develop the knowledge, skills, and professional dispositions of competent, caring and effective school counselors.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Psychology School Counselor Program.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Psychology School Counselor Program 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 accreditation program review for the Department of Psychology School Counselor Program, and that this accreditation 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: School Counselor Program

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

Department(s) or Area(s) Location: Psychology 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 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.

Signature

Date:

Printed Name: Renee V. Galliher



Association for **Advancing**
Quality in Educator Preparation

May 24, 2019

Dr. Sylvia Read
Associate Dean for Educator Preparation
Utah State University
2805 Old Main Hill
Logan, UT 84322

Dear Sylvia:

This letter serves as formal notification of action taken regarding the Utah State University School Counseling Program by the Accreditation Commission of the Association for Advancing Quality in Educator Preparation at its meeting of May 2, 2019.

Action: Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the AAQEP Accreditation Commission awards **accreditation for a term of 7 years** to the School Counseling Program provided by Utah State University.

This action is effective immediately and remains **in effect through June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

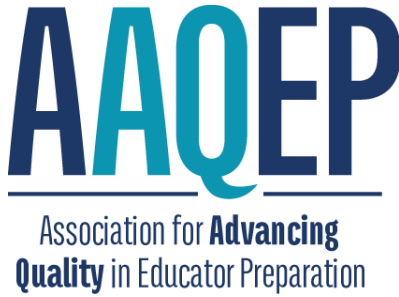
Congratulations!

A handwritten signature in black ink, reading "Mark LaCelle-Peterson".

Mark LaCelle-Peterson, Ed.D.
President and CEO

Advancing quality in educator preparation

P.O. Box 7511
Fairfax Station, VA 22039-9998



ACCREDITATION ACTION REPORT

An official record of actions taken by the AAQEP Accreditation Commission

Utah State University School Counseling Program

Logan, Utah

May 2019

ACTION

Based on examination of the case record, including the Quality Assurance Report and the Quality Review Team Report, the Accreditation Commission makes the following determination regarding the Utah State University School Counseling Program:

X	ACCREDIT - The Accreditation Commission finds that the provider/program meets all AAQEP standards and is accredited for a full term of seven years.
	ACCREDIT WITH NOTE - The Accreditation Commission finds that the AAQEP standards are met to accredit with the concerns and conditions specified below.
	DO NOT ACCREDIT - The Accreditation Commission finds that the provider/program does not meet AAQEP standards and does not qualify for accreditation for reasons specified below.

TERM

The accreditation term takes effect immediately and lasts through **June 30, 2026**, or until Utah State University ceases to be a member in good standing of AAQEP, whichever is earlier.

RATIONALE

The program presented compelling evidence that it meets all AAQEP standards. The evidence showed that program completers are prepared to work effectively as professional educators and that they are able to adapt to different contexts and to grow professionally. Program capacity to analyze and provide evidence for sustained actions and revisions on behalf of candidates was evident and sufficient to meet AAQEP standards. The program engages with stakeholders and partners to strengthen the P-20 education system locally and across the State of Utah.

STANDARDS REPORT

Standard	Met	Not Met
1. Candidate/Completer Performance - Program completers perform as professional educators with the capacity to support success for all students.	X	
2. Completer Professional Competence and Growth - Program completers adapt to working in a variety of contexts and grow as professionals.	X	
3. Quality Program Practices - The program has the capacity to ensure that its completers meet Standards 1 and 2.	X	
4. Program Engagement in System Improvement - Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.	X	

CONCERNS AND CONDITIONS

Standard	Concern or condition	Remedy and timeline
n/a	n/a	n/a

NOTE: Accreditation actions are based on examination of the case record, including the provider's Quality Assurance Report (self-study) and the Quality Review Team Report. Decisions are the sole responsibility of the AAQEP Accreditation Commission and may not be modified by staff or quality assurance reviewers.

Certificate of Accreditation



The Association for Advancing Quality in Educator Preparation
awards full accreditation to the

Utah State University School Counseling Program

For excellence in educator preparation

Valid May 2019 - June 2026

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AAQEP Accreditation Self-Study

UTAH STATE UNIVERSITY

SCHOOL COUNSELOR EDUCATION PROGRAM

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This document was discussed with School Counselor Education program faculty prior to and during the process of its preparation. The draft was presented to faculty members at faculty meeting on August 15, 2018. Email approval by faculty occurred before submission of the draft on August 31, 2018. The writing committee selected a format utilizing electronic access to the Self Study and supporting documents. Therefore, the final version of the Self Study and evidence will be emailed to the faculty when the link has been created on December 12, 2018. Faculty approval will be verified to AAQEP by December 20, 2018.

Additional reviewers of the Self-Study include:

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INTRODUCTION AND OVERVIEW

General History of Utah State University

Utah State University is Utah's land-grant and space grant institution. Its Carnegie classification is RU/H, a research university with high research activity.

President Abraham Lincoln signed the Morrill Land-Grant Colleges Act on July 2, 1862, opening the way for the establishment of a new college in each state and territory. The intent of the Morrill Act in creating these new schools was to provide opportunities for higher education and practical learning to the people in each state, especially those in more rural areas. Nearly twenty-six years later, on March 8, 1888, the Utah State Legislature passed the Lund Bill, and the Agricultural College of Utah (UAC) was created. In the spirit of the Land Grant Act, the Lund Bill stated: "The leading object of the Agricultural College of Utah shall be to teach such branches of learning as are related to agriculture and the mechanic arts, and such other scientific and classified studies as shall promote the liberal and practical education of the industrial classes in the several pursuits of the professions of life." Conspicuously absent from the legislative language was the authorization of a teacher preparation curriculum, which was to remain part of the mission of the University of Utah in Salt Lake City.

As Utah grew in population and the need for schoolteachers increased, the Utah State Legislature authorized the Agricultural College of Utah in 1921 to offer rural related teacher education programs under its own name. A new Department of Education was established at the Agricultural College of Utah and became part of the School of General Science. In 1923, the National Summer School was founded at ACU, bringing in Knute Rockne, Frederick Jackson Turner, and other distinguished faculty from Harvard, Stanford, Columbia, and elsewhere. For the next three consecutive summers, farmers, educators, and their families flocked to Logan to learn from the visiting scholars. Many of them lived in a tent city located in the grove of trees east of the quad. The sessions of this educational experiment were remarkably successful. Over thirteen hundred students were enrolled in the first session, coming from twenty-four states and five foreign countries. The 1925 Summer School was even more impressive and brought distinguished scholars like Columbia University's William H. Kilpatrick, John Dewey's associate and interpreter of his philosophy, to instruct the attendees. Finally, on March 8, 1927, Utah's Governor George H. Dern signed Utah's Course of Study Bill (Senate Bill No. 97), which authorized the College to "give courses for the preparation of teachers . . . such as to meet the certification requirements of the State Board of Education." The new School of Education was assigned to the College of Arts and Sciences. The following year, the newly launched School of Education established a teacher training school, which is now known as the Edith Bowen Laboratory School. The new School of Education was made independent of the School of Arts and Sciences in 1932 with the naming of Dr. E.A. Jacobsen as its first full time Dean. In 1957, Utah's Agricultural College became Utah State University and the School of Education became the College of Education.

On April 23, 2008, Utah State University announced it was naming its prestigious college of education the Emma Eccles Jones College of Education and Human Services in honor of a \$25 million gift from the Emma Eccles Jones Foundation. The gift made possible the design and construction of a new building, The Emma Eccles Jones Center for Early Childhood Education, and five endowed chairs in early childhood education.

Regional Campuses

In keeping with the original land-grant mission of providing educational opportunities for people living in rural and remote areas of the state, and consistent with the early efforts of the National Summer School of the 1920's, Utah State University's Regional Campuses currently serve a significant portion of the university's total enrollment. Teacher, counselor, and administrator preparation programs at USU are well represented in regional campus offerings. Distance education extends USU's and the Emma Eccles Jones College of Education and Human Services' reach to provide higher education to students throughout Utah and around the world. Through distance education, Utah State University has the ability to deliver classes via interactive broadcast to every county in Utah. Great effort is taken to ensure that the quality of the regional campus courses is equivalent to the courses offered on the main campus. We are one university, geographically dispersed. Students can enroll in programs at all of the regional campuses, which are located in Brigham City, Uintah Basin, and Tooele. There are additional smaller sites where students can take classes. A complete map of USU's regional campuses can be viewed here: regionalcampuses.usu.edu. Not every program is available at every campus due to Board of Regents policy (R315) that regulates service areas for all of the public institutions of higher education in Utah: higheredutah.org

Profile of the Emma Eccles Jones College of Education and Human Services

The Emma Eccles Jones College of Education and Human Services offers preparation programs for prospective teachers, school counselors, and administrators and supervisors in education. It also provides preparation for professionals in human services areas and corporate settings.

The Emma Eccles Jones College of Education and Human Services is the largest college at Utah State University with 5,621 students (2016). Enrollment in the college grew from 2013 to 2016 by 11.6%. Student enrollment in the RCDE College of Education programs during the same time period has increased from 2,237 to 2,549, an increase of 13.9%.

The College is comprised of seven departments: Communicative Disorders and Deaf Education, Human Development and Family Studies, Kinesiology and Health Science, Instructional Technology and Learning Sciences, Psychology, the School of Teacher Education and Leadership, and Special Education and Rehabilitation.

The College is also home to the following: the Emma Eccles Jones Center for Early Childhood Education, the Center for Persons with Disabilities, the Sorensen Legacy Foundation Center for Clinical Excellence, the National Center for Hearing Assessment and Management, the Dolores Dore Eccles Center for Early Care and Education, the Edith Bowen Laboratory School, and the Sound Beginnings Program (for children with cochlear implants or digital hearing aids).

Honors for the Emma Eccles Jones College of Education and Human Services:

U.S. News and World Report magazine has ranked the graduate programs in the university's Emma Eccles Jones College of Education and Human Services among the top tier of colleges of education in the nation—the only such program in the Intermountain West and Desert Southwest to achieve and maintain this distinction. In 2017, the magazine ranked the college 26th in the nation overall against all graduate colleges of education, and the college ranked 6th in the nation in total research dollars. The College's dean, Beth Foley, said: "The amount and scope of the research we do only aids in our ongoing commitment to be pioneers in education. Potential educators and students looking to learn from and

work with some of the nation’s best now know the Emma Eccles Jones College is a leader when it comes to producing quality teachers and offering innovative research opportunities.”

The *U.S. News and World Report* bases its rankings on a weighted average of 11 quality measures, including peer assessments, faculty resources, faculty awards and GRE scores for doctoral students.

Profile of the School Counselor Education Program

Brief Introduction

Utah State University's Department of Psychology offers a nationally accredited master's level program of study that qualifies graduates for professional licensure in School Counseling. The program is specifically designed to train individuals for school counseling positions in grades K-12 within public and private schools in elementary, middle, and high school settings. Graduates of the program also find placement in academic advisement centers located at public and private colleges and universities. Training is provided in the design and implementation of school-based, systemic counseling programs. Specific coursework is formulated to train students in a broad range of skills including:

- Career development and college and career readiness
- Behavior and educational assessment and intervention
- Ethical, legal and professional standards
- Individual and group counseling for diverse populations
- Consultation in the schools

The website for the program is <https://psychology.usu.edu/academics/grad/med-counselor/index>.

The Department of Psychology

The Professional School Counselor Education Program is housed in USU’s Department of Psychology. The department graduates about 130 bachelor’s-level and an additional 50 – 60 graduate students across their MEd, EDS, and PhD programs per year. The Psychology undergraduate program has an enrollment of over 500 majors. Courses offered through the department provide a strong foundation for careers in Psychology, Business, Education, Law, Medicine, and numerous other professions. The Psychology Department offers nine graduate programs: MEd: Professional School Counselor Education, EDS: School Psychology, and PhDs in the following areas: Behavior Analysis, Brain and Cognition, Combined Clinical/Counseling/School, Combined Clinical/Counseling, Neuroscience, Quantitative Psychology, and Socio-behavioral Epidemiology. The School Counselor Education Program is TEAC/CAEP approved, and is in the review process for AAQEP approval. The School Psychology program is NASP-approved and the PhD Clinical/Counseling/School program is APA accredited. The USU Psychology Community Clinic offers mental health counseling services to the public. The clinic and other Utah agencies, including K-12 schools, provide graduate students in clinical and school programs rich opportunities to engage in applied school and/or clinical experiences.

Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the American School Counselor Association (ASCA) require high quality, robust experiential components in school counselor training programs, and this self-report will provide ample

evidence USU responds to those standards. An enormous asset for Psychology undergraduate- and graduate-level students is the research conducted by the department. Faculty members are heavily involved in research in diverse arenas. Please utilize this link to read about current research going on in the Department of Psychology <https://psychology.usu.edu/>

History of the School Counselor Education Program

Utah State University's master's degree program in Professional School Counselor Education is offered through the Psychology Department located in the Emma Eccles Jones College of Education and Human Services. The Program was offered exclusively as an on-campus program until 1997. At that time Dr. Keith Checketts, Professor of Psychology, School Counseling program faculty member, and serving on the Utah State Board of Education, recognized the critical shortage of school counselors in rural areas in Utah. He was also cognizant of the obligation Utah's land grant institution had to offer training to Utahans across the state. Under Checketts' leadership, the Psychology department faculty adjusted the on-campus School Counseling Program to facilitate a part-time, evening design offered using two formats in alternating years. The two formats work this way: 1) In odd-numbered years the program utilizes Utah Educational Network (UEN) featuring a live, two-way, interactive video broadcast to 12 – 16 sites (selection of sites varies some from year to year based upon students' location) across the state of Utah. 2) Even-numbered years the program is offered in Kaysville, Utah utilizing face-to-face instructorship. Instructors and curriculum are the same for the two formats. Beginning with fall semester 1997 students were admitted to the first statewide program which was carried live via UEN to sites across the state. Through the cooperative efforts of USU's Departments of Psychology and Regional Campus and Distance Education (RCDE), the program has been offered each year since that time to students in both urban and rural areas across the State. Graduates of the program are working as school counselors in public and private schools in 32 of 42 school districts. USU's Professional School Counselor Education Program (see page 10) has supported Dr. Checketts' vision of having professional school counselors available to serve the needs of Utah's children and youth located across the state of Utah.

The School Counselor Education Program is no longer offered as an on-campus program. Students in the Logan area accepted to the program are RCDE students who attend classes utilizing a face-to-face format.

Program Logic (rationale, standards, alignment, curricular coherence)

The over-arching goal of the faculty of the School Counselor Education Program is for students to develop the knowledge, skills, and professional dispositions of competent, caring and effective school counselors. Throughout this Self-Study, we provide evidence that we are successful in reaching our overarching goal. In this section we provide evidence that our program utilizes curriculum aligned with national and state standards.

Standards

In January 2003, the Utah State Board of Education approved the Standards for the Utah School Counselor Education training programs. The standards are located here: <https://cehs.usu.edu/evidence-room/2003StandardsforUtahSchoolCounselorEducationPrograms.pdf>. The Utah standards were at that

time, and continue to be worded very closely to the training standards of the Council for Accreditation of Counseling and Related Education Program (CACREP). The rationale for adopting the CACREP standards of training is that the training standards require high quality didactic curriculum and robust experiential components in school counselor training which other accrediting bodies for counselor training do not. For example, the American Psychological Association (APA) offers accreditation only for doctoral graduate programs in Combined-Clinical-Counseling-School Psychology, NOT School Counseling.

While the CACREP standards are widely accepted for School Counselor training, USU opted to seek accreditation with AAQEP rather than CACREP because:

1. CACREP requires that training programs must have a minimum of three faculty members who have PhD degrees in Educational Psychology, and those degrees must be from CACREP-accredited institutions of higher education. Meeting this requirement is not possible due a lack of financial resources. In addition, the faculty of the School Counselor Education program and the Department of Psychology disagree with the premise that outstanding training in school counseling can only be achieved by programs adhering to the CACREP requirement for a minimum of three faculty members who hold PhD degrees in Educational Psychology from CACREP-accredited programs.

2. Accreditation by AAQEP, an agency dedicated to accrediting educator preparation programs, recognizes the school-based context of school counseling at a level that met the satisfaction of the faculty.

Standards Alignment and Curricular Coherence

As mentioned above, the Utah State Board of Education approved the Standards for the Utah School Counselor training programs, which were very closely aligned with CACREP standards for school counselors in 2003. The Utah State University School Counselor Education Program adopted the standards in 2004, and the Program has aligned curriculum to the standards continuously since that time. In 2016, CACREP released a revision of their training standards, which the Utah Association for Counselor Education officially adopted in April 2018. The updated Utah standards can be found on the Utah State Board of Education website here: <https://www.schools.utah.gov/file/4d373a7e-808b-41a8-8e85-2ed8d30d62d3>. During the time waiting for state-level approval of the revised CACREP standards, USU carefully reviewed the standards, and made a tentative plan for implementing them into program curriculum. The plan was implemented following state approval of the standards.

Notably, also in 2016, the Utah Association for Counselor Education implemented the new *Utah College and Career Readiness Program Model*. Please view the model at <https://www.schools.utah.gov/file/5ff1f145-c2c4-4fe5-b8bc-61c744a27f51>. Not a model for training school counselors, but rather a method for *practicing* effective school counseling in K-12 schools, the new Utah Model is closely aligned with the American School Counselor Association (ASCA) Framework. In addition, the new Utah model reflects the state's commitment to significantly increase career literacy and readiness, and incorporates additional competency-based programmatic approaches, which are on the cutting edge of national school counseling best practices. Collaborators on the Utah model include nationally recognized school counseling leaders and professionals. Following a formal, structured review by the faculty, during academic year 2017-2018, the standards for training Utah School Counselors (CACREP-informed), and the new Utah Model were adopted, and integrated into Program

curriculum via revised course learning objectives. Evidence of faculty participation in the review and revision resides in faculty meeting agendas and minutes during academic year 2017-18. Follow this link for review <https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%2017.pdf>.

Next, please review the revised learning objectives as they were assigned to courses in USU's training program using this link: [New Learning Objectives by Course](#). Each and every learning objective appears on at least one syllabus of the 15 courses required for program completion. Implementation of these learning objectives is identified in specific assignments, readings, and assessments in the course syllabus where they are assigned.

Before leaving the topic of standards alignment and curricular coherence, it is also important to inform reviewers of this report that in addition to integrating the new CACREP training standards, and the new Utah Model for College and Career Readiness, review of the newly developed (2018) training standards of the American School Counselor Association (ASCA) was undertaken. Although ASCA does NOT accredit counselor training programs, in 2018 the association released, for the first time, the ASCA School Counselor Preparation Program Standards. The standards are located on the internet here: <https://www.schoolcounselor.org/asca/media/asca/home/ASCA-CAEP-SPA-Standards.pdf>.

To guide our review, USU's school counselor training program created a matrix, designed to analyze concordance between the CACREP standards for school counselor training, and the ASCA Training Standards. Our analysis found that for every ASCA training standard, there was a corresponding CACREP standard. Further, our analysis concluded that CACREP exceeded ASCA in requirements for school counselor training. The matrix can be viewed using this link: [CACREP-ASCA Concordance Matrix](#).

Options

USU's M.Ed. program in School Counseling is single-stranded, culminating in K-12 licensure in school counseling for all successful completers. Students in the Program select sites for experiential work, based on personal interest. Students are strongly encouraged to select different levels for the 150-clock hour practicum and the 600-clock hour internship for several reasons. First, doing so provides an opportunity for students to experience the profession in at least two different levels, prior to applying for a permanent position at one level. Second, students are able to make connections with possible employers in two schools and districts, instead of just one. Third, the faculty believes that engagement with different professionals and schools provides students with an increased opportunity to interact with varied personalities and settings, giving students an opportunity to develop increased flexibility and expanded insight. Table 1 below introduces very basic data for the percentage of students who engaged in work in more than one setting across practicum and internship in our target cohorts. Analysis regarding outcomes for graduates, based upon completing practicum and internship in more than one setting, will be undertaken and reported in the first annual report. We list this as a goal in the Conclusion section.

Table 1. Percentage of students who completed the Practicum and the Internship at different levels

2012 cohort	2013 cohort	2014 cohort
50%	48%	74%

Regardless of the number of sites selected, students who successfully complete the experiential components of practicum and internship are eligible for K-12 licensure upon completion of program requirements. Graduates also find placement in advisement and career centers of post-secondary institutions.

Enrollment

Students enter and progress through the program in cohorts, with students beginning and finishing with the same students in every class. Typically, students participate in two years of course work followed by internship, finishing the program in 30 to 36 months, dependent upon their choice of a full- or part-time internship. The face-to-face cohort, which meets in Kaysville, is typically comprised of approximately 32 students living within driving distance of the USU Kaysville Education Center. Statewide cohorts are larger, as illustrated in Table 2, because we accept qualified students from locations across the state.

Table 2. Number of Students, by Cohort

Cohort Start Date	Statewide/Kaysville	Number of Students
2012	Kaysville	30
2013	Statewide	58
2014	Kaysville	31

Applicant geographic location is not a factor in the admission process of the program. We accept qualified applicants first and then activate sites within approximately one-hour driving time of the student's home. A salient goal of the program is to have students meet together in dyads or larger groups to facilitate and encourage student interaction. While this fluctuates from year to year, in our 2017 cohort we have only five solo sites out of 14 total regional sites. Students at solo sites have opportunities to interact with one another during small group activities because program instructors use broadcast capabilities to keep selected microphones and receivers active while audio devices at the other sites are muted. In addition, students exchange ideas and develop support systems to lessen the feeling of isolation. Being able to interact in even smaller groups at individual sites provides students with an increased sense of community and closeness. Use of the student management system CANVAS invites additional opportunity for student interaction through discussion board posts, email, and chats.

Staffing

A program director, twelve-member faculty, and an academic advisor administer the School Counselor Education program. Each faculty member is uniquely qualified to teach the course or courses for which she or he is responsible. Faculty qualifications appear in Appendix C.

Self-study Overview

Although a team of four members of the Professional School Counselor Education program faculty and staff authored the written self-study report, it reflects the efforts of the entire faculty. The

USU Professional School Counselor Education program is committed to ongoing data collection as part of its internal quality assurance process. The program utilizes a multi-method, multi-source approach to collect data for program monitoring and improvement. Much of the data is collected annually, while some, such as the Praxis Crosswalk, are undertaken on a one-time basis. This data is included as part of the self-study and to substantiate cases made herein.

Name	Respondent or Source	Type
Demographic data	Admission applications/student level	categorical
GPA at various time points	University database/student level	quantitative
Course grades	University database/student level	quantitative
Praxis II Scores	ETS/student level	quantitative
Practicum Classroom Supervisor Evaluation	Classroom supervisors/student level	quantitative and qualitative
Practicum Supervisor Evaluation	Practicum supervisors/student level	quantitative and qualitative
Internship Supervisor Evaluation	Internship supervisors/student level	quantitative and qualitative
Graduate Survey Results	Graduates/non-identified student level	quantitative and qualitative
CEHS Completer Survey Results	Graduates/non-identified student level	quantitative and qualitative
Employment information	Graduate or state database	qualitative
Employer Survey Results	Employers/non-identified student level	quantitative and qualitative
Minutes of faculty meetings	Permanent product from monthly faculty meetings	qualitative
Pilot test of new Practicum and Internship Evaluation forms	Supervisors/instrument level	quantitative and qualitative
2016 CACREP Standards including those for School Counseling, New Utah Model, and Praxis Crosswalk alignment	Faculty members/course level	quantitative and qualitative

Standard 1: Completer Performance

The American School Counselor Association (ASCA) provides school counselor competencies that “outline the knowledge, abilities, skills, and attitudes that ensure that school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K -12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.” (ASCA National Model, p. 29) The USU School Counselor Education program is committed to providing students with that knowledge and facilitating the development of the abilities, skills, and attitudes as part of their training.

Preliminary Steps

In 2017, ETS (Educational Testing Service) published their Professional School Counselor Praxis Curriculum Crosswalk. The Curriculum Crosswalks are test-specific charts that facilitate programs confirming that they offer courses that provide the necessary content knowledge for professional licensure exams and to meet national standards. The Professional School Counselor Praxis Exam covers four areas: Foundations, Delivery, Management, and Accountability.

In the spring and early summer of 2017, the USU School Counseling faculty each independently completed the 181-item crosswalk for each of their courses. They were asked to complete the crosswalk using a 5-point behaviorally-anchored scale indicating the degree to which they focused on each element of the crosswalk in their course. The Praxis Crosswalk is provided in the School Counseling Evidence room at <https://cehs.usu.edu/evidence-room/Praxis%20Crosswalk%20-%20Instructions%20to%20USU%20Faculty.pdf>. The data collected was then analyzed looking at patterns across the program to ensure adequate coverage of content, pedagogical, and professional knowledge. The results were provided to the faculty in a meeting on July 31, 2017 and facilitated a discussion related to possible additions and changes to course curricula and course alignment (Please access the faculty meeting minutes by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%2017.pdf>). The results of the crosswalk yielded seven items of 183 total items with a low level of endorsement, suggesting that the items were not *potentially* being adequately covered by the program coursework. These included:

- Knows the relevance of Title IX of the Education Amendments of 1972 (P.L. 92-318) to education and school activities
- Describes Title IX as it relates to student rights
- Is familiar with Title II of the Education Amendments of 1976 (P.L. 94-482) and the Carl D. Perkins Career and Technical Education Act (P.L. 109-270), and their relevance to equal opportunities in career counseling
- Recognizes the impact of Title II and the Perkins Act on equal opportunities in career counseling
- Describes how to facilitate grade-level student meetings
- Describes the process of group academic advising
- Describes how to conduct school-wide assemblies

Subsequent discussions of the faculty during faculty meetings lead to the decision that several *items* (not areas) required increased attention within the curriculum, while other items were believed to be covered adequately, and did not merit any programmatic changes.

The faculty identified an additional 10 to 12 *items* (not areas) related to the curriculum that they felt needed increased focus on the basis of their interactions with students and data sources such as graduate surveys:

- Peer mediation/conflict resolution
- Utah model vs ASCA model (systemic assessment of comparative language)
- History and role of school counseling
- Rtl
- Career literacy (beyond exploration and development)
- Instruction and pedagogical theory
- How to provide consultation
- Social networking, online bullying
- Staying mentally healthy/avoiding burnout
- Research
- Motivation
- Common medications affecting mood and learning

There was strong agreement that aside from these items, the coursework offered by the program was addressing key content areas thoroughly. Following the presentation and discussion, a decision was made to change the Grant Writing course from a required course to an elective and to add a new course; *Collaborative Classroom Instruction, Leadership and Professional Topics* beginning in Spring 2019. As part of this process other instructors also modified course objectives to ensure adequate coverage of areas relevant to the successful practice of school counseling from the standpoint of their courses. The course objectives for each course offering is provided in the evidence room. Given the alignment of the courses offered by the program with CACREP and ASCA standards and the Praxis Crosswalk, it is believed that student grades in the courses are a valid and reliable indicator of student competence.

Exhibits content, pedagogical, and professional knowledge relevant to professional school counseling

In addition to the use of student course grades as evidence of content, pedagogical, and professional school counseling, this self-study provides other sources to support our claims including Praxis II Test scores in the content area of Professional School Counseling, overall GPA in the program, selected rating items from the Practicum Classroom Supervisor Evaluation, selected domain scores and individual rating items from the Internship Supervisor Evaluation, as well as salient items from both our Graduate Survey and Employer Survey.

Grades in courses focusing on acquisition of content, pedagogical, and professional knowledge.

Students in the program take a series of thirteen courses that focus on ensuring they gain the professional, pedagogical, and content knowledge necessary to successfully practice as a school counselor. Mean grades for each course exceed 3.66 (A-) for all courses except PSY 6330, Principles of Psychological Measurement and Test Theory where mean course grades ranged from 3.31 to 3.40, still well within the acceptable range for the program. This pattern of grades serves as evidence of student knowledge and skills in course content.

Table 1.1 Student Grades in USU courses in the Professional School Counseling program

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 - 4.00 SD = 0.215 N = 119
PSY 6330 Principles of Psych Measurement and Test Theory	Mean = 3.40 Range: 2.33 - 4.00 SD = 0.345 N = 30	Mean = 3.31 Range: 2.00 - 4.00 SD = 0.515 N = 58	Mean = 3.32 Range: 2.33 - 4.00 SD = 0.468 N = 31	Mean = 3.34 Range: 2.00 - 4.00 SD = 0.463 N = 119
PSY 6460 Ethical Legal and Professional Issues in School Counseling	Mean = 3.92 Range: 3.33- 4.00 SD = .168 N = 30	Mean = 3.97 Range: 3.00- 4.00 SD = .143 N = 58	Mean = 4.00 Range: 4.00- 4.00 SD = 0 N = 3	Mean = 3.97 Range: 3.00-4.00 SD = .143 N = 119
PSY 6240 Comprehensive School Counseling Programs	Mean = 3.97 Range: 3.67 - 4.00 SD = 0.101 N = 30	Mean = 3.86 Range: 2.67 - 4.00 SD = 0.295 N = 57	Mean = 3.74 Range: 2.00 - 4.00 SD = 0.469 N = 31	Mean = 3.86 Range: 2.00 - 4.00 SD = 0.327 N = 118
PSY 6350 Intro to Theories of Intervention in Psychology	Mean = 3.68 Range: 3.00 - 4.00 SD = .0270 N = 30	Mean = 3.68 Range: 2.67 - 4.00 SD = 0.312 N = 58	Mean = 3.71 Range: 2.67 - 4.00 SD = 0.319 N = 31	Mean = 3.68 Range: 2.67 - 4.00 SD = 0.302 N = 119
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 119
PSY 6260 Career Development	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 3.97 Range: 3.00 - 4.00 SD = .143 N = 58	Mean = 3.93 Range: 3.30 - 4.00 SD = .165 N = 31	Mean = 3.97 Range: 3.00 - 4.00 SD = .133 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 - 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 - 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 - 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 - 4.00 SD = 0.218 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 - 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 - 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 - 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 - 4.00 SD = 0.153 N = 119
PSY 6420 Group Counseling in Schools	Mean = 3.76 Range: 3.00 - 4.00 SD = 0.327 N = 30	Mean = 3.82 Range: 3.00 - 4.00 SD = 0.308 N = 58	Mean = 3.95 Range: 2.33 - 4.00 SD = 0.300 N = 31	Mean = 3.84 Range: 2.33 - 4.00 SD = 0.316 N = 119

PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119
PSY 6810 College and Career Readiness for School Counselors	Mean = 3.97 Range: 3.33 – 4.00 SD = 0.135 N = 30	Mean = 3.95 Range: 3.00 – 4.00 SD = 0.174 N = 58	Mean = 3.98 Range: 3.67 – 4.00 SD = 0.082 N = 31	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.145 N = 119
PSY 6700 Grant Writing for School Counselors	Mean = 3.97 Range: 3.67 – 4.00 SD = 0.102 N = 29	Mean = 3.97 Range: 3.33 – 4.00 SD = 0.113 N = 58	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.180 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.130 N = 118

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate only one course, PSY 6240 evidenced a difference among cohorts ($F = 3.771$, $df = 3$, $p \leq 0.026$), with the 2012 cohort performing statistically significantly better than the 2014 cohort. There were no other statistically significant differences observed across cohorts for any other courses.

Cumulative GPA at the completion of the Professional School Counseling Program

The mean GPA for students at the completion of the program is at least 3.85 for all cohorts. This is consistent with an excellent grasp of the content, pedagogical, and professional knowledge required as part of the coursework. In fact, across the three cohorts focused on in this self-study, only two students completed the program with GPAs of less than 3.50.

Table 1.2 Cumulative GPA in School Counseling Program

Cohort Group	2012	2013	2014	Combined
	Mean = 3.88 Range: 3.62 – 4.00 SD = 0.093 N = 30	Mean = 3.85 Range: 3.15 – 4.00 SD = 0.143 N = 58	Mean = 3.86 Range: 3.44 – 4.00 SD = 0.129 N = 31	Mean = 3.86 Range: 3.15 – 4.00 SD = 0.128 N = 119

*Note: There are differences in sample size for each cohort across variables due to variability in the data available for each student based on unique patterns of engagement in the program.

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts.

Praxis II in Professional School Counseling scores

Since Utah began requiring the Praxis II for Professional School Counselors for licensure as a school counselor, our students have demonstrated high levels of proficiency in the areas assessed by the exam. Praxis test scores range from 100 – 200 with the “Average” range being 162 – 176. In the state of Utah, the current qualifying score is 164, one of only two states to set the bar that high. Prior to 2013, the qualifying score was 159 in keeping with the national mode. All of our completers have successfully passed the Praxis II exam for Professional School Counselors suggesting that they have demonstrated high levels of proficiency in the content, pedagogical, and professional knowledge necessary to function

as a school counselor (Table 1.3a below). Although all of our completers have successfully passed the Praxis II test, a few (four in the past three years) have needed to take the exam multiple times, to obtain a qualifying score (see table 1.3b below).

Table 1.3a Praxis II Scores on the Professional School Counselor exam

Cohort Group	2012	2013	2014	Combined
	Mean = 173.67 Range: 159 - 184 SD = 6.748 N = 30	Mean = 175.43 Range: 164 - 187 SD = 6.044 N = 58	Mean = 175.03 Range: 167 - 185 SD = 4.564 N = 31	Mean = 174.88 Range: 159 - 187 SD = 5.889 N = 119
Qualifying Score Rate	100%	100%	100%	100%

There were no statistically significant differences across cohorts for Praxis scores.

Table 1.3b Students obtaining a qualifying score on the Praxis II exam on their first attempt

Cohort Group	2012	2013	2014	Combined
Number of Students Qualifying on 1st Attempt	N = 30	N = 54*	N = 31	N = 115
Qualifying Score on 1st Attempt Rate	100%	93.10%	100%	96.64%

* Three students took the Praxis II exam twice to obtain a qualifying score, one student took the exam three times to reach a qualifying score

At the current time, our data is not sufficient to determine whether the differential performance across cohorts is a one-time cohort effect or whether there are real differences in the performance of the face-to-face and the distance (IVC) cohorts. This merits further examination.

Internship Supervisor Evaluation rating scores focusing on content, pedagogical, and professional knowledge

During their third year in the program, students complete a 600 hour, school-based internship experience. They are supervised by Utah highly qualified level 2 school counselors who oversee students functioning in the role of school counselors. Level 2 counselors possess an intermediate level license indicating that in addition to having met all requirements for initial licensure and have demonstrated at least three years of successful practice as a school counselor.

Supervisors rate students using a 9-point scale ranging from 1 = *Very Poor* to 9 = *Outstanding*, with a rating of 5 = *Average*. Ratings are provided on four or five items assessing knowledge, skills, and abilities within each of 12 different domains. Domain scores are the mean of each of the items within a particular domain. Some interns had multiple evaluators for the internship experience. When that was

the case, the mean scores for each item were computed, thereby reflecting multiple ratings in a single score for each student. This approach allowed for equal representation of all students. Analysis of the data suggests that supervisor ratings of students are very positive. Mean domain scores were all within the range of 7.81 to 8.39 suggesting that supervisors felt that internship students had a strong grasp of the content and professional knowledge needed to succeed as school counselors.

Table 1.4 Internship Supervisor ratings by domain

	2012	2013	2014	Combined
Professional School Counselor Identity	Mean = 8.36 Range: 7.00 – 9.00 SD = 0.571 N = 30	Mean = 8.25 Range: 5.40 – 9.00 SD = 0.835 N = 57	Mean = 8.30 Range: 7.00 – 9.00 SD = 0.645 N = 31	Mean = 8.29 Range: 5.40 – 9.00 SD = 0.829 N = 118
Social & Cultural Diversity	Mean = 8.15 Range: 6.88 – 9.00 SD = 0.641 N = 30	Mean = 7.81 Range: 5.50 – 9.00 SD = 1.052 N = 51	Mean = 8.10 Range: 6.625 – 9.00 SD = 0.702 N = 30	Mean = 8.10 Range: 5.50 – 9.00 SD = 0.876 N = 111
Human Growth & Development	Mean = 8.03 Range: 6.40 – 9.00 SD = 0.678 N = 29	Mean = 7.96 Range: 5.00 – 9.00 SD = 0.990 N = 55	Mean = 8.14 Range: 6.20 – 9.00 SD = 0.722 N = 29	Mean = 8.02 Range: 5.00 – 9.00 SD = 0.850 N = 113
Career Development	Mean = 8.16 Range: 6.88 – 9.00 SD = 0.670 N = 29	Mean = 7.99 Range: 5.25 – 9.00 SD = 1.019 N = 52	Mean = 8.15 Range: 5.88 – 9.00 SD = 0.700 N = 27	Mean = 8.08 Range: 5.25 – 9.00 SD = 0.859 N = 108
Helping Relationships	Mean = 8.27 Range: 6.60 – 9.00 SD = 0.683 N = 29	Mean = 7.99 Range: 5.20 – 9.00 SD = 1.006 N = 55	Mean = 8.08 Range: 6.40 – 9.00 SD = 0.734 N = 30	Mean = 8.09 Range: 5.20 – 9.00 SD = 0.866 N = 114
Group Work	Mean = 8.12 Range: 6.75 – 9.00 SD = 0.736 N = 30	Mean = 7.87 Range: 5.50 – 9.00 SD = 0.901 N = 50	Mean = 7.87 Range: 6.00 – 9.00 SD = 0.858 N = 25	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.846 N = 105
Assessment	Mean = 7.90 Range: 6.25 – 9.00 SD = 0.852 N = 27	Mean = 7.91 Range: 5.00 – 9.00 SD = 1.071 N = 52	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.967 N = 23	Mean = 7.91 Range: 5.00 – 9.00 SD = 0.985 N = 102
Research & Program Evaluation	Mean = 8.27 Range: 6.13 – 9.00 SD = 0.778	Mean = 7.89 Range: 5.25 – 9.00 SD = 1.062	Mean = 7.98 Range: 5.25 – 9.00 SD = 1.00	Mean = 8.02 Range: 5.25 – 9.00 SD = 0.981

	N = 29	N = 52	N = 20	N = 101
Comprehensive Counseling & Guidance Program Management	Mean = 8.28 Range: 7.00 – 9.00 SD = 0.627 N = 25	Mean = 8.07 Range: 5.60 – 9.00 SD = 0.928 N = 53	Mean = 8.10 Range: 6.30 – 9.00 SD = 0.842 N = 22	Mean = 8.13 Range: 5.60 – 9.00 SD = 0.840 N = 100
Foundations of School Counseling	Mean = 8.12 Range: 7.00 – 9.00 SD = 0.670 N = 27	Mean = 8.02 Range: 5.75 – 9.00 SD = 0.824 N = 55	Mean = 7.93 Range: 5.63 – 9.00 SD = 0.803 N = 29	Mean = 8.02 Range: 5.63 – 9.00 SD = 0.779 N = 111
Contextual Dimensions of School Counseling	Mean = 8.39 Range: 7.00 – 9.00 SD = 0.591 N = 30	Mean = 8.23 Range: 5.88 – 9.00 SD = 0.829 N = 55	Mean = 8.26 Range: 6.25 – 9.00 SD = 0.742 N = 29	Mean = 8.28 Range: 5.88 – 9.00 SD = 0.747 N = 114
Additional Knowledge & Skill Requirements	Mean = 7.85 Range: 6.50 – 9.00 SD = 0.849 N = 24	Mean = 7.70 Range: 6.00 – 9.00 SD = 1.170 N = 43	Mean = 7.91 Range: 6.00 – 9.00 SD = 1.049 N = 18	Mean = 7.78 Range: 6.00 – 9.00 SD = 1.055 N = 85

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

** N varies within cohort because not every intern had experiences and received ratings within each item of each domain.

*** Item ranges are not whole numbers because domain scores are a composite of four or five individual items.

The comparison of means for the domain ratings for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts.

Additionally, we examined internship supervisor ratings of individual items related to content, pedagogical, and professional knowledge to assess the performance of our completers. Mean scores ranged from a low of 7.49 for the 2012 cohort for item 12-2 *Demonstrates an awareness of the need for seeking and securing enhancement funding for program expansion*, to a high of 8.58 for the 2012 cohort for item 11-1 *Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program*. These scores suggest that internship supervisors perceive that our students possess the content, pedagogical, and professional knowledge necessary to be a school counselor. Remarkably, only one student received a rating of anything less than *Average* (5) and that was for a single student in the 2014 cohort who received a score of 4 from one of their two supervisors for the item 7-4 *Ability to conduct assessments that consider multiple sources of information*. These rating scores indicate that internship supervisors believe our students possess the content, pedagogical, and professional knowledge necessary to be effective school counselors.

Table 1.5 Internship Supervisor ratings for selected items related to content, pedagogical, and professional knowledge

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 –9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.795 N = 29	Mean = 8.05 Range: 5.0 – 9.0 SD = 1.070 N = 57	Mean = 8.11 Range: 6.5 –9.0 SD = 0.769 N = 31	Mean = 8.07 Range: 5.0 –9.0 SD = 0.927 N = 117
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 –9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.814 N = 30	Mean = 7.92 Range: 5.0 –9.0 SD = 1.038 N = 57	Mean = 8.20 Range: 6.0 –9.0 SD = 0.771 N = 31	Mean = 8.04 Range: 5.0 –9.0 SD = 0.920 N = 118
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.834 N = 30	Mean = 7.85 Range: 5.0 –9.0 SD = 1.137 N = 55	Mean = 7.88 Range: 6.0 –9.0 SD = 0.922 N = 30	Mean = 7.88 Range: 5.0– 9.0 SD = 1.004 N = 115
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.880 N = 30	Mean = 7.95 Range: 5.0 –9.0 SD = 1.133 N = 57	Mean = 8.05 Range: 6.5 –9.0 SD =0.654 N = 28	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.965 N = 114
4-4 Demonstrates an understanding of the relationship between economic and labor	Mean = 8.04 Range: 6.5 – 9.0 SD = 0.876 N = 29	Mean = 7.79 Range: 5.0 – 9.0 SD = 1.170 N = 54	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.929 N = 28	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.040

market factors and career development				N =111
Helping Relationships				
5-1 Demonstrates an understanding of essential interviewing and counseling skills	Mean = 8.32 Range: 6.5 - 9.0 SD = 0.737 N = 30	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.055 N = 57	Mean = 8.16 Range: 7.0 – 9.0 SD = 0.787 N = 31	Mean = 8.09 Range: 5.0 – 9.0 SD = 0.923 N = 118
5-2 Demonstrates knowledge of counseling theories that effectively conceptualizes client presentation and selects and implements appropriate counseling interventions	Mean = 8.22 Range: 7.0 – 9.0 SD = 0.727 N = 30	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.188 N = 55	Mean = 7.97 Range: 6.0 – 9.0 SD = 0.900 N = 30	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.020 N = 115
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.07 Range: 5.5 – 9.0 SD = 0.874 N = 29	Mean = 7.84 Range: 5.0 – 9.0 SD = 1.144 N = 57	Mean = 7.97 Range: 5.0 – 9.0 SD = 0.903 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.018 N = 117
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.45 Range: 6.0 – 9.0 SD = 0.770 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.942 N = 57	Mean = 8.28 Range: 7.0 – 9.0 SD = 0.672 N = 31	Mean = 8.25 Range: 5.0 – 9.0 SD = 0.840 N = 118
Group				
6-1 Demonstrates an understanding of group dynamics and processes	Mean = 8.12 Range: 7.0 – 9.0 SD = 0.784 N = 30	Mean = 7.96 Range: 6.0 – 9.0 SD = 0.862 N = 50	Mean = 7.86 Range: 6.0 – 9.0 SD = 0.799 N = 28	Mean = 7.98 Range: 6.0 – 9.0 SD = 0.823 N = 108
6-2 Demonstrates knowledge of group leadership styles and approaches	Mean = 8.12 Range: 6.0 – 9.0 SD = 0.784 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.956 N = 51	Mean = 7.65 Range: 6.0 – 9.0 SD = 0.959 N = 28	Mean = 7.87 Range: 5.0 – 9.0 SD = 0.920 N = 109
6-4 Demonstrates an understanding of ethical and legal considerations	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.767	Mean = 7.93 Range: 5.0 -9.0 SD = 0.949	Mean = 7.86 Range: 6.0 – 9.0 SD = 0.915	Mean = 7.97 Range: 5.0 – 9.0

for engaging elementary and secondary students in group work	N = 30	N = 51	N = 29	SD = 0.893 N = 110
Assessment				
7-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.98 Range: 7.0 – 9.0 SD = 0.713 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.026 N = 56	Mean = 7.76 Range: 5.5 – 9.0 SD = 0.991 N = 28	Mean = 7.90 Range: 5.0 – 9.0 SD = 0.940 N = 114
7-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.937 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.099 N = 56	Mean = 7.90 Range: 5.5 – 9.0 SD = 1.046 N = 27	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.037 N = 112
7-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.078 N = 27	Mean = 7.75 Range: 5.0 – 9.0 SD = 1.180 N = 56	Mean = 7.86 Range: 6.5 – 9.0 SD = 0.952 N = 25	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.097 N = 108
7-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.97 Range: 6.5-9.0 SD = 0.916 N = 29	Mean = 7.95 Range: 5.0-9.0 SD = 1.130 N = 52	Mean = 8.00 Range: 4.5-9.0 SD = 1.070 N = 25	Mean = 7.97 Range: 4.5-9.0 SD = 1.051 N = 106
Research and Program Evaluation				
8-1 Demonstrates an understanding of the importance of research in the school counseling progression as a tool for evaluation of programs and interventions	Mean = 8.30 Range: 6.5 - 9.0 SD = 0.761 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.208 N = 56	Mean = 7.80 Range: 5.5 – 9.0 SD = 0.954 N = 29	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.054 N = 115
8-2 Demonstrates an understanding of procedures for data gathering, analysis, and presentation	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.957 N = 30	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.043 N = 55	Mean = 7.96 Range: 5.5 – 9.0 SD = 0.987 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.001 N = 114
8-3 Demonstrates and understanding of the ways that technology and statistical methods are used in conducting research and program evaluation	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.878 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.136 N = 56	Mean = 7.89 Range: 5.5 – 9.0 SD = 0.944 N = 27	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.035 N = 113

Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
9-2 Ability to develop and implement individual planning that supports the SEOP (Plan for CCR) process at the secondary level	Mean = 8.31 Range: 6.5 – 9.0 SD = 0.725 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.040 N = 56	Mean = 8.29 Range: 6.0 – 9.0 SD = 0.763 N = 28	Mean = 8.21 Range: 5.0 -9.0 SD = 0.901 N =113
9-3 Ability to plan and present guidance curriculum to students	Mean = 8.38 Range: 6.0 – 9.0 SD = 0.751 N = 30	Mean = 8.22 Range: 5.0 – 9.0 SD = 0.943 N = 57	Mean = 8.20 Range: 6.0 – 9.0 SD = 0.867 N = 30	Mean = 8.26 Range: 5.0 – 9.0 SD = 0.875 N = 117
9-4 Ability to present guidance curriculum to school personnel and parents	Mean = 8.19 Range: 6.0 – 9.0 SD = 0.722 N = 26	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.078 N = 54	Mean = 7.96 Range: 6.0 – 9.0 SD = 0.932 N = 28	Mean = 8.09 Range: 5.0 – 9.0 SD = 0.961 N = 108
9-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.716 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.152 N = 56	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.947 N = 27	Mean = 8.00 Range: 5.0 – 9.0 SD = 1.009 N =113
Foundations of School Counseling				
10-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.989 N = 29	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.011 N = 57	Mean = 7.69 Range: 5.0 – 9.0 SD = 1.089 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.022 N = 115
10-4 Demonstrates knowledge of current and emerging technology in school guidance counseling, and implements	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.824 N = 30	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.769 N = 57	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.803 N = 31	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.786 N = 118

appropriate new technologies				
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117
11-4 Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 8.23 Range: 6.5 - 9.0 SD = 0.763 N = 30	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.219 N = 55	Mean = 7.98 Range: 6.0 - 9.0 SD = 0.939 N = 30	Mean = 8.01 Range: 5.0 – 9.0 SD = 1.046 N = 115
Additional Skill and Knowledge Requirements				
12-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.21 Range: 6.5 – 9.0 SD = 0.738 N = 29	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.060 N = 57	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.879 N = 31	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.943 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate Survey items focusing on content, pedagogical, and professional knowledge

In spring 2018, a survey of past graduates that consisted of demographic and quantitative items, as well as open-ended questions was distributed via email to 245 individuals who had graduated from the program. Two reminder emails were sent to potential respondents to encourage their participation. A total of 73 completers responded to the survey (29.80% response rate). Completers were asked to complete a variety of rating items using a 5-point scale where 1 = *Poor* and 5 = *Excellent*. Three items were identified that address the claim that completers exhibit content, pedagogical, and professional knowledge for success as a school counselor. While completers' responses to the items concerning skills required to be an effective counselor and training in College and Career Readiness as having mean scores in the above average range, their ratings for the item concerning preparation to use technology to promote student learning and support the school comprehensive guidance system as somewhat lower ($X = 3.66$, $SD = 1.017$), but still within the average range.

Table 1.6 Items from the Completer (Graduate) Survey relevant to content, pedagogical, and professional knowledge

How well do you feel your training in the program prepared you to use technology to promote student learning and support the school comprehensive guidance system?	Mean = 3.66 Range: 1.0 – 5.0 SD = 1.017 N = 73
Please rate your preparation in terms of the skills required to be an effective counselor.	Mean = 4.21 Range: 2.0 – 5.0 SD = 0.768

	N = 72
How well do you think the program trained you in College and Career Readiness?	Mean = 4.18 Range: 2.0 – 5.0 SD = 0.714 N = 73

Employer Survey items focusing on content, pedagogical, and professional knowledge

In spring 2018, each of our completers was contacted via email and asked to forward a survey to their employer. They were informed that the purpose of the survey was to collect feedback from the employer on the completer’s performance and the USU Professional School Counseling program. The survey consisted of demographic items about the setting and the employee, as well as both quantitative items asking them to rate their employee’s skills and knowledge (using a 5-point scale where 1 = *Poor* and 5 = *Excellent*), as well as their satisfaction with the completer. Email reminders were sent to increase participation. Despite this, the return rate was very poor with only 21 of 245 possible responses collected (8.57%). Employers who provided responses rated the USU graduates very positively in terms of their knowledge, with almost all mean ratings in the *Very Good to Excellent* range. The following table provides descriptive statistics for key items from the Employer Survey:

Table 1.7 Items from the Employer Survey relevant to content, pedagogical, and professional knowledge

How would you rate the USU graduate’s performance in the following area?	
--Understands successful approaches to assessment and evaluation	Mean = 4.76 Range: 3.0 – 5.0 SD = 0.625 N = 21
--Use of essential interviewing and counseling skills	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21
--Use of group counseling skills and interventions	Mean = 4.55 Range: 3.0 – 5.0 SD = 0.686 N = 20
--Understands and successfully implements the Utah School Comprehensive Counseling and Guidance Program (or your state program)	Mean = 4.71 Range: 3.0 – 5.0 SD = 0.561 N = 21
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21
--Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21

--Ability to plan and present guidance curriculum to students, school personnel and parents	Mean = 4.76 Range: 0.436 SD = 4.0 – 5.0 N = 21
--Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 4.71 Range: 4.0 - 5.0 SD = 0.463 N = 21

Exhibits knowledge of learning and of learning theory including social, emotional, and academic dimensions

As school counselors are tasked with supporting and promoting every students' success in school, it is vital that they have thorough knowledge of learning and learning theory. Students in the program have multiple opportunities to demonstrate this knowledge through coursework, as well as their practicum and internship experiences.

Grades in courses focusing on acquisition of knowledge of learning and learning theory and its application

Although there are no courses included in the program that focus solely on learning and learning theory, there are three courses that focus on various aspects of learning, learning theory, and its application. Students have demonstrated their knowledge in these areas as evidenced by their strong performance and grades in these courses where the mean grade is in the A- range. Across the three courses for all three cohorts only two students received grades of less than a B.

Table 1.8 Grades in courses focusing on acquisition of knowledge of learners and of learning theory and its application

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6260 Career Development	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.97 Range: 3.00 – 4.00 SD = .143 N = 58	Mean = 3.93 Range: 3.30 – 4.00 SD = .165 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = .133 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory

Beginning in the spring of their second year, students have the opportunity to apply their learning in a semester-long practicum experience. This consists of 50 hours of classwork and 150 hours in a school setting. Highly qualified, level 2, licensed school counselors provide on-site individual supervision to students in the school setting; and additional highly qualified, *level 2* school counselors meet with them weekly in small group classroom settings for group supervision during practicum class. On-site supervisors complete an evaluation form for each student providing both the student and the program feedback on the student’s performance during practicum. Supervisors rate students using a 9-point scale ranging from 1 = *Very Poor* to 9 = *Outstanding*, with a rating of 5 = *Average*.

Although students completing practicum are inexperienced and have yet to complete their coursework, ratings by their supervisors suggest that they already demonstrate much of the knowledge related to learning and learning theories necessary to be effective as a school counselor. Mean scores for each cohort suggest solidly above average knowledge. Furthermore, no student earned scores below a 5 or Average for any of the items within these areas.

Table 1.9 Practicum Supervisor Evaluation rating items related to learning and learning theories and their application

	2012	2013	2014	Overall
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.076 N = 31	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.894 N = 56	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.118 N = 29	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.006 N = 116
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.957 N = 31	Mean = 8.18 Range: 5.0 – 9.0 SD = 0.966 N = 57	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.892 N = 31	Mean = 8.14 Range: 5.0 – 9.0 SD = 0.938 N = 119
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.056 N = 26	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.937 N = 52	Mean = 7.59 Range: 5.0 – 9.0 SD = 1.086 N = 29	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.026 N = 107
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.14 Range: 5.0 – 9.0 SD = 0.953 N = 29	Mean = 8.28 Range: 5.0 – 9.0 SD = 0.878 N = 54	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.995 N = 30	Mean = 8.20 Range: 5.0 – 9.0 SD = 0.925 N = 113

Internship Supervisor Evaluation item ratings focusing acquisition of knowledge of learning and learning theory

As explained previously in this section, third year students complete a 600-hour internship in a school setting, where they are supervised by highly qualified, level 2 school counselors. At the end of the semester the supervisor rates each student on four to five items within 12 different domain areas.

Supervisor ratings for the items related to knowledge of learning, learning theories, and their application were very strong, falling solidly in the above average range. In general, our students demonstrate a strong knowledge base related to learning and learning differences that facilitates them being able to support student success in their role as school counselors.

Table 1.10 Internship Supervisor ratings for selected items related to learning, learning theories, and their application

	2012	2013	2014	Overall
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 – 9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118
3-4 Demonstrates strategies for facilitating optimal personal, career, and academic development	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.814 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.038 N = 57	Mean = 8.20 Range: 6.0 – 9.0 SD = 0.771 N = 31	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.920 N = 118
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior, addictive behavior, and psychopathology	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.864 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 1.156 N = 55	Mean = 7.88 Range: 6.0 – 9.0 SD = 0.922 N = 30	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.018 N = 115
Career Development				
4-1 Demonstrates knowledge of career development theories and decision-making models and applies the knowledge to the SEOP (Plan for CCR) process	Mean = 8.03 Range: 6.0 – 9.0 SD = 0.880 N = 30	Mean = 7.95 Range: 5.0 – 9.0 SD = 1.133 N = 57	Mean = 8.05 Range: 6.5 – 9.0 SD = 0.654 N = 28	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.965 N = 115
Group				
6-3 Demonstrates use of developmentally appropriate group counseling skills and interventions	Mean = 8.07 Range: 6.0 – 9.0 SD = 0.828 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.054 N = 52	Mean = 7.80 Range: 6.0 – 9.0 SD = 0.936 N = 26	Mean = 7.87 Range: 5.0 – 9.0 SD = 0.967 N = 108

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing acquisition of knowledge of learning and learning theory

Employers who responded to our survey, rated our completers as being very able to apply learning theory in recognizing the need for accommodating individual differences and designing appropriate modifications of strategies for the students they work with. Although there was a single outlier in the data, with one graduate having below average skills, the vast majority of employers rated our completers as having excellent skills in this area, as evidence by a mean score of 4.76 out of a possible 5.

Table 1.11 Employer Survey items related to learning, learning theories, and their application

How would you rate the USU graduate's performance in the following area?	
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21

Exhibits knowledge of culturally responsive practice

School aged populations in the United States are becoming increasingly diverse. The USU Professional School Counseling program recognizes the importance of training school counselors who possess the attitudes, knowledge, and skills needed for culturally responsive practice. Within this section is presented evidence in the form of grades, Practicum Supervisor Evaluations, Internship Supervisor Evaluations, and responses to items on both the Completer (Graduate) and Employer Surveys.

Grades in courses focusing on acquisition of knowledge related to culturally responsive practice

In addition to a course titled Diversity Issues in Treatment and Assessment, students take two other courses that include a major focus on the impact of culture and culturally responsive practice. The table 1.11 provides a summary of the information regarding student performance in courses focused on the acquisition of knowledge related to culturally responsive practice. Although both the practicum and internship courses (PSY 6370 and PSY 6250) focus on knowledge and development of these skills, the courses are graded on a pass/fail basis. This grading format does not lend itself to being included in an analysis of course grades. Additionally, richer information regarding student learning in the practicum and internship experiences can be garnered from the Supervisor Evaluations.

As is the case in the previous discussion of grades, students across cohorts performed at high levels, with mean grades in excess of 3.67 (A-) in all courses. Nearly all students received grades of at least B (3.00) for each of these courses, with a single student receiving a grade of C+ (2.33) in PSY 6130 in 2013.

Table 1.12 Grades in courses focusing on acquisition of knowledge related to culturally responsive practice

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119

PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119
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The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation ratings of knowledge related to culturally responsive practice

Practicum supervisors rate their practicum students on seven items related to culturally responsive practice. These students, who have yet to complete their coursework, receive positive ratings (mean ratings range from 7.59 to 8.66, where 9.00 = *Outstanding*) from their supervisors suggesting that they have strong knowledge related to culturally responsive practice.

Table 1.13 Practicum Supervisor Evaluation ratings for selected items related to culturally responsive practice

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 7.94 Range: 6.0 – 9.0 SD = 0.914 N = 32	Mean = 8.14 Range: 6.0 - 9.0 SD = 0.789 N = 57	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.819 N = 28	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.836 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.227 N = 116
3-5 Demonstrates an understanding of the implications of developmental crises, disability, exceptional behavior,	Mean = 7.92 Range: 5.0 – 9.0	Mean = 8.15 Range: 6.0 – 9.0	Mean = 7.59 Range: 5.0 – 9.0	Mean = 7.94 Range: 5.0 – 9.0

addictive behavior, and psychopathology	SD = 1.056 N = 26	SD = 0.937 N = 52	SD = 1.086 N = 29	SD = 1.026 N = 107
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0 SD = 0.602 N = 32	Mean = 8.58 Range: 6.0 – 9.0 SD = 0.724 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.848 N = 31	Mean = 8.56 Range: 5.0 – 9.0 SD = 0.728 N = 121

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Practicum Supervisor Evaluation.

Internship Supervisor Evaluation ratings of knowledge related to culturally responsive practice

Internship supervisors rate their student interns on the same seven items related to culturally responsive practice as practicum supervisors. The student interns also receive positive ratings (mean ratings range from 7.82 to 8.53, where 9.00 = *Outstanding*) from their supervisors suggesting that they have strong knowledge related to culturally responsive practice.

Table 1.14 Internship Supervisor ratings for selected items related to culturally responsive practice

	2012	2013	2014	Overall
Social and Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.667 N = 30	Mean = 8.27 Range: 6.0 – 9.0 SD = 0.666 N = 56	Mean = 8.20 Range: 6.5 – 9.0 SD = 0.641 N = 31	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.774 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 – 9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.969 N = 116
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 – 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.047 N = 114
Human Growth and Development				

3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.809 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 1.013 N = 57	Mean = 8.12 Range: 6.0 – 9.0 SD = 0.729 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.890 N = 117
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 – 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 – 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.619 N = 118

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate Survey ratings of knowledge related to culturally responsive practice

As described previously in this self-study, graduates of the program were asked to complete a survey pertaining to their experiences at USU, in the program, and about their professional practice. Consisting of a variety of rating items using a 5-point scale where 1 = *Poor* and 5 = *Excellent*, one item specifically addressed culturally responsive practice. All graduates completing the survey rated their preparation to deal with issues surrounding diversity as in the *Average to Excellent* range suggesting that they feel they have strong knowledge related to culturally responsive practice.

Table 1.15 Graduate Survey items related to culturally responsive practice

How well do you feel your training in the program prepared you to deal with issues surrounding diversity/multiculturalism in your school(s)?	Mean = 4.32 Range: 3.0 - 5.0 SD = 0.743 N = 73
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Employer Survey ratings of knowledge related to culturally responsive practice

Employers who responded to our survey, rated our completers as demonstrating strong knowledge of culturally responsive practice. Although there was a moderate degree of variability in ratings, the vast majority of employers rated our completers as having excellent skills in this area, as evidenced by mean scores of 4.43 and 4.67 out of a possible 5.

Table 1.16 Employer Survey items related to culturally responsive practice

How would you rate the USU graduate’s performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21
--Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 4.67 Range: 1.0 -5.0 SD = .966 N = 21

Exhibits knowledge of assessment of and for student learning

With ESSA there is increased focus on assessment of and for student learning. Students in our program receive didactic coursework in assessment, and then have the opportunity to apply that knowledge in the practicum and internship experiences

Grades in courses focusing on acquisition of knowledge of assessment of and for student learning

Students in the program take two courses related to assessment of and for student learning. One of the classes they are required to take in their first semester of the program, PSY 6330 Principles of Psychological Measurement and Test Theory, is for most students the most difficult class in the curriculum. It is also the course with the lowest mean grades ($X = 3.34$) and the greatest variability in grades ($SD = 0.463$, Range 2.00 – 4.00). Discussions with students suggest two reasons for this. The first is that they find the coursework very novel and challenging; the second is that this is their first experience with the expectations and requirements of graduate school. Regardless of this, student performance in this course is generally strong suggesting that most students finish the course with a good understanding of assessment. Student performance in the other class that includes a major focus on assessment of and for student learning, PSY 6130 Evidence-Based Practice: School Interventions, suggest that most students demonstrate good mastery in this area and are able to apply their knowledge of assessment of and for student learning to working with students to facilitate their success.

Table 1.17 *Grades in courses focusing on acquisition of knowledge of assessment of and for student learning*

	2012	2013	2014	Combined
PSY 6330 Principles of Psych Measurement and Test Theory	Mean = 3.40 Range: 2.33 - 4.00 SD = 0.345 N = 30	Mean = 3.31 Range: 2.00 - 4.00 SD = 0.515 N = 5	Mean = 3.32 Range: 2.33 - 4.00 SD = 0.468 N = 31	Mean = 3.34 Range: 2.00 – 4.00 SD = 0.463 N = 119
PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning

Practicum provides students with an opportunity to apply their knowledge of assessment of and for student learning and their supervisors have the opportunity to evaluate their knowledge and skills in this area. Highly qualified, level 2 supervisors rate our students very positively in this area with no students receiving any rating below *Average* and for several items and cohorts, no students receiving ratings of less than *Slightly Above Average* or *Well Above Average*. Practicum supervisors rated our students most

strongly in their assessment skills related to career development and their monitoring of the impact of student learning related to comprehensive guidance programs; however, their knowledge of assessment in general was still rated as approaching mastery.

Table 1.18 Practicum Supervisor Evaluation rating items related to assessment of and for student learning

	2012	2013	2014	Overall
Career Development				
4-3 Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.686 N = 28	Mean = 8.22 Range: 5.0 – 9.0 SD = 0.945 N = 54	Mean = 8.10 Range: 6.0 – 9.0 SD = 0.845 N = 30	Mean = 8.19 Range: 5.0 – 9.0 SD = 0.855 N = 112
Assessment				
6-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.85 Range: 6.0 – 9.0 SD = 0.949 N = 27	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.021 N = 47	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.157 N = 29	Mean = 7.94 Range: 5.0 – 9.0 SD = 1.037 N = 103
6-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.79 Range: 5.0 – 9.0 SD = 1.250 N = 24	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.992 N = 47	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.086 N = 27	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.075 N = 98
6-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 8.05 Range: 6.0 – 9.0 SD = 1.026 N = 19	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.070 N = 44	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.154 N = 24	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.074 N = 87
6-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.71 Range: 5.0 – 9.0 SD = 1.347 N = 21	Mean = 7.83 Range: .0 – 9.0 SD = 1.035 N = 40	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.971 N = 25	Mean = 7.88 Range: 5.0 – 9.0 SD = 1.100 N = 86
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of assessment of and for student learning

Internship provides students with a more intensive opportunity to apply their knowledge of assessment of and for student learning. Here too, highly qualified, level 2 supervisors rate our students very positively in this area with all mean ratings falling into the high end of the *Slightly Above Average* to *Well Above Average*. These ratings of our students by their internship supervisors suggest that our students demonstrate high levels of knowledge in the area of assessment of and for student learning.

Table 1.19 internship Supervisor Evaluation rating items related to assessment of and for student learning

	2012	2013	2014	Overall
Career Development				
4-3 Demonstrates the ability to identify and interpret student academic, career, and personal/social competencies and effectively implements processes and activities in achieving these competencies	Mean = 8.22 Range: 7.0 – 9.0 SD = 0.691 N = 30	Mean = 8.02 Range: 5.0 – 9.0 SD = 1.115 N = 56	Mean = 8.19 Range: 6.0 – 9.0 SD = 0.806 N = 29	Mean = 8.11 Range: 5.0 – 9.0 SD = 0.943 N = 115
Assessment				
7-1 Demonstrates an understanding of individual and group approaches to assessment and evaluation	Mean = 7.98 Range: 7.0 – 9.0 SD = 0.713 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.026 N = 56	Mean = 7.76 Range: 5.5 – 9.0 SD = 0.991 N = 28	Mean = 7.90 Range: 5.0 – 9.0 SD = 0.940 N = 114
7-2 Demonstrates an understanding of basic concepts of standardized and non-standardized tests and other assessment techniques	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.937 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.099 N = 56	Mean = 7.90 Range: 5.5 – 9.0 SD = 1.046 N = 27	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.037 N = 112
7-3 Demonstrates appropriate use of strategies for selecting, interpreting and explaining assessment instruments and results	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.078 N = 27	Mean = 7.75 Range: 5.0 – 9.0 SD = 1.180 N = 56	Mean = 7.86 Range: 6.5 – 9.0 SD = 0.952 N = 25	Mean = 7.78 Range: 5.0 – 9.0 SD = 1.097 N = 108
7-4 Ability to conduct assessments that consider multiple sources of information	Mean = 7.97 Range: 6.5-9.0 SD = 0.916 N = 29	Mean = 7.95 Range: 5.0-9.0 SD = 1.130 N = 52	Mean = 8.00 Range: 4.5-9.0 SD = 1.070 N = 25	Mean = 7.97 Range: 4.5-9.0 SD = 1.051 N = 106
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing on acquisition of knowledge of assessment of and for student learning

The Employer Survey provides employers the opportunity to rate our completers on their knowledge of assessment of and for student learning. Based upon the descriptive statistics provided in Table 1.20, it can be inferred that our completers demonstrate a very strong knowledge of assessment of and for student learning with all employers reporting that our completers possess at least *Average* levels of knowledge and skills in this area.

Table 1.20 Employer Survey items related to assessment of and for student learning

How would you rate the USU graduate's performance in the following area?	
--Understands successful approaches to assessment and evaluation	Mean = 4.76 Range: 3.0 – 5.0 SD = 0.625 N = 21

Exhibits knowledge of data literacy and the use of data to inform practice

In this age of increased accountability, knowledge of data literacy and the use of data to inform practice is a key facet in the practice of profession school counseling. Our students receive didactic instruction and opportunities to apply their learning as part of their coursework. Additionally, supervisors at the practicum, internship, and post graduate employment level also rate their knowledge in this area.

Grades in courses focusing on acquisition of knowledge of data literacy and the use of data to inform practice

Students in the USU Professional School Counseling program take two courses that include a major focus on knowledge of data literacy and the use of data to inform practice. One course, PSY 6390 Program Evaluation in the Schools is solely focused on the topic. Students in both of these courses perform very well with mean grades of at least 3.89 for all cohorts, suggesting that students have a strong mastery of course content related to data literacy and the use of data to inform their professional practice.

Table 1.21 Grades in course focusing on acquisition of knowledge of data literacy and the use of data to inform practice

PSY 6130 Evidence-Based Practice: School Interventions	Mean = 3.89 Range: 3.00 – 4.00 SD = 0.237 N = 30	Mean = 3.95 Range: 2.33 – 4.00 SD = 0.241 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.143 N = 31	Mean = 3.94 Range: 2.33 – 4.00 SD = 0.218 N = 119
PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate no statistically significant differences among cohorts.

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

Practicum supervisors rate students on two items related to data literacy and the use of data to inform practice following their semester-long practicum experience. Ratings for individual students ranged from *Slightly Above Average* to *Outstanding*, with no student receiving less than a *Slightly Above Average* rating and all mean ratings falling into the *Excellent* range. Based upon these ratings it appears that practicum supervisors believe our students possess more than adequate knowledge of data literacy and the use of data to inform practice.

Table 1.22 Practicum Supervisor Evaluation rating items related to data literacy and use of data to inform practice

	2012	2013	2014	Overall
Comprehensive Counseling and Guidance Program Management				
7-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.847 N = 27	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.892 N = 57	Mean = 8.29 Range: 6.0 - 9.0 SD = 0.693 N = 31	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.825 N = 115
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

Internship supervisors have the opportunity to rate students on six items related to data literacy and the use of data to inform practice following their 600-hour internship experience. Mean ratings for these items ranged from 7.80 to 8.35. In all but one instance, no student received any rating on these items below a rating of *Average*. Based upon these ratings, it appears that internship supervisors believe our students possess more than adequate knowledge of data literacy and the use of data to inform practice.

Table 1.23 Internship Supervisor Evaluation rating items related to data literacy and use of data to inform practice

	2012	2013	2014	Overall
Research and Program Evaluation				
8-1 Demonstrates an understanding of the importance of research in the school counseling progression as a tool	Mean = 8.30 Range: 6.5 - 9.0	Mean = 7.92 Range: 5.0 – 9.0	Mean = 7.80 Range: 5.5 – 9.0	Mean = 7.99 Range: 5.0 – 9.0

for evaluation of programs and interventions	SD = 0.761 N = 30	SD = 1.208 N = 56	SD = 0.954 N = 29	SD = 1.054 N = 115
8-2 Demonstrates an understanding of procedures for data gathering, analysis, and presentation	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.957 N = 30	Mean = 7.99 Range: 5.0 – 9.0 SD = 1.043 N = 55	Mean = 7.96 Range: 5.5 – 9.0 SD = 0.987 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.001 N = 114
8-3 Demonstrates and understanding of the ways that technology and statistical methods are used in conducting research and program evaluation	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.878 N = 30	Mean = 7.80 Range: 5.0 – 9.0 SD = 1.136 N = 56	Mean = 7.89 Range: 5.5 – 9.0 SD = 0.944 N = 27	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.035 N = 113
8-4 Ability to communicate research to administrators and policy makers	Mean = 8.35 Range: 5.00 – 9.00 SD = 0.974 N = 29	Mean = 7.82 Range: 5.00 – 9.00 SD = 1.100 N = 52	Mean = 7.88 Range: 4.50 – 9.00 SD = 1.191 N = 20	Mean = 7.98 Range: 4.50 – 9.00 SD = 1.098 N = 101
Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
Contextual Dimensions of School Counseling				
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey items focusing on acquisition of knowledge of knowledge of data literacy and the use of data to inform practice

The Employer Survey provides employers the opportunity to rate our completers in regards to their knowledge of data literacy and the use of data to inform practice. Their responses suggest that our completers demonstrate a very strong knowledge of assessment of data literacy and the use of data to inform practice, with all employers reporting that our completers possess at least *Average* levels of knowledge and skills in this area. The mean score of 4.81 suggests that our completers are perceived as having a high level of knowledge of data literacy.

Table 1.24 Employer Survey items related to data literacy and the use of data to inform practice

How would you rate the USU graduate's performance in the following area?	
--Understands procedures for data gathering, analysis, and presentation in program research and evaluation	Mean = 4.81 Range: 3.0 – 5.00 SD = 0.512 N = 21

Exhibits knowledge of the creation and development of positive learning and work environments

One of the key functions of school counselors is to facilitate the creation of positive learning and work environments so that all students can achieve success. Accordingly, multiple courses as well as the practicum and internship experiences include a focus on learning how to create and develop these positive environments.

Grades in courses focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Students take six courses that include a focus on the creation and development of positive learning and work environments. Student performance in these courses is very strong, with no cohort earning less than a mean grade of 3.74 (> A-). By and large all students received grades of at least B in all these courses, with the exception of three students across the three cohorts who earned grades below that in PSY 6240 - Comprehensive School Counseling Programs. These course grades suggest mastery in the content related to knowledge of the creation and development of positive environments.

Table 1.25 Grades in courses focusing on acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Combined
PSY 6530 Developmental Psychology	Mean = 3.96 Range: 3.33 - 4.00 SD = 0.145 N = 30	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.226 N = 58	Mean = 3.82 Range: 3.33 - 4.00 SD = 0.225 N = 31	Mean = 3.85 Range: 3.33 – 4.00 SD = 0.215 N = 119
PSY 6240 Comprehensive School Counseling Programs	Mean = 3.97 Range: 3.67 – 4.00 SD = 0.101 N = 30	Mean = 3.86 Range: 2.67 – 4.00 SD = 0.295 N = 57	Mean = 3.74 Range: 2.00 – 4.00 SD = 0.469 N = 31	Mean = 3.86 Range: 2.00 – 4.00 SD = 0.327 N = 118
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 119
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119
PSY 6420 Group	Mean = 3.76 Range: 3.00 – 4.00 SD = 0.327	Mean = 3.82 Range: 3.00 – 4.00 SD = 0.308	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.300	Mean = 3.84 Range: 3.00 – 4.00 SD = 0.316

Counseling in Schools	N = 30	N = 58	N = 31	N = 119
PSY 6390 Program Evaluation in the Schools	Mean = 3.99 Range: 3.67 – 4.00 SD = 0.060 N = 30	Mean = 3.93 Range: 3.33 – 4.00 SD = 0.162 N = 58	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.151 N = 31	Mean = 3.95 Range: 3.33 – 4.00 SD = 0.141 N = 119

The comparison of means for grades in courses for the various cohorts calculated using ANOVAs indicate only one course, PSY 6240 evidenced a difference among cohorts ($F = 3.771$, $df = 3$, $p \leq 0.026$), with the 2012 cohort performing statistically significantly better than the 2014 cohort. There were no other statistically significant differences observed across cohorts for any other courses.

Practicum Classroom Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Ratings of our practicum students on the Practicum Classroom Supervisor Evaluation, provided by highly qualified, level 2 school counselors who are providing small group supervision to these students, suggest that the students have good knowledge pertaining to the creation and development of positive learning and work environments. Mean scores fall within the 4.67 to 4.94 range suggesting very strong skills in all areas.

Table 1.26 Practicum Classroom Supervisor Evaluation ratings items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
14. Ability to balance administration needs with needs of the student/child	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.67 Range: 4.00 - 5.00 SD = 0.474 N = 55	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.425 N = 31	Mean = 4.72 Range: 4.00 - 5.00 SD = 0.450 N = 108
16. Respect accorded for school faculty	*	Mean = 4.81 Range: 3.00 - 5.00 SD = 0.441 N = 53	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.341 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.406 N = 84
17. Respect accorded to school administration	*	Mean = 4.79 Range: 4.00 - 5.00 SD = 0.409 N = 53	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.83 Range: 4.00 - 5.00 SD = 0.375 N = 84
19. Demonstration of being a team player at school site	*	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 4.94 Range: 4.00 - 5.00 SD = 0.250 N = 31	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.308 N = 86

* These items were not included in the evaluation until 2013

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Practicum Classroom Supervisor Evaluation.

Practicum Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Based on the ratings of the highly qualified, level 2 school counselors who supervised our practicum students, our students demonstrate high levels of knowledge of the creation and development of positive learning and work environments. For all eight items in this area, mean ratings ranged from 7.82 to 8.46 suggesting a very positive perception of student mastery of content in this area.

Table 1.27 Practicum Supervisor Evaluation rating items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.907 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Helping Relationships				
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.18 Range: 7.0 – 9.0 SD = 0.772 N = 28	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.951 N = 53	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.080 N = 31	Mean = 8.05 Range: 5.0 – 9.0 SD = 0.943 N = 112
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.38 Range: 7.0 – 9.0 SD = 0.660 N = 32	Mean = 8.46 Range: 6.0 – 9.0 SD = 0.751 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.871 N = 31	Mean = 8.40 Range: 5.0 – 9.0 SD = 0.757 N = 121
Comprehensive Counseling and Guidance Program Management				
7-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.847 N = 27	Mean = 8.22 Range: 6.0 – 9.0 SD = 0.892 N = 57	Mean = 8.29 Range: 6.0 - 9.0 SD = 0.693 N = 31	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.825 N = 115
7-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.09 Range: 6.0 – 9.0 SD = 0.834 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 1.031 N = 48	Mean = 7.82 Range: 5.0 – 9.0 SD = 1.056 N = 28	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.993 N = 103
Foundations of School Counseling				
8-2 Applies leadership strategies designed to enhance the learning	Mean = 8.30 Range: 7.0 – 9.0	Mean = 8.16 Range: 4.0 – 9.0	Mean = 7.93 Range: 5.0 – 9.0	Mean = 8.13 Range: 4.0 – 9.0

environment, organization, and administration of the school	SD = 0.765 N = 23	SD = 1.120 N = 51	SD = 1.052 N = 28	SD = 1.031 N = 102
Contextual Dimensions of School Counseling				
9 -2 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or school wide settings	Mean = 8.26 Range: 7.0 – 9.0 SD = 0.864 N = 23	Mean = 8.28 Range: 6.0 – 9.0 SD = 0.885 N = 53	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.964 N = 29	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.903 N = 105
Additional Skill and Knowledge Requirements				
10-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.00 Range: 6.0 – 9.0 SD = 1.000 N = 19	Mean = 8.11 Range: 5.0 – 9.0 SD = 1.080 N = 46	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.100 N = 24	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.058 N = 89

Internship Supervisor Evaluation ratings focusing on acquisition of knowledge of the creation and development of positive learning and work environments

Internship supervisors have the opportunity to evaluate student intern skills in regards to their knowledge of the creation and development of positive learning and work environments using ten items on the Internship Supervisor Evaluation tool. Mean cohort ratings for each of these items ranged from 7.84 to 8.45 suggesting that our students have a very strong grasp of the knowledge they need to successfully create and develop positive learning and work environments. Ratings indicate that supervisors believe they possess particularly good knowledge and skills in collaborating with administration, teachers, support personnel and community resources to support students and/or guidance programs.

Table 1.28 Internship Supervisor Evaluation ratings for items related to acquisition of knowledge of the creation and development of positive learning and work environments

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 – 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 – 9.0 SD = 0.816 N = 118
Helping Relationships				
5-3 Demonstrates knowledge of a systems perspective that recognizes family and other systems theories and related interventions	Mean = 8.07 Range: 5.5 – 9.0 SD = 0.874 N = 29	Mean = 7.84 Range: 5.0 – 9.0 SD = 1.144 N = 57	Mean = 7.97 Range: 5.0 – 9.0 SD = 0.903 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.018 N = 117
5-5 Demonstrates knowledge of ethical and legal considerations in counseling relationships (i.e., confidentiality, transference, professional boundaries)	Mean = 8.45 Range: 6.0 – 9.0 SD = 0.770 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.942 N = 57	Mean = 8.28 Range: 7.0 – 9.0 SD = 0.672 N = 31	Mean = 8.25 Range: 5.0 – 9.0 SD = 0.840 N = 118

Comprehensive Counseling and Guidance Program Management				
9-1 Demonstrates understanding of the design, implementation, management, evaluation and enhancement of the Utah Model for Comprehensive Counseling and Guidance	Mean = 8.15 Range: 6.0 – 9.0 SD = 0.873 N = 30	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.974 N = 57	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.916 N = 31	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.930 N = 118
9-5 Demonstrates the ability to design and implement preventive, developmental and organized systems for delivering responsive services	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.716 N = 30	Mean = 7.92 Range: 5.0 – 9.0 SD = 1.152 N = 56	Mean = 7.87 Range: 6.0 – 9.0 SD = 0.947 N = 27	Mean = 8.00 Range: 5.0 – 9.0 SD = 1.009 N = 113
Foundations of School Counseling				
10-2 Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	Mean = 8.13 Range: 6.5 – 9.0 SD = 0.832 N = 28	Mean = 8.16 Range: 5.0 – 9.0 SD = 0.695 N = 58	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.050 N = 30	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.917 N = 114
Contextual Dimensions of School Counseling				
11-2 Demonstrates the ability to collaborate with administration, teachers, support personnel and community resources to support a student or guidance program	Mean = 8.43 Range: 7.0 – 9.0 SD = 0.619 N = 30	Mean = 8.39 Range: 5.5 – 9.0 SD = 0.653 N = 57	Mean = 8.31 Range: 6.0 – 9.0 SD = 0.846 N = 31	Mean = 8.38 Range: 5.5 – 9.0 SD = 0.772 N = 118
11-3 Demonstrates the ability to plan, develop, implement, monitor and evaluate comprehensive guidance programs in classrooms or schoolwide settings	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.771 N = 30	Mean = 8.08 Range: 5.5 – 9.0 SD = 0.947 N = 57	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.039 N = 30	Mean = 8.13 Range: 5.0 – 9.0 SD = 0.930 N = 117
11-4 Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 8.23 Range: 6.5 – 9.0 SD = 0.763 N = 30	Mean = 7.91 Range: 5.0 – 9.0 SD = 1.219 N = 55	Mean = 7.98 Range: 6.0 – 9.0 SD = 0.939 N = 30	Mean = 8.01 Range: 5.0 – 9.0 SD = 1.046 N = 115
Additional Skill and Knowledge Requirements				
12-1 Demonstrates ability to prepare and implement an action plan and/or school counseling calendar	Mean = 8.21 Range: 6.5 – 9.0 SD = 0.738 N = 29	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.060 N = 57	Mean = 7.95 Range: 5.5 – 9.0 SD = 0.879 N = 31	Mean = 7.99 Range: 5.0 – 9.0 SD = 0.943 N = 117

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Employer Survey Items focusing on acquisition of knowledge of the creation and development of positive learning and work environments

The employers who chose to participate in the Employer Survey completed three items related to our graduates’ knowledge and skills in the creation and development of positive learning and work environments. As is evident in Table 1.29, our completers have strong knowledge in this area.

Table 1.29 Employer Survey items related to acquisition of knowledge of the creation and development of positive learning and work environments

How would you rate the USU graduate’s performance in the following area?	
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19
--Functions as an effective change agent in school improvement	Mean = 4.67 Range: 2.0 – 5.0 SD = 0.796 N = 21
--Demonstrates knowledge of prevention and crisis intervention strategies	Mean = 4.71 Range: 4.0 - 5.0 SD = 0.463 N = 21

Exhibits dispositions and behaviors required for successful professional practice as a school counselor

While at times it may seem difficult to quantify the dispositions and behaviors necessary for successful professional practice as a school counselor, the USU Professional School Counseling program has several rich sources of such information including ratings by practicum and internship supervisors, employers of our graduates, and our completers themselves. This is discussed within this section of the report

Practicum Classroom Supervisor Evaluation ratings focusing dispositions and behaviors required for successful professional practice as a school counselor

As previously described, second year students in practicum participate in small group supervision with highly qualified, level 2 school counselors for several hours each week. At the end of the semester the supervisor then rates each student using a 5-point scale ranging 1 = “Poor” to 5 = “Excellent”. Nearly half (nine items) of the content of the 20-item evaluation focuses on dispositions and behaviors associated with success as a school counselor. Mean ratings for the various behaviors ranged from a low of 4.41 for item 9, *Openness to feedback, constructive criticism from supervisor* for the 2012 cohort, to highs of 5.00 for two items for the 2014 cohort. For two items, *Openness to feedback, constructive criticism from supervisor* and *Openness to feedback, constructive criticism from peers*, there were statistically significant differences between cohorts. For the item pertaining to feedback from supervisors, the 2012 cohort performed more poorly than both the 2013 and 2014 cohorts. For the item pertaining to feedback from peers, the 2012 cohort earned ratings that were statistically significantly lower than ratings earned by the 2014 cohort. Overall ratings appear to be extremely high with ratings that exceed 4.75 (mean rating for an item for each cohort). It appears that even prior to completion our students demonstrate highly desirable disposition and behaviors that will contribute to their success as school counselors.

Table 1.30 Practicum Classroom Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
1. Diplomacy, tact in interactions with peers and supervisor during class	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.91 Range: 4.00 - 5.00 SD = 0.290 N = 55	Mean = 4.97 Range: 4.00 - 5.00 SD = 0.180 N = 31	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.304 N = 108
3. Weekly preparation for class (completion of tasks and assignments)	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.352 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.434 N = 55	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.341 N = 31	Mean = 4.84 Range: 3.00 - 5.00 SD = 0.391 N = 108
4. Flexibility in approaching problems	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.351 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.475 N = 55	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.374 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.421 N = 108
6. Initiative, ability to work without prompting	Mean = 4.77 Range: 4.00 - 5.00 SD = 0.429 N = 22	Mean = 4.91 Range: 4.00 - 5.00 SD = 0.290 N = 55	Mean = 4.81 Range: 4.00 - 5.00 SD = 0.402 N = 31	Mean = 4.85 Range: 4.00 - 5.00 SD = 0.357 N = 108
8. Openness to feedback, constructive criticism from peers	Mean = 4.76 Range: 3.00 - 5.00 SD = 0.539 N = 21	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.346 N = 107
9. Openness to feedback, constructive criticism from supervisor	Mean = 4.41 Range: 4.00 - 5.00 SD = 0.503 N = 22	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.373 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.405 N = 108
10. Follow-through on recommendations and feedback	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.551 N = 22	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.404 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.414 N = 108
15. Ability to establish rapport/empathy for students in the school	*	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.356 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.72 Range: 4.00 - 5.00 SD = 0.336 N = 86
19. Demonstration of being a team player at school site	*	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336	Mean = 4.94 Range: 4.00 - 5.00 SD = 0.250	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.308

		N = 55	N = 31	N = 86
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* These items were not included in the evaluation until 2013

ANOVA for Items of the Practicum Classroom Supervisor Evaluation

	<i>Df</i>	F	P
PCSE 1	2	2.815	.064
PCSE 3	2	0.218	.805
PCSE 4	2	0.093	.911
PCSE 6	2	1.513	.225
PCSE 8	2	3.209	.044*
PCSE 9	2	19.099	.000*
PCSE 10	2	1.242	.293
PCSE 15	2	0.413	.522
PCSE 19	2	1.319	.271

* $p < .05$

Multiple Comparisons of the Practicum Classroom Supervisor Evaluation

Dependent Variable*		Mean Difference	Std. Error	P	95% Confidence Interval	
Cohort	Cohort				Lower	Upper
PCSE 8						
2012	2013	-.1108	.0868	.446	-.326	.105
	2014	-.2381	.0957	.049	-.476	.000
2013	2012	.1108	.0868	.446	-.105	.326
	2014	-.1273	.0760	.251	-.316	.062
2014	2012	.2381	.0957	.049	.000	.476
	2014	.1273	.0760	.251	-.062	.316
PCSE 9						
2012	2013	-.4273	.0882	.000	-.646	-.208
	2014	-.5909	.0975	.000	-.833	-.349
2013	2012	.4273	.0882	.000	.208	.646
	2014	-.1636	.0786	.119	-.359	.031
2014	2012	.5909	.0975	.000	.349	.833
	2013	-.1636	.0786	.119	-.031	.359

* Only items identified as presenting a statistically significant difference on the basis of ANOVAs are included.

Practicum Supervisor Evaluation ratings focusing on dispositions and behaviors required for successful professional practice as a school counselor

Practicum supervisors have the opportunity to observe students in their first real-world exposure to the role of the school counselor. As part of the practicum evaluation they are asked to rate the practicum student on seven items related to dispositions and behaviors necessary for successful practice as a school counselor. As suggested by the data in Table 1.31, our students at the practicum level are performing well in this area. Interestingly, the item of greatest variability is *Arrives on time*, where ratings ranged from 3 to 9, is also a behavior that is likely most easily changed. Mean scores for all

items in this area ranged from 7.90 to 8.57, indicating that supervisors perceive our students as demonstrating the dispositions and behaviors required for successful professional practice as a school counselor.

Table 1.31 Practicum Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-1 Proper attire, professional appearance	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.956 N = 31	Mean = 8.47 Range: 5.0 – 9.0 SD = 0.883 N = 58	Mean = 8.16 Range: 5.0 – 9.0 SD = 1.036 N = 31	Mean = 8.33 Range: 5.0 – 9.0 SD = 0.945 N = 120
1-2 Arrives on time	Mean = 8.34 Range: 5.0 – 9.0 SD = 0.971 N = 32	Mean = 8.51 Range: 4.0 – 9.0 SD = 0.966 N = 57	Mean = 8.13 Range: 3.0 – 9.0 SD = 1.310 N = 31	Mean = 8.37 Range: 3.0 – 9.0 SD = 1.069 N = 120
1-3 Completes assignments on time	Mean = 8.50 Range: 5.0 – 9.0 SD = 0.916 N = 32	Mean = 8.57 Range: 5.0 – 9.0 SD = 0.861 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.958 N = 31	Mean = 8.51 Range: 5.0 – 9.0 SD = 0.896 N = 121
1-4 Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	Mean = 8.38 Range: 6.0 – 9.0 SD = 0.976 N = 32	Mean = 8.54 Range: 5.0 – 9.0 SD = 0.800 N = 58	Mean = 8.48 Range: 5.0 – 9.0 SD = 0.811 N = 31	Mean = 8.48 Range: 5.0 – 9.0 SD = 0.848 N = 121
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.997 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116
Helping Relationships				
5-4 Makes wise decisions regarding counseling the practicum student should engage in and what is beyond the scope of a school guidance counselor or practicum student	Mean = 8.35 Range: 6.0 – 9.0 SD = 0.827 N = 32	Mean = 8.41 Range: 5.0 – 9.0 SD = 0.817 N = 58	Mean = 8.26 Range: 5.0 – 9.0 SD = 0.893 N = 31	Mean = 8.36 Range: 5.0 – 9.0 SD = 0.835 N = 121

Internship Supervisor Evaluation ratings focusing on dispositions and behaviors required for successful professional practice as a school counselor

Internship supervisors have the opportunity to observe students in the role of the school counselor as they are immersed in it for the first time. They are also asked to rate the student on seven items related to dispositions and behaviors necessary for successful practice as a school counselor. As suggested by the data in Table 1.32, our students at the practicum level are performing well in this area. For all items in this area students received ratings of *Average* or better, suggesting that our students exhibit the dispositions and behaviors required for successful practice as a successful school counselor

Table 1.32 Internship Supervisor Evaluation items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

	2012	2013	2014	Overall
Professional School Counselor Identity				
1-1 Proper attire, professional appearance	Mean = 8.33 Range: 7.0 - 9.0 SD = 0.648 N = 30	Mean = 8.24 Range: 5.0 - 9.0 SD = 1.001 N = 57	Mean = 8.35 Range: 6.5 - 9.0 SD = 0.714 N = 31	Mean = 8.29 Range: 5.0 - 9.0 SD = 0.847 N = 118
1-2 Arrives on time	Mean = 8.28 Range: 6.5 - 9.0 SD = 0.691 N = 30	Mean = 8.35 Range: 5.0 - 9.0 SD = 0.860 N = 57	Mean = 8.13 Range: 5.0 - 9.0 SD = 1.009 N = 31	Mean = 8.27 Range: 5.0 - 9.0 SD = 0.862 N = 118
1-3 Completes assignments on time	Mean = 8.47 Range: 7.0 - 9.0 SD = 0.615 N = 30	Mean = 8.19 Range: 5.0 - 9.0 SD = 1.182 N = 57	Mean = 8.33 Range: 5.0 - 9.0 SD = 0.869 N = 31	Mean = 8.30 Range: 5.0 - 9.0 SD = 0.985 N = 118
1-4 Communication skills – uses tact and diplomacy with other professionals, teachers, parents and students	Mean = 8.47 Range: 7.0 - 9.0 SD = 0.629 N = 30	Mean = 8.19 Range: 5.0 - 9.0 SD = 0.908 N = 57	Mean = 8.32 Range: 6.0 - 9.0 SD = 0.880 N = 31	Mean = 8.32 Range: 5.0 - 9.0 SD = 0.836 N = 118
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.27 Range: 6.5 - 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 - 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 - 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 - 9.0 SD = 0.816 N = 118
Human Growth and Development				
3-1 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 6.0 - 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 - 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 - 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 - 9.0 SD = 1.13 N = 117
Helping Relationships				
5-4 Makes wise decisions regarding counseling the practicum student	Mean = 8.33	Mean = 8.13	Mean = 8.29	Mean = 8.17

should engage in and what is beyond the scope of a school guidance counselor or practicum student	Range: 6.0 – 9.0 SD = 0.781 N = 30	Range: 6.0 – 9.0 SD = 1.032 N = 57	Range: 5.0 – 9.0 SD = 0.996 N = 31	Range: 5.0 – 9.0 SD = 0.962 N = 118
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Graduate Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor

Our graduates have the opportunity to reflect on and rate one of their own disposition and behaviors required for successful professional practice. Their ratings of their ability to act in a manner that communicates caring to the children and adolescents they work with place themselves at least in the *Average* range with the mean score of 4.42 suggesting that most completers see themselves as having *Very Good* to *Excellent* characteristics in this area. The ability to communicate “caring” to the individuals one works with is one of the most important characteristics required for success as a school counselor.

Table 1.33 Graduate Survey items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

Please rate the degree to which you think the children/adolescents with who you work see you as caring about them.	Mean = 4.42 Range: 3.0 – 5.0 SD = 0.686 N = 73
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Employer Survey items focusing on dispositions and behaviors required for successful professional practice as a school counselor

There are three items on the Employer Survey that provide employers the opportunity to rate their employees’ dispositions and behaviors. Table 1.34 provides descriptive statistics for the three items. Our completers receive very positive ratings for the item *Acts in a professional and ethical manner*, with everyone receiving at least a rating of *Average* and the mean rating of 4.86 suggesting nearly *Excellent* overall. Although there is more variability in ratings for the other two items related to communication skills and feedback, ratings suggest that our completers also perform very strongly in these two areas.

Table 1.34 Employer Survey items related to exhibits dispositions and behaviors required for successful professional practice as a school counselor

How would you rate the USU graduate’s performance in the following area?	
--Acts in a professional and ethical manner	Mean = 4.86 Range: 3.0 – 5.0 SD = 0.478 N = 21
--Communication skills - uses tact and diplomacy with other professionals, teachers, parents, and students	Mean = 4.62 Range: 1.0 – 5.0 SD = 0.921 N = 21
--Effectively seeks and responds to feedback to improve performance	Mean = 4.48 Range: 1.0 – 5.0 SD = .981 N = 21

Standard 2: Completer Professional Competence and Growth

One way of assessing the strength of the completer's professional competence and growth is through assessment of student performance in the required on-site practicum and internship experiences. These training experiences include supervised, hands-on application of information and skills learned in the program. The 600-hour internship is the capstone experience for our students, and offers an opportunity to evaluate skills and abilities of our students before they leave the program. Inevitably, due to the variety and complexity of situations faced by practicum students and interns in the K-12 school setting, skill acquisition and ongoing learning is necessary to successfully complete the training experiences. Outcome is assessed formally through the Practicum and Internship Student Evaluations and through passing grades for both the practicum and internship experiences. Additionally, students' professional competence and growth is assessed through qualitative comments provided by supervisors on the Practicum and Internship Student Evaluations.

Understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities

This section will provide evidence of the aspects of Standard 2 that address how completers understand and engage with local school and cultural communities and foster relationships with families

VISTA and AmeriCorps Opportunities

Participation in VISTA and AmeriCorps provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website: <https://www.nationalservice.gov/programs/ameriCorps/ameriCorpsvista>. Students are placed in Title 1 schools to assist in providing additional support they would otherwise not receive.

For AmeriCorps positions, only students located in Title 1 schools or who work with a high percentage of ESL students, are eligible. The VISTA program provides multiple opportunities to engage in the local community, providing services for those in need. Participants in these two nationally funded programs receive training in working with low-income populations. The USU School Counseling program engages in documentation responsibilities to support eligible students who desire to be VISTA or AmeriCorps volunteers. This work is done in an effort to increase students engaging in local schools and communities as well as fostering relationships with families in a variety of communities.

Additional information on VISTA and AmeriCorps positions within the program is addressed in Standard 4 - Program Engagement in System Improvement.

Practicum and Internship Experiences

These components of our curriculum require students to participate in on-site experiential training in the schools during a 150 clock-hour practicum and a 600 clock-hour internship (400 clock hours for experienced teachers). Relying on knowledge and skills based on didactic coursework completed prior to experiential components of the program, students in on-site school settings address barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in K-12 schools. The School Counselor training program provides guidance for students via both weekly instruction in practicum, and documents in both practicum and internship. Required documents include 1) Letter to

Practicum and Internship on-Site Supervisors 2) a contract filled out collaboratively by each student and her/his on-site supervisor, 3) a log to track hours, and 4) a ratings-based evaluation form. The evaluation form includes items regarding engaging in local school and cultural communities, as well as fostering relationships with families. USU Practicum and internship supervisor ratings are high, indicating the program has been successful in helping students understand and engage in local school and cultural communities, and communicate and foster relationships with families. Table 2.1 and 2.2 below provide descriptive statistics for items relating to this aspect of Standard 2.

Table 2.1. Practicum Supervisor Evaluation. Items related to engaging local school and cultural communities and fostering relationships with families

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
Human Growth and Development				
3-1 Demonstrates an understanding of the nature and needs of individuals and families across the lifespan	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116

Table 2.2. Internship Supervisor Evaluation. Items related to engaging local school and cultural communities and fostering relationships with families

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 – 9.0 SD = 0.969 N = 116
Human Growth and Development				
3-1 Demonstrates an understanding of the nature and needs of individuals and families across the lifespan	Mean = 8.13 Range: 6.0 – 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.13 N = 117

Employer Survey

We request that employers of our program graduates complete a survey designed to assess employer's opinion of the level of preparation of program completers. The Employer Survey includes an item targeting completers' skills in communicating and fostering relationships with parents. (Please see the

School Counseling Evidence Room for a copy of the entire survey at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>). Table 2.3 below provides descriptive statistics for this item.

Table 2.3. Employer Survey Ratings of items related to engaging local school and cultural communities and fostering relationships with families

How would you rate the USU completer’s performance in the following area?	
Communication skills – uses tact and diplomacy with other professionals, teachers, parents, and students	Mean = 4.79 Range: 1.0 – 5.0 SD = 0.42 N = 20

Understand and engage in local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities is an area that we would like to pursue further by adding additional items on the Graduate and Employer Surveys.

Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts

This section will provide evidence of the aspects of Standard 2 that address how completers engage in diverse cultural and socioeconomic community contexts.

Practicum Supervisor Evaluation

Several of the items on the Practicum Supervisor Evaluation form focus on key facets of the diversity construct. Practicum supervisors rate students on multiple items that provide evidence related to the expectation that completers of the program engage in diverse communities and facilitate diversity competence. These items come from the Social and Cultural Diversity and Human Growth and Development of School Counseling domains of the Practicum Supervisor Evaluation. Supervisors provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.4. Please review the Practicum Supervisor Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Practicum%20Supervisor%20Evaluation.pdf>.

Table 2.4 Practicum Supervisor Ratings of items related to completers engaging with diverse communities

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-1 Awareness of own culture and its impact on counseling activities	Mean = 7.94 Range: 6.0 – 9.0 SD = 0.914 N = 32	Mean = 8.14 Range: 6.0 - 9.0 SD = 0.789 N = 57	Mean = 8.32 Range: 6.0 – 9.0 SD = 0.819 N = 28	Mean = 8.13 Range: 6.0 – 9.0 SD = 0.836 N = 117
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107

2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.21 Range: 7.0 – 9.0 SD = 0.819 N = 29	Mean = 8.12 Range: 5.0 – 9.0 SD = 0.983 N = 52	Mean = 8.15 Range: 7.0 – 9.0 SD = 0.818 N = 27	Mean = 8.15 Range: 5.0 – 9.0 SD = 0.895 N = 108
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.21 Range: 6.0 – 9.0 SD = 0.861 N = 29	Mean = 8.03 Range: 5.0 – 9.0 SD = 1.428 N = 57	Mean = 7.90 Range: 6.0 – 9.0 SD = 1.125 N = 30	Mean = 8.04 Range: 5.0 – 9.0 SD = 1.226 N = 116
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.37 Range: 5.0 – 9.0 SD = 0.839 N = 27	Mean = 8.11 Range: 5.0 – 9.0 SD = 0.969 N = 58	Mean = 8.17 Range: 5.0 – 9.0 SD = 0.950 N = 30	Mean = 8.19 Range: 5.0 – 9.0 SD = 0.933 N = 115

Internship Supervisor Evaluation

Like the Practicum Supervisor Evaluation, several of the items on the Internship Supervisor Evaluation Form focus on key facets of a diversity construct. Internship supervisors rate students on multiple items that provide evidence related to the expectation that completers of the program engage in diverse communities and facilitate diversity competence. These items come from the Social and Cultural Diversity and Human Growth and Development of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of intern students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.5. Please review the Internship Supervisor Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Internship%20Supervisor%20Evaluation.pdf>.

Table 2.5. Internship Supervisor Ratings of items related to completers engaging with diverse communities

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-1 Awareness of own culture and its impact on	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.667 N = 30	Mean = 8.27 Range: 6.0 – 9.0 SD = 0.666 N = 56	Mean = 8.20 Range: 6.5 – 9.0 SD = 0.641 N = 31	Mean = 8.11 Range: 6.0 – 9.0 SD = 0.774 N = 117

counseling activities				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 –9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
2-3 Engages in social justice, advocacy, and conflict resolution	Mean = 8.23 Range: 7.0 – 9.0 SD = 0.653 N = 30	Mean = 7.89 Range: 5.0 – 9.0 SD = 1.173 N = 55	Mean = 8.07 Range: 6.5 – 9.0 SD = 0.793 N = 31	Mean = 8.02 Range: 5.0 –9.0 SD = 0.969 N =116
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 - 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 – 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.047 N = 114
Human Growth and Development				
3-2 Demonstrates skills in assisting in successful transitions for students	Mean = 8.13 Range: 6.0 – 9.0 SD = 1.047 N = 30	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.809 N = 57	Mean = 8.12 Range: 5.0 – 9.0 SD = 1.125 N = 30	Mean = 8.10 Range: 5.0 – 9.0 SD = 1.13 N = 117
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.795 N = 29	Mean = 8.05 Range: 5.0 – 9.0 SD = 1.070 N = 57	Mean = 8.11 Range: 6.5 – 9.0 SD = 0.770 N = 31	Mean = 8.07 Range: 5.0 – 9.0 SD = 0.927 N = 117

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 9

Graduate Survey

The Graduate Survey is distributed to program completers every year to assess how well they feel the program prepared them for employment. One item on the Graduate Survey focuses on diversity competence. The item and the descriptive statistics related are presented in Table 2.6. Please review the Graduate Survey by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey.pdf>. Results of the Graduate Survey are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.6. Completer Survey Ratings of items related to completers engaging in diversity competence

How well do you feel your training in the program prepared you to deal with issues surrounding diversity/multiculturalism in your school(s)? 2	Mean = 4.32 Range: 3.0 - 5.0 SD = 0.743 N = 73
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Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee in all areas of school counseling. The Employer Survey focuses on diversity competence by asking employers if the employee demonstrates awareness of multi-cultural issues and their potential impact on the school environment. The descriptive statistics related to this question are presented in Table 2.7. Please review the Employer Survey by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>. Results of the Employer Survey are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.7. Employer Survey Ratings of items related to employers perception of completers engaging in diversity competence

How would you rate the USU completer’s performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment.	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21

Create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts

This section will provide evidence of the aspects of Standard 2 that address how completers engage in culturally responsive counseling practices with diverse students and create a positive school environment that fosters resilience and academic achievement for all students.

Practicum Supervisor Evaluation

Items on the Practicum Supervisor Evaluation Form focus on key facets of effective and responsive learning environment construct. Practicum supervisors rate students on several items that provide evidence related to the expectation that completers of the program facilitate an effective and responsive learning environment. These items come from the Social and Cultural Diversity, Human Growth and Development, and Contextual Dimensions of School Counseling domains of the Practicum Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.8.

Table 2.8. Practicum Supervisor Ratings of items related to completers facilitating effective and responsive learning environment

Domains	2012	2013	2014	Combined
Social & Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.107 N = 27	Mean = 8.06 Range: 5.0 – 9.0 SD = 0.998 N = 54	Mean = 8.00 Range: 6.0 – 9.0 SD = 0.849 N = 26	Mean = 8.01 Range: 5.0 – 9.0 SD = 0.986 N = 107
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated strategies for student success	Mean = 7.90 Range: 5.0 – 9.0 SD = 1.076 N = 31	Mean = 8.23 Range: 6.0 – 9.0 SD = 0.894 N = 56	Mean = 7.97 Range: 5.0 – 9.0 SD = 1.118 N = 29	Mean = 8.08 Range: 5.0 – 9.0 SD = 1.006 N = 116
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0 SD = 0.602 N = 32	Mean = 8.58 Range: 6.0 – 9.0 SD = 0.724 N = 58	Mean = 8.42 Range: 5.0 – 9.0 SD = 0.848 N = 31	Mean = 8.56 Range: 5.0 – 9.0 SD = 0.728 N = 121

Internship Supervisor Evaluation

Items on the Internship Supervisor Evaluation Form focus on key facets of effective and responsive learning environment construct. Internship supervisors rate students on several items that provide evidence related to the expectation that completers of the program facilitate an effective and responsive learning environment. These items come from the Social and Cultural Diversity, Human Growth and Development, Foundations of School Counseling, and Contextual Dimensions of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The items and the descriptive statistics related to those items are presented in Table 2.9.

Table 2.9. Internship Supervisor Ratings of items related to the expectations of completers facilitate an effective and responsive learning environment

Domains	2012	2013	2014	Combined
Social and Cultural Diversity				
2-2 Knowledge and application of theories of multi-cultural counseling	Mean = 7.98 Range: 6.5 – 9.00 SD = 0.815 N = 30	Mean = 7.653 Range: 5.0 – 9.0 SD = 1.119 N = 54	Mean = 8.08 Range: 7.0 – 9.0 SD = 0.734 N = 30	Mean = 7.85 Range: 5.0 – 9.0 SD = 0.971 N = 114
Human Growth and Development				
3-3 Recognizes different learning styles and is familiar with associated	Mean = 8.05 Range: 6.0 – 9.0 SD = 0.844 N = 30	Mean = 7.86 Range: 5.0 – 9.0 SD = 1.124 N = 57	Mean = 8.30 Range: 6.5 – 9.0 SD = 0.786 N = 31	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.986 N = 118

strategies for student success				
Foundations of School Counseling				
10-2 Applies leadership strategies designed to enhance the learning environment, organization, and administration of the school	Mean = 8.13 Range: 6.5 – 9.0 SD = 0.832 N = 28	Mean = 8.16 Range: 5.0 – 9.0 SD = 0.695 N = 58	Mean = 7.87 Range: 5.0 -9.0 SD = 1.050 N = 30	Mean = 8.03 Range: 5.0 – 9.0 SD = 0.917 N = 114
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 – 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 – 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 – 9.0 SD = 0.619 N = 118

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee in all areas of school counseling. Items on the Employer Survey focus on completers engaging in effective and responsive learning environments. Items and the descriptive statistics related are presented in Table 2.10. Results of the Employer Survey are viewable on PowerPoint slide presentations created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at

<https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Table 2.10. Employer Survey Ratings of items related to employers perception of completers engaging in an effective and responsive learning environment

How would you rate the USU completer's performance in the following area?	
--Advocates for all students	Mean = 4.71 Range: 3.0 – 5.0 SD = 0.561 N = 21
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19
--Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	Mean = 4.76 Range: 2.0 – 5.0 SD = 0.700 N = 21

Support Students' Growth in International and Global Perspectives

This section will provide evidence of the aspects of Standard 2 that address how the program supports students' growth in international and global perspectives.

The program provides important training on students' growth in international and global perspectives. This is done through the content of Psychology 6290 Diversity in School Counseling. This course focuses on training students to learn multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. Another objective of the course is to learn and put into practice theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. Students also learn strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy.

The Psychology 6290 course syllabus showing application of these course objectives for the target cohorts examined in this report can be found in the School Counseling program Evidence Room here: [PSY 6290](#). The current, revised learning objectives for Psychology 6290 can be found in the School Counseling program Evidence Room: [New Learning Objectives by Course](#). The course objectives for this and all other courses were updated in the spring of 2018, and reflect the updated CACREP Standards, the Praxis Crosswalk, and the new Utah Model.

Table 2.11 shows student performance in Psychology 6290 across the three target years.

Table 2.11. Student GPA in Psychology 6290 Diversity Issues in Treatment and Assessment

	2012	2013	2014	Combined
PSY 6290 Diversity Issues in Treatment & Assessment	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.166 N = 58	Mean = 3.96 Range: 3.00 – 4.00 SD = 0.194 N = 31	Mean = 3.97 Range: 3.00 – 4.00 SD = 0.153 N = 119

The Employer Survey sent out each year to the graduate's employer also provides evidence that the program supports students' growth in international and global perspectives. The employer survey can be found in the School Counseling program Evidence Room here: <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>. Table 2.12 shows evidence that employers positively perceive graduates of the program supporting students' growth in global and international perspectives.

Table 2.12. Employer Survey Ratings of items related to employers perception of completers supporting students' growth in international and global perspectives

How would you rate the USU completer's performance in the following area?	
--Demonstrates awareness of multi-cultural issues and their potential impact on the school environment.	Mean = 4.43 Range: 1.0 – 5.0 SD = 1.028 N = 21

Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection

This section will provide evidence of the aspects of Standard 2 that address how completers engage in on-going professional growth.

Practicum Supervisor Evaluation

Items on the Practicum Supervisor Evaluation form focus on key facets of professional growth. Practicum supervisors rate students on items that provide evidence related to the expectation that completers of the program develop and engage in professional growth. These items come from the Professional School Counselor Identity and Foundations of School Counseling domains of the Practicum Supervisor Evaluation. Supervisors provided ratings of practicum students that were positive across all items, for all cohorts. The domain and the descriptive statistics related to the following items are presented in Table 2.13.

Table 2.13. Practicum Supervisor Ratings of items related to Professional Growth

Domains	2012	2013	2014	Combined
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive Guidance policies and standards	Mean = 8.38 Range: 5.0 – 9.0 SD = 0.997 N = 32	Mean = 8.57 Range: 6.0 – 9.0 SD = 0.728 N = 58	Mean = 8.32 Range: 5.0 – 9.0 SD = 0.909 N = 31	Mean = 8.46 Range: 5.0 – 9.0 SD = 0.827 N = 121
Foundations of School Counseling				
8-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: SD = 1.120 N = 28	Mean = 8.15 Range: SD = 0.896 N = 57	Mean = 8.07 Range: SD = 0.874 N = 27	Mean = 8.08 Range: SD = 0.947 N = 112

Internship Supervisor Evaluation

Items on the Internship Supervisor Evaluation form focus on key facets of professional growth. Internship supervisors rate students on items that provide evidence related to the expectation that completers of the program develop and engage in professional growth. These items come from the Professional School Counselor Identity and Foundations of School Counseling domains of the Internship Supervisor Evaluation. The supervisor provided ratings of practicum students that was overwhelmingly positive and strong across all items, for all cohorts. The domains and the descriptive statistics related to the following items are presented in Table 2.14.

Table 2.14. Internship Supervisor Ratings of Items Related to Professional Growth

Domains	2012	2013	2014	Combined
Professional School Counselor Identity				
1-5 Ethical behavior – knowledge of and adherence to ASCA and USCA Comprehensive	Mean = 8.27 Range: 6.5 – 9.0 SD = 0.807 N = 30	Mean = 8.21 Range: 5.0 – 9.0 SD = 0.892 N = 57	Mean = 8.38 Range: 6.5 – 9.0 SD = 0.679 N = 31	Mean = 8.27 Range: 5.0 – 9.0 SD = 0.816 N = 118

Guidance policies and standards				
Foundations of School Counseling				
10-3 Demonstrates knowledge of current issues, policies, laws and legislation relevant to school counseling	Mean = 7.93 Range: 6.0 – 9.0 SD = 0.989 N = 29	Mean = 7.93 Range: 5.0 – 9.0 SD = 1.011 N = 57	Mean = 7.69 Range: 5.0 – 9.0 SD = 1.089 N = 29	Mean = 7.87 Range: 5.0 – 9.0 SD = 1.022 N = 115

Employer Survey

The Employer Survey is distributed to employers every year to assess how well they feel the program prepared their employee for a profession in school counseling. Items on the Employer Survey focus on completers expanding in professional growth. Items and the descriptive statistics related are presented in Table 2.15.

Table 2.15. Employer Survey Ratings of Items Related to Employers perception of completers engaging in professional growth

How would you rate the USU graduate's performance in the following area?	
--Effectively seeks and responds to feedback to improve performance	Mean = 4.48 Range: 1.0 – 5.0 SD = .981 N = 21
--Effectively seeks out new information and engages in professional development activities	Mean = 4.81 Range: 4.0 – 5.0 SD = 0.402 N = 21
--Applies leadership strategies designed to enhance the learning environment for all students	Mean = 4.74 Range: 2.0 – 5.0 SD = 0.806 N = 19

Practicum Classroom Supervisor Evaluation

Items on the Practicum Classroom Supervisor Evaluation focus on key facets of professional growth during the classroom and on-site practicum experience. Practicum classroom facilitators rate students on items that provide evidence related to the expectation that completers develop and engage in professional growth. The supervisor provided ratings of practicum students that was highly positive across all items, for all cohorts. The items and descriptive statistics related to the following items are presented in 2.16. Please review the Practicum Classroom Facilitator Evaluation by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Practicum%20Classroom%20Facilitator%20Evaluation.pdf>.

Table 2.16. Practicum Classroom Supervisor Evaluation ratings of items related to the professional growth of practicum students

	2012	2013	2014	Overall
4. Flexibility in approaching problems	Mean = 4.86 Range: 4.00 - 5.00 SD = 0.351 N = 22	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.475 N = 55	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.374 N = 31	Mean = 4.83 Range: 3.00 - 5.00 SD = 0.421 N = 108
7. Eagerness to learn new skills	Mean = 4.68 Range: 3.00 - 5.00 SD = 0.568 N = 22	Mean = 4.93 Range: 4.00 - 5.00 SD = 0.262 N = 55	Mean = 4.97 Range: 4.00 - 5.00 SD = 0.180 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.344 N = 108
8. Openness to feedback, constructive criticism from peers	Mean = 4.76 Range: 3.00 - 5.00 SD = 0.539 N = 21	Mean = 4.87 Range: 4.00 - 5.00 SD = 0.336 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.89 Range: 3.00 - 5.00 SD = 0.346 N = 107
9. Openness to feedback, constructive criticism from supervisor	Mean = 4.41 Range: 4.00 - 5.00 SD = 0.503 N = 22	Mean = 4.84 Range: 4.00 - 5.00 SD = 0.373 N = 55	Mean = 5.00 Range: 5.00 - 5.00 SD = 0.000 N = 31	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.405 N = 108
10. Follow-through on recommendations and feedback	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.551 N = 22	Mean = 4.80 Range: 4.00 - 5.00 SD = 0.404 N = 55	Mean = 4.90 Range: 4.00 - 5.00 SD = 0.301 N = 31	Mean = 4.82 Range: 3.00 - 5.00 SD = 0.414 N = 108
11. Ability to develop insight and solve problems facing school counselors	Mean = 4.73 Range: 4.00 - 5.00 SD = 0.456 N = 22	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.489 N = 55	Mean = 4.74 Range: 4.00 - 5.00 SD = 0.445 N = 31	Mean = 4.73 Range: 3.00 - 5.00 SD = 0.466 N = 108

ANOVA for Items of the Practicum Classroom Supervisor Evaluation

	<i>df</i>	<i>F</i>	<i>P</i>
PCSE 4	2	0.093	.911
PCSE 7	2	5.581	.005*
PCSE 8	2	3.209	.044*
PCSE 9	2	19.099	.000*
PCSE 10	2	1.242	.293
PCSE 11	2	0.011	.989

**p* < .05

Multiple Comparisons of the Practicum Classroom Supervisor Evaluation

Dependent Variable*	Mean	Std. Error	<i>P</i>	95% Confidence
Cohort	Difference			Interval

					Lower	Upper
PCSE 7						
2012	2013	-.2455	.0833	.015	-.452	-.039
	2014	-.2859	.0921	.010	-.515	-.057
2013	2012	.2455	.0833	.015	.039	.452
	2014	-.0405	.0742	.862	-.225	.144
2014	2012	.2859	.0921	.010	.057	.515
	2013	-.0405	.0742	.862	-.144	.225
PCSE 8						
2012	2013	-.1108	.0868	.446	-.326	.105
	2014	-.2381	.0957	.049	-.476	.000
2013	2012	.1108	.0868	.446	-.105	.326
	2014	-.1273	.0760	.251	-.316	.062
2014	2012	.2381	.0957	.049	.000	.476
	2014	.1273	.0760	.251	-.062	.316
PCSE 9						
2012	2013	-.4273	.0882	.000	-.646	-.208
	2014	-.5909	.0975	.000	-.833	-.349
2013	2012	.4273	.0882	.000	.208	.646
	2014	-.1636	.0786	.119	-.359	.031
2014	2012	.5909	.0975	.000	.349	.833
	2013	-.1636	.0786	.119	-.031	.359

* Only items identified as presenting a statistically significant difference on the basis of ANOVAs are included.

Collaborate with Colleagues to Support Professional Learning

This section will provide evidence of the aspects of Standard 2 that address how the program supports collaborative with colleagues to support professional learning.

Program Courses

The program provides important training in regard to collaborating with colleagues to support professional learning. The training is provided through the course content of Psychology 6340 Consultation in the Schools. This course focuses on training students in models of school-based collaboration and consultation. Students learn theories, models, and strategies for understanding and practicing consultation. Students learn the school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies. Through the course, the students learn and put into application techniques to foster collaboration and teamwork within schools.

The Psychology 6340 course syllabus used for the cohorts reported in this report which demonstrate application of these course objectives can be found in the School Counseling program Evidence Room here: [PSY 6340](#). The revised learning objectives currently addressed in Psychology 6340 can be found in the School Counseling program Evidence Room: [New Learning Objectives by Course](#). Please note that the course objectives were updated in the spring of 2018 to reflect the updated CACREP Standards, the Praxis Crosswalk, and the new Utah Model.

Table 2.17 shows student performance in Psychology 6340 across the three target years.

Table 2.17. Student GPA in Psychology 6340 Consultation in the Schools

	2012	2013	2014	Combined
PSY 6340 Consultation in the Schools	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 30	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 58	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 31	Mean = 4.00 Range: 4.00 – 4.00 SD = .000 N = 119

Another way the program provides opportunities for students to collaborate with colleagues to support professional learning is through PSY 6370 - Practicum in School Counseling. The program hires Utah level-2 school counselors to be classroom facilitators, with ratios of one counselor to every 2 – 4 students. Students meet with their facilitator each week during the semester. Students bring case studies, questions and concerns to discuss with their facilitator. Classroom facilitators guide discussion and provide resources for the students.

Employer Survey

On the Employer Survey, employers are asked if they feel the program graduate has the ability to collaborate with students and other professionals. This item with descriptive statistics is presented below in Table 2.18.

Table 2.18. Employer Survey Ratings of Item Related to Employers perception of completers collaborating with colleagues to support professional learning

How would you rate the USU graduate's performance in the following area?	
Ability to collaborate with students and other professionals	Mean = 4.79 Range: 3.0 – 5.0 SD = 0.42 N = 20

Collaboration with colleagues to support professional learning is an area that we would like to pursue further by adding additional items on the Graduate and Employer Surveys.

Standard 3: Quality Program Practices

Offers coherent curricula with clear expectations that are aligned with state and national standards, as applicable

Over the past several years the USU School Counselor Education Program has expended considerable time and energy to ensure that they provide coherent curricula that aligns with state and national standards for school counselors to students in the program. Beginning in May 2017 and based on the assumption that the Praxis II exam for Professional School Counselors assesses much of the seminal content, the faculty undertook completion of the Praxis Crosswalk. This is described in detail on pages 13-14 of this self-study. Based on the results of the crosswalk, the faculty identified areas that they felt were not adequately addressed through current coursework. These included:

- Peer mediation/conflict resolution
- Utah model vs ASCA model (systemic assessment of comparative language)
- History and role of school counseling
- Rtl
- Career literacy (beyond exploration and development)
- Instruction and pedagogical theory
- How to provide consultation
- Social networking, online bullying
- Staying mentally healthy/avoiding burnout
- Research
- Motivation
- Common medications affecting mood and learning

During the 2017 and 2018 academic year, program staff undertook a project to examine how the CACREP and ASCA standards align and in which courses the standards are addressed. Tremendous concordance was noted across standards with only seven CACREP items not being addressed in the ASCA standards and all ASCA standards being subsumed under the CACREP standards. This is documented in the Accreditation Matrix found in the School Counseling Evidence Room at [CACREP-ASCA Concordance Matrix](#). Staff were able to identify that all standards are being covered in one or more courses required for graduation.

In April 2018 the Utah Association for Counselor Education approved the Standards for Utah School Counselor Education Programs <https://www.schools.utah.gov/file/4d373a7e-808b-41a8-8e85-2ed8d30d62d3>. These were adapted from the revised CACREP standards, released in July 2016. The Utah State Board of Education approved these standards in July 2018. The document states that the eight common core areas included in the standards “represent the foundational knowledge required of all entry level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.” The program director, Camille Odell and two faculty members, Kathy Bittner and Kris Hart, were involved in the development of these standards and ensured the program was aware of them long before their approval. They helped to ensure that the new standards were considered in any additions or modifications to the curriculum provided by the program.

Another activity undertaken by the program faculty as part of this process in early spring 2018, was to examine how learning objectives were being used to help align course content with applicable state standards and to communicate clear expectations to students. Ideally learning objectives should be included within the syllabi for each course offered. Based upon the Praxis Crosswalk, ASCA, CACREP, and Utah Standards for School Counselor Education Programs, program staff examined and modified the learning objectives to ensure complete coverage. The importance of including learning objectives as part of course development and syllabi was discussed at the March 2018 School Counseling Program meeting. Faculty members were also contacted via email to ensure they had the full and current list of learning objectives for each of their courses. Course objectives by individual course are located in the School Counseling Evidence Room at [New Learning Objectives by Course](#).

As is evidenced by the above activities, the program has made concerted effort to ensure that students are provided a coherent and well-developed curriculum that is aligned with all CACREP, ASCA, and Utah Standards for Professional School Counselors.

Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships in K-12 schools and districts.

As reported earlier in the self-study, students participate in two clinical experiences as part of their required coursework in the program. The first occurs in the spring of their second year, when students have the opportunity to apply their learning in a semester-long practicum experience. This consists of 50 hours of classwork and 150 hours in a school setting. Highly qualified, level 2, licensed school counselors (as described in Standard 1) provide on-site individual supervision to students in the school setting; and additional highly qualified, level 2 school counselors meet with them weekly in small group classroom settings for group supervision. This experience draws upon the partnerships the program has with school districts and individual school counselors throughout the state. For cohorts in the face-to-face program, this involves the efforts of approximately 30 highly qualified, level 2, license school counselors who provide individual supervision and approximately another 7 or 8 individuals who meet with them in small group classroom settings. The statewide cohort requires an even higher level of effective partnerships in K-12 schools and districts as the program was able to help secure placements for 58 students throughout even the most rural portions of the state, where they were supervised by highly qualified, level 2, licensed school counselors. Small group classroom activities involved a similarly high need to draw on those partnerships as more than 15 small groups met for supervision as part of the course. Throughout the course, supervisors communicated with and were provided support by the course instructor. It appears that these partnerships are effective for both the students and the supervisors. Students report positive experiences and supervisors are willing to participate and supervise our students cohort after cohort.

The internship experience that occurs during students' third year, involves 600 highly qualified, level 2, school counselors. Again, this draws significantly on the partnerships the program maintains with individual school counselors, schools, and school districts. The program is able to maintain communication with and provide support to these supervisors through our internship coordinator, Beverly Pickup, who reaches out to them on a regular basis. We consider individual supervisor and school administrator willingness to continue to place students within their schools for internship, as evidence of our effective partnerships.

For both practicum and internship, students seek out placements that are consistent with their long-term goals and preferences. While a portion of students complete all their hours in one setting because that is the setting that they decidedly wish to work in, most students sample both elementary and secondary school settings or spend both their practicum and internship in secondary schools. This is due in large part to Utah having far more secondary school counselor positions than those in elementary schools. For example, for the 2014 cohort, 6 of the 31 students completed their practicum in an elementary school, while 12 of the 31 students completed at least part of their internship in an elementary school. Across their two school-based experiences, five had only elementary school experiences, eight had only secondary school experiences, and 18 students had both elementary and secondary school experiences. Placement patterns were similar for both the 2012 and 2013 cohorts.

Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation

This is a strength of the USU School Counselor Education Program, achieved by compliance with state and national training standards, and by faculty commitment to high quality clinical practices, discussed earlier in this section. Faculty commitment to data based decision-making is also a factor in positive outcomes reported in this section.

Due to the fact that our students are required to engage in both a practicum and internship in local school settings, the Program has developed strong, two—way communication between stakeholders and the Program across the state, including local educators, schools, and districts. As described in detail earlier in this section, and again in Section 4, students in the program work with school counselors across the state to complete experiential components of their training. Required documents, including practicum and internship contracts, supervisor evaluation forms, and hourly logs provide an opportunity for practicing school counselors to provide input and feedback (Please review these documents by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/school-counseling>). Practicum and Internship Supervisor Evaluations, carefully reviewed by the Program practicum and internship liaison, provide opportunity for assessment of individual student skill level, and program-wide outcomes of program instruction. If the liaison has concerns about individual student ratings, she reports them to the program director. The director consults with the student and the supervisor, and may invite input from program faculty if there is indication for remediation.

Examining things quantitatively, ratings for each item on individual student practicum and internship evaluations are entered to a database and results for each item and domain are analyzed annually. Program faculty are apprised of the results in a faculty meeting so that they may assess areas of weakness for our students. Tables throughout this Self Study show results of our practicum and internship ratings for individual items and domains of interest. Outcomes have been positive.

Mean ratings for all items are well above average for both the practicum and internship supervisor evaluations. In addition, tables throughout all sections of this report document positive ratings when domains on the evaluations are analyzed. These findings, along with Praxis 2 scores of our students, and findings from our Graduate and Employer surveys allow Program faculty to feel assured about our curriculum and process of preparation

However, two years ago the feeling of confidence was disturbed when three separate, closely timed events occurred. First, the Council for Accreditation of Counseling & Related Educational Programs (CACREP) revised their counselor training standards and released them in June 2016 (link: <https://www.cacrep.org/for-programs/2016-cacrep-standards/>). Second, the State of Utah released a new model for school counseling “College and Career Readiness School Counselor Program Model, Second Edition” (link: https://www.uen.org/ccr/counselor-toolkit/documents/CCRpmBOOK5_10_ADA_version.pdf). Third, the American School Counselor Association (ASCA), for the first time, released training standards for school counselors (link: <https://www.schoolcounselor.org/asca/media/asca/home/ASCA-CAEP-SPA-Standards.pdf>).

These three watershed events in the school counseling community, deemed by our faculty to be progressive, inspired curriculum review and revisions in course content, described earlier in this section. Revision of all experiential training documents was required in the aftermath. In addition to major updates in content of our student evaluations, the document writing team felt compelled to adopt a new Behaviorally Anchored Rating Scale (BARS) for practicum and internship supervisor evaluations. The new Practicum Supervisor Evaluation and Internship Supervisor Evaluation are located in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/PILOT%20Practicum%20Supervisor%20Evaluation.pdf> and <https://cehs.usu.edu/evidence-room/PILOT%20Internship%20Supervisor%20Evaluation.pdf>. Forms used prior to the revision are in the School Counseling Evidence Room under Appendix A: Evidence of Student Monitoring <https://cehs.usu.edu/evidence-room/school-counseling>. Reviewed and approved by the faculty for pilot, the forms are being used to gather student data for the first time fall 2018.

This is where previously established connections to multiple stakeholders, including current students, program graduates, local educators, schools and districts have been a significant asset. In an effort to pilot the evaluation ahead of using it, the writing team sent the revised practicum evaluation form to our spring 2018-classroom facilitators, several of whom are district school counselor heads. While the response rate was not as high as we would have liked, (N = 6/13), the feedback we received was detailed and helpful. We also emailed the evaluation to then current practicum students, and invited their feedback (N = 4). This fall, we will invite onsite supervisors for our 36 interns to fill out the new evaluation *and* the one used in prior years, and provide feedback. Having comparison feedback on two versions of the forms from our onsite supervisors will allow us to engage in meaningful validity and reliability analysis of our new evaluation.

Another evaluative apparatus utilized in our training program, the Internship Mid-Semester Review provides an avenue for connecting with stakeholders across Utah. In fact, this particular component provides a good example of a successful process of data collection, analysis, planning, improvement and innovation for the program through engagement with program stakeholders. I will briefly describe the process as it transpired. In 2014, our internship liaison retired. The new liaison was a recent graduate of the Program. He stated that when he was in the program, he and fellow students experienced significant challenges when they tried to schedule the telephone call with student, onsite supervisor, and the USU liaison. The major challenge was schedule alignment with the three busy professionals. We had received similar feedback from students and on-site supervisors in past years. The new liaison suggested we offer onsite supervisors the option of a telephone call or use of an electronic format for the mid-semester review of interns. The liaison created a form that reflected the content covered in the telephone-based review. Filling out the form required supervisors and interns to meet and discuss

the content of the mid-semester review, type notes, sign, and submit the form via Canvas. The liaison would then carefully read the evaluation, and pass along any concerns to the program director, who would connect with the student and/or supervisor if action were indicated. We decided to email our onsite supervisors that semester and offer the two options. Over half of supervisors elected the electronic format, citing easier scheduling and an opportunity to have eye-to-eye contact, devoid of telephone interference, with the student as major advantages. Since 2014, we have offered both formats. The majority of supervisors elect to use the electronic mid-semester review option.

Finally, our Graduate and Employer Surveys allow us to interface with key stakeholders, and engage in program improvement and innovation. Launched for the first time in spring 2014 for the graduate survey and 2015 for the employer survey, these assessments provide opportunity for our graduates to reflect on the professional preparation they received, and employers to evaluate strengths and weaknesses of our graduates and provide feedback. We report very basic survey results below in Tables 3.1 and 3.2. Richer data that provides greater insight is easily accessed via reviewing PowerPoint created for each year the surveys were done. Please review the results of the Graduate and Employer Survey by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Each year raw survey feedback is analyzed and reported to the entire faculty during March or April faculty meeting (see the faculty meeting minutes by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>). Responses to open-ended questions are included on the slides, or emailed to faculty in advance of the meeting in a pdf format. Review, discussion, analysis, planning, improvement and innovation take place following this process. In Table 3.3, below, we identify areas of weakness, intervention/innovation, and outcomes. In the future, we will report our results to our soon-to-be-created stakeholder team, discussed in the narrative in our Conclusion section, and included in our Findings and Recommendations table in that same section.

Table 3.1 Graduate Survey Results

Year	Mean Satisfaction	Mean Standard Deviation
2016	3.97	0.80
2017	3.97	0.80
2018	4.28	0.68

Table 3.2 Employer Survey Results

Year	Mean Satisfaction	Mean Standard Deviation
2016	4.60	0.81
2017	4.46	0.58
2018	4.79	0.11

Table 3.3

Graduate and Employer Surveys Results: Impetus and Pathways for Program Innovation

NOTE: Please review the Graduate and Employer Survey Results by accessing the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

Information reported on this table addresses items with ratings below the average.

Graduate Survey – Satisfaction Ratings, 5 Point Likert Scale Items below had the least positive ratings	
<p>Year, Item, Rating 2014, How well do you feel your training in the program prepared you to use technology in your professional position Mean satisfaction rating, Item = 3.24. Mean rating all items = 3.94</p>	<p>Innovation and Outcome Innovation: Faculty included at least one technology assignment in their courses. Outcome: Mean satisfaction rating on technology item, 2016 = 3.28. Overall satisfaction ratings average = 3.97 Mean satisfaction rating on technology item, 2017 = 3.28. Overall satisfaction ratings average = 3.97 Mean satisfaction rating on technology item, 2018 = 3.73. Overall satisfaction ratings average = 3.97</p>
<p>2014, How well do you feel your training in the program prepared you to use your school data management system? Mean satisfaction rating, Item = 2.95. Mean rating all items = 3.94</p>	<p>Innovation: Practicum class to students about their different school management systems. Mean satisfaction rating on item re. school data management system, 2016 = 3.11. Overall satisfaction ratings average = 3.97</p>

Graduate Survey – Open Ended Responses by Students
Items below were mentioned in graduates’ responses 3+ times

Year, Question	Innovation and Outcome
<p>2015 Graduate Survey What skills do you need as a school counselor that are not addressed by the Program? How could the program improve? Graduate Response: Graduates did not know how to use Student data management systems (N comments = 8)</p>	<p>We invited school counselors from five different secondary schools to come to practicum class to present on their student data management system. 2018 Graduate survey responses on the same topic N = 2</p>
<p>Graduate Response: Graduates did not know enough about special education, especially IEPs and 504 plans (N comments = 4)</p>	<p>2016, Dr. Marietta Veeder began covering IEP and 504 processes in PSY 6130. Fall 2018, we hired Dr. Michelle Lizotte, Assistant Professor, Special Education and Rehabilitation (N comments = 1, 2018)</p>
<p>Graduate Response: Graduates did not have adequate classroom management skills. NOTE: This issue was an item of discussion at an annual Utah School Counselor Advisory Board Meeting. Feedback from school counselors, administrators and teachers focused on lack of classroom management skills. (2017) It was also an item for discussion at the annual meeting of the American School Counselor Association (ASCA), 2017.</p>	<p>We created a new class “Collaborative classroom instruction, leadership and professional topics”. The course is under development of faculty member, Dr. Kathryn Bitner, and will be offered for the first time spring 2019. (Please review the syllabus by accessing the School Counseling Evidence Room at PSY 6580). Outcome: to be assessed and reported in annual reports</p>
<p>Graduate Response: Lack of adequate skills in suicide prevention and crisis management</p>	<p>The Suicide Prevention Specialist presented in PSY 6370 spring 2016 & 2017. Suicide will be covered more thoroughly in PSY 6530 beginning fall 2018.</p>

<p>Graduate Response: Lack of adequate skills in college and career readiness</p>	<p>The program began offering PSY 6610, College and Career Readiness for School Counselors, summer 2015. Responses on lack of CCR skill on 2018 survey = 0</p>
<p>Graduate Response: Not enough contact with the Program during internship</p>	<p>We added student discussions on the Canvas Discussion Board to PSY 6250 – Internship in School Counseling fall semester 2017. See PSY 6250 syllabus for details on the requirements, method for selecting topics located in the School Counseling Evidence Room at https://cehs.usu.edu/evidence-room/PSY%206250%20Syllabus%20Fall%202017.pdf</p>
<p>Graduate Response: PSY 6390 – Program Evaluation in the Schools, is an ineffective course, with comments on poor instructorship. Course Evaluations were also very low.</p>	<p>A new instructor began teaching the course summer 2015. She retired after 2016. A new instructor began teaching the course summer 2017. No “needs improvement” comments of the 2018 graduate survey, but course ratings are still low.</p>
<p>2018 Graduate Survey Graduate Response: Lack of adequate training for elementary school positions in School Counseling. NOTE: Elementary school counselor positions were rare in the state of Utah until relatively recently. New legislation in February 2018 provided funding for grants to hire elementary-level school mental health professionals, including school counselors. This welcome turn of events requires our program to integrate additional instruction on the practice of school counseling in elementary schools.</p>	<p>At the November 15, 2017 faculty meeting, Pertinent Notes from the July 2017 Curriculum Review are included. (The faculty meeting minutes are located in the School Counseling Evidence Room at https://cehs.usu.edu/evidence-room/Faculty%20Curriculum%20Review%20Minutes%2007%2031%202017.pdf). All instructors please update curriculum to include elementary-level school counseling. Camille Odell sent a reminder to instructors in August 2018.</p>

Additional engagement that leads to dynamic, mutually beneficial partnerships with multiple stakeholders occurs as faculty members, the director, and the program advisor collaborate with stakeholders at local, state, and national levels through committee work and advisement boards. For example, in 2014 Kathy Bitner and Kris Hart (now retired) and Karen Miller (onboard replacing Kris Hart), USU School Counselor Education program faculty, accepted appointments to serve on an exploratory committee to assess the need for updating the Utah model for comprehensive school counseling. The yearlong assessment, including in-depth analysis of Utah data, evaluation of advancing national trends in school counseling, and a need to improve college and career readiness in Utah's youth, indicated a new model was indicated. Already actively involved in the project, and knowledgeable about the issues, our USU faculty members accepted positions on the 14-member writing committee for the New Utah Model. A two-year process ensued, including data analysis using Utah specific data for K-12 students. Kathy and Kris consulted with our students and faculty along the way, which allowed for input from our program. The new model, titled "The Utah College and Career Readiness School Counseling Model," is the June 2016 product of the hard work of the committee. As a training program, we adopted the new Utah Model and Kris Hart taught PSY 6240 – Comprehensive School Counseling Programs, using the new model right away, so our students would be prepared to practice using the new policies and procedures. Kris retired from teaching in the Program in 2016, but the Utah College and Career Readiness School Counseling Model, Second Edition led to a change in the title of the course to Comprehensive and Systemic School Counseling programs. The new instructor, Karen Miller, was a member of the writing team. Several faculty, including Kathryn Bitner, Tom Wiltbank and Camille Odell serve on the Utah School Counselor Association advisory board.

Engages multiple stakeholders, including program completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation

Another example of engagement leading to dynamic, mutually beneficial, partnerships with stakeholders is membership by the program director on the Utah chapter of the Association for Counselor Education and Supervision (UACES). The chapter is comprised of state board of education leaders in school counseling, and directors of the four-school counselor training programs. Meetings, held twice yearly, focus on topics of importance and interest to Utah's school counselors and counselors in training. Following USU's recent faculty curriculum review, which, as mentioned earlier in this section, found its base on release of the CACREP 2016 training standards, the 2018 release of the ASCA training standards, and the new Utah Model, USU's School Counselor Education program faculty understood the important next step of Utah's adoption of the new national and state-level standards. Camille Odell, Kathy Bitner, and Kris Hart wrote the revised standards. Camille proposed adoption in November 2017 to UACES at the semi-annual meeting. The committee committed to studying the revised standards proposed by USU, and in April 2018, approved the standards. The proposal advanced through the approval process of the Utah State Board of Education (USB E), and the standards received final approval by USB E June 2018. The standards are on the USB E School Counseling, Equity, and Prevention website. Please review the standards by utilizing this link: <https://www.schools.utah.gov/scep/schoolcounseling> (click on the School Counseling Licensing tab, and then on the tab Standards for Utah School Counselor Education)

A third example is service by faculty members in school counseling centers. For example, our program instructor, writing committee member and program statistician, Dr. Marietta Veeder, is a School Psychologist and Behavior Analyst in Box Elder School District (BESD). In her professional roles, Dr.

Veeder often engages with USU School Counselor Education program students working in BESD in practicum and internship positions. She is able to observe implementation of Program practices in experiential components of our training. Through collegial relationships, Dr. Veeder receives feedback and input for our program from professionals in BESD. She has contributed to revision of our documents in a more meaningful way through her experience in the schools. Four additional USU SC program faculty, work in four different school districts in northern Utah. In a way similar to Dr. Veeder's collaborative efforts in their school districts, these faculty members engage with our stakeholders as they participate in data collection, analysis, planning, improvement and innovation. We will discuss faculty composition and impact in greater depth in the final part of this section, and when we discuss capacity in Appendix C.

Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards

Admission Requirements

As stated on the Psychology Department Website located at <http://psychology.usu.edu/academics/grad/apply>, students must be admitted to the USU School of Graduate Studies. Each item of the application is carefully reviewed by an admissions committee. Requirements include: Bachelor's degree from an accredited institution, minimum 3.2 GPA. GRE or MAT score at the 40th percentile or above; B or better grades earned at an accredited institution in: Abnormal Psychology, Analysis of Behavior, and Statistics (2000-level or above), three letters of recommendation, and a Statement of Purpose. The School Counselor Education Program requires students to abide by all applicable completion requirements of Utah State University School of Graduate Studies. Requirements can be found online at: <http://usu.edu/graduateschool/apply/requirements.cfm>

Demographics of Admitted Students

Individuals who meet the admissions requirements stated above may be admitted to the Professional School Counselor Education Program with a Bachelors' degree from divergent fields of study. The faculty of the program believes that by admitting students from a broad selection of majors, we allow for a rich tapestry of experience for cohorts of students to draw from. Coursework in General Psychology and the additional three required prerequisite courses prepare students to engage in Program course work and class discussions through a common bond, however.

GPA at Admission

The USU School of Graduate Studies requires a 3.0 GPA from the last 60 semester credits. The USU School of Graduate Studies requires a 3.0 or higher GPA from the last 60 semester credits. In keeping with continual efforts to provide top program quality, the faculty reviewed the 3.0 GPA requirement. Following discussion, the faculty approved of raising the admission GPA requirement to a 3.2 or higher. The decision to raise our minimum admission GPA to a 3.2 was made final at the April 2011 meeting and was implemented as part of program admissions policy beginning fall 2012. This decision was based upon examination of student records and outcomes by the entire faculty, which pointed out that students who enter the program with a GPA lower than 3.2 struggled more in course work, were more

often on academic probation with the School of Graduate Studies, and had difficulty being hired after completion of the program.

Data on GPA at time of admission for targeted years is presented in table 3.4 below.

Table 3.4 GPA at Admission

Cohort	N	Average GPA upon admittance (last 60 credits)	SD	Range
2012 (Face-to-Face)	30	3.667	0.246	2.97 – 4.00
2013 (Broadcast)	58	3.653	0.237	3.20 – 4.00
2014 (Face-to-Face)	31	3.698	0.262	2.88 – 4.00
Total	119	3.668	0.259	2.88 – 4.00

*Note: In rare instances, students have been admitted with a GPA below 3.0 in keeping with USU School of Graduate Studies policy to allow waivers based upon strong entrance exam performance and/or highly exceptional letters of recommendation.

Exam Scores at Admission

Students are required to earn a score at the 40th percentile or above on either the Graduate Record Exam (GRE) or the Miller Analogy Test (MAT). Data on exam scores for accepted students is presented in Tables 3.7 and 3.8 below.

The Graduate Record Examination (GRE) is a standardized test that is an admissions requirement for many graduate schools in the United States, including USU’s School of Graduate Studies. The test was created and is administered by Educational Testing Service (ETS) to measure verbal reasoning, quantitative reasoning, analytical writing and critical thinking skills that are not related to any specific field of study. The GRE General Test is offered as a computer-based exam administered by qualified testing centers. An analysis of the GRE's validity in predicting graduate school success, conducted by Burton and Wang (2005) found a correlation of .30 to .45 between the GRE and both first year and overall graduate GPA.

Table 3.5 Graduate Record Exam (GRE) scores

Cohort	N	Average GRE Raw Verbal Score	Average GRE Verbal Percentile Rank	Average GRE Raw Quantitative Score	Average GRE Quantitative Percentile Rank
2012 (Face-to-Face)	9	153.57	59.44	150.57	55.56
2013 (Broadcast)	11	154.30	65.82	150.52	50.09
2014 (Face-to-Face)	7	153.29	58.29	149.71	40.14
Total	27	153.79	61.74	150.33	49.33

*Note: Some students submitted scores for both the MAT and the GRE, which explains the higher number of test scores than students for the MAT and GRE combined.

The Miller Analogy Test is designed to assess candidates' analytical thinking, an ability that is critical for success in both graduate school and professional life. Predictive validity studies conducted by independent researchers have shown positive correlations between MAT scores and subsequent success in graduate programs. The most comprehensive study of MAT predictive validity to date is a meta-analysis of 127 MAT studies involving more than 20,000 cases conducted by Kuncel, Hezlett, and Ones (2004). These researchers found the MAT to be a valid predictor of several aspects of graduate student performance, job performance, potential, and creativity. The meta-analysis found the MAT to have positive correlations with internship and practicum ratings and with counseling work sample performance.

Table 3.6 Miller Analogy Test (MAT) scores of admitted students

Cohort	N	Average MAT Raw Score	Average MAT Percentile Rank
2012 (Face-to-Face)	20	412.25	69.90
2013 (Broadcast)	47	409.56	65.34
2014 (Face-to-Face)	24	412.33	68.92
Total	91	411.42	67.29

*Note: Some students submitted scores for both the MAT and the GRE, which explains the higher number of test scores than students for the MAT and GRE combined

Prerequisites

The Professional School Counselor Education program requires that applicants take three prerequisite prior to entering the program. The three prerequisite courses are Abnormal Psychology, Analysis of Behavior and a Statistics course level 2000 or higher. Applicants must earn a B or better in all three courses as part of the application requirements.

Letters of Recommendation

Three letters of recommendation are required for admittance to the program. It is required that all three letters are written by someone holding a Master's degree or more. It is recommended that two of the three letters is written by an academic source.

Statement of Purpose

The Statement of Purpose is a one page essay required as part of the Professional School Counselor Education program. The prompt given to applicants is *"In 1 page (single spaced, 12 font, 1" margins) describe why you want to become a school counselor, and what attributes, skills and experiences you have to support you in this goal."*

Monitors student progress

Non-experiential and Experiential Checklist

In order to monitor student progress, each student has an electronic file to track program documents and forms. The student file contains two folders; a non-experiential file and an experiential file. A checklist of required documents is placed in each students' file to verify that the students complete all required documents before completing the program. The file is carefully tracked by the program

director and the program advisor. The non-experiential checklist can be found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/NONEXPERIENTIAL%20CHECKLIST.pdf> and the experiential checklist can be found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/EXPERIENTIALCHECKLIST.pdf>.

Program of Study

The Program of Study ensures that our program is in keeping with the requirements of the USU School of Graduate Studies and the State of Utah. All courses in the program have been approved and are included in the course catalog. During the third semester in the program, students complete the Program of Study, by filling in the courses they have taken and will take by the end of the program. The Program of Study is compiled for each student and submitted to the USU School of Graduate Studies for approval. Signatures are obtained from the student, the program director, the Psychology Department Head, and the USU School of Graduate Studies liaison. Once the Program of Study is completed, our program is under contract with the student that we will not change any course requirements during their time in the program. Please review the Program of Study sample in the School Counseling Evidence Room located here [Program of Study Sample](#).

Practicum Supervisor Evaluation

As discussed in this report in Standard 1 and Standard 2, students are evaluated during the 150 clock hour practicum experience. Level 2 licensed school counselors complete the evaluation form for each student and provide feedback. The evaluations are submitted and carefully reviewed by the practicum course instructor and a member of the program staff. If the supervisor identifies any concerns, or the student receives average ratings or lower, the Program Director will contact the supervisor and the student to discuss the evaluation.

Practicum Classroom Supervisor Evaluation

As discussed in Standard 1 and Standard 2, highly qualified, level 2 school counselors provide small group supervision to students during the practicum course. Ratings of our practicum students on the Practicum Classroom Supervisor Evaluation, are high falling in the 4.67 to 4.94 range, suggesting strong skills in all areas. The Practicum Classroom Supervisor Evaluations are carefully reviewed by the course instructor and a member of the program staff. If the classroom supervisor identifies any concerns, the course instructor and the program director will discuss the evaluation with the classroom facilitator and the student.

Internship Supervisor Evaluation

As discussed in Standard 1 and Standard 2, students are supervised and evaluated during the 600 hour internship experience. Level 2 school counselor complete the evaluation form for each student, rating the student in 12 areas and providing feedback. The evaluations are submitted and the internship liaison carefully reviews each evaluation. If the supervisor identifies any concerns, or the student receives average ratings or lower, the Program Director will contact the supervisor and the student to discuss the evaluation. Table 3.7 shows internship supervisor evaluation data for each targeted year, demonstrating a high quality performance by students during the internship experience.

Table 3.7 Internship Supervisor Evaluation Ratings

	2012	2013	2014	Combined
Professional School Counselor Identity	Mean = 8.36 Range: 7.00 – 9.00 SD = 0.571 N = 30	Mean = 8.25 Range: 5.40 – 9.00 SD = 0.835 N = 57	Mean = 8.30 Range: 7.00 – 9.00 SD = 0.645 N = 31	Mean = 8.29 Range: 5.40 – 9.00 SD = 0.829 N = 118
Social & Cultural Diversity	Mean = 8.15 Range: 6.88 – 9.00 SD = 0.641 N = 30	Mean = 7.81 Range: 5.50 – 9.00 SD = 1.052 N = 51	Mean = 8.10 Range: 6.625 – 9.00 SD = 0.702 N = 30	Mean = 8.10 Range: 5.50 – 9.00 SD = 0.876 N = 111
Human Growth & Development	Mean = 8.03 Range: 6.40 – 9.00 SD = 0.678 N = 29	Mean = 7.96 Range: 5.00 – 9.00 SD = 0.990 N = 55	Mean = 8.14 Range: 6.20 – 9.00 SD = 0.722 N = 29	Mean = 8.02 Range: 5.00 – 9.00 SD = 0.850 N = 113
Career Development	Mean = 8.16 Range: 6.88 – 9.00 SD = 0.670 N = 29	Mean = 7.99 Range: 5.25 – 9.00 SD = 1.019 N = 52	Mean = 8.15 Range: 5.88 – 9.00 SD = 0.700 N = 27	Mean = 8.08 Range: 5.25 – 9.00 SD = 0.859 N = 108
Helping Relationship	Mean = 8.27 Range: 6.60 – 9.00 SD = 0.683 N = 29	Mean = 7.99 Range: 5.20 – 9.00 SD = 1.006 N = 55	Mean = 8.08 Range: 6.40 – 9.00 SD = 0.734 N = 30	Mean = 8.09 Range: 5.20 – 9.00 SD = 0.866 N = 114
Group Work	Mean = 8.12 Range: 6.75 – 9.00 SD = 0.736 N = 30	Mean = 7.87 Range: 5.50 – 9.00 SD = 0.901 N = 50	Mean = 7.87 Range: 6.00 – 9.00 SD = 0.858 N = 25	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.846 N = 105
Assessment	Mean = 7.90 Range: 6.25 – 9.00 SD = 0.852 N = 27	Mean = 7.91 Range: 5.00 – 9.00 SD = 1.071 N = 52	Mean = 7.94 Range: 5.00 – 9.00 SD = 0.967 N = 23	Mean = 7.91 Range: 5.00 – 9.00 SD = 0.985 N = 102
Research & Program Evaluation	Mean = 8.27 Range: 6.13 – 9.00 SD = 0.778 N = 29	Mean = 7.89 Range: 5.25 – 9.00 SD = 1.062 N = 52	Mean = 7.98 Range: 5.25 – 9.00 SD = 1.00 N = 20	Mean = 8.02 Range: 5.25 – 9.00 SD = 0.981 N = 101
Comprehensive Counseling & Guidance Program Management	Mean = 8.28 Range: 7.00 – 9.00 SD = 0.627 N = 25	Mean = 8.07 Range: 5.60 – 9.00 SD = 0.928 N = 53	Mean = 8.10 Range: 6.30 – 9.00 SD = 0.842 N = 22	Mean = 8.13 Range: 5.60 – 9.00 SD = 0.840 N = 100

Foundations of School Counseling	Mean = 8.12 Range: 7.00 – 9.00 SD = 0.670 N = 27	Mean = 8.02 Range: 5.75 – 9.00 SD = 0.824 N = 55	Mean = 7.93 Range: 5.63 – 9.00 SD = 0.803 N = 29	Mean = 8.02 Range: 5.63 – 9.00 SD = 0.779 N = 111
Contextual Dimensions of School Counseling	Mean = 8.39 Range: 7.00 – 9.00 SD = 0.591 N = 30	Mean = 8.23 Range: 5.88 – 9.00 SD = 0.829 N = 55	Mean = 8.26 Range: 6.25 – 9.00 SD = 0.742 N = 29	Mean = 8.28 Range: 5.88 – 9.00 SD = 0.747 N = 114
Additional Knowledge & Skill Requirements 12	Mean = 7.85 Range: 6.50 – 9.00 SD = 0.849 N = 24	Mean = 7.70 Range: 6.00 – 9.00 SD = 1.170 N = 43	Mean = 7.91 Range: 6.00 – 9.00 SD = 1.049 N = 18	Mean = 7.78 Range: 6.00 – 9.00 SD = 1.055 N = 85

* Ratings of interns were completed using a 9-point Likert scale where 9 = Outstanding, 8 = Excellent, 7 = Well Above Average, 6 = Slightly Above Average, 5 = Average, 4 = Slightly Below Average, 3 = Well Below Average, 2 = Poor, 1 = Very Poor; Several raters deviated from the provided scale and awarded ratings of 10

** N varies within cohort because not every intern had experiences and received ratings within each item of each domain.

*** Item ranges are not whole numbers because domain scores are a composite of four or five individual items.

Grades required for Mastery

Grades are carefully reviewed by course instructors and program staff. Students in the targeted cohorts demonstrated mastery in coursework by completing the program with an average GPA of 3.86. Table 3.8 shows the data for each target cohort.

Table 3.8 Cumulative GPA in School Counseling Program

Cohort Group	2012	2013	2014	Combined
	Mean = 3.88 Range: 3.62 – 4.00 SD = 0.093 N = 30	Mean = 3.85 Range: 3.15 – 4.00 SD = 0.143 N = 58	Mean = 3.86 Range: 3.44 – 4.00 SD = 0.129 N = 31	Mean = 3.86 Range: 3.15 – 4.00 SD = 0.128 N = 119

*Note: There are differences in sample size for each cohort across variables due to variability in the data available for each student based on unique patterns of engagement in the program.

Praxis passing score required for graduation & processing of licensing

Since Utah began requiring the Praxis II for Professional School Counselors for licensure as a school counselor, our students have demonstrated high levels of proficiency in the areas assessed by the exam. Praxis test scores range from 100 – 200 with the “Average” range being 162 – 176. In the state of Utah, the current qualifying score is 164, one of only two states to set the bar that high. Prior to 2013, the qualifying score was 159 in keeping with the national mode. All of our completers have successfully passed the Praxis II exam for Professional School Counselors suggesting that they have demonstrated high levels of proficiency in the content, pedagogical, and professional knowledge necessary to function

as a school counselor. An example of the Praxis Score Report that all students are required to submit to the program is found in the School Counseling Evidence Room here <https://cehs.usu.edu/evidence-room/Praxis%20Score%20Report.pdf>. Table 3.9 shows data for each target cohort demonstrating that 100% of students passed the Praxis exam.

Table 3.9 Praxis II Scores on the Professional School Counselor exam

Cohort Group	2012	2013	2014	Combined
	Mean = 173.67 Range: 159 - 184 SD = 6.748 N = 30	Mean = 175.43 Range: 164 - 187 SD = 6.044 N = 58	Mean = 175.03 Range: 167 - 185 SD = 4.564 N = 31	Mean = 174.88 Range: 159 - 187 SD = 5.889 N = 119
Qualifying Score Rate	100%	100%	100%	100%

There were no statistically significant differences across cohorts for Praxis scores.

Graduation Memorandum

In order for a student to graduate from the USU School of Graduate Studies, they must be recommended, based upon completion of the program of study. Our program completes a Graduation Memorandum for each student graduating in the semester and submits it to the USU School of Graduate Studies. This informs the USU School of Graduate Studies that the student has completed all program requirements and is recommended for graduation. Please review the Graduation Memorandum by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduation%20Memorandum.pdf>.

Licensure form for processing of licensing

Throughout the program, students are informed of licensing procedures in the State of Utah. During their last semester, students are sent specific instructions in filling out the license application to obtain a Level 1 Educator’s License. In order to obtain the license, students must take the Praxis II Professional School Counselor Exam and score a 164 or higher, the M.Ed. degree posted on their official transcript, and recommendation from the USU School Counseling program. The student completes the licensure form, and if all program requirements have been met, the program director will sign the form, signifying our program recommends the student for licensure. Students are carefully tracked to verify that they are completing this process. Please review a copy of a level 1 license by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/License%20Application.pdf>.

Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system

The changes included on Table 3.10 came about through effective use of the quality assurance system: Awareness of innovations in school counseling through attendance at national and state-level conferences; examination of the new Utah Model, new CACREP model, and ASCA training standards led to review of program curriculum. Discussion with students, faculty, district leadership, practicing school counselors (stakeholders) led to exploration and discussion (piloting new forms with classroom facilitators, fall 2018 internship supervisors).

Table 3.10 Continuous Improvement of Program and Program Components

Document revisions to reflect new Utah Model and integration of the ASCA Model	
Item, Year	Innovation and Outcome
Practicum Documents, 2017 – 2018	In 2016, the Utah State Office of Education revised and implemented a new edition of the Utah Model, called “The College and Career Readiness School Counseling Program Model.” This model can be found on the Utah State Office of Education website here: https://www.schools.utah.gov/scep/schoolcounseling . The program revised the Practicum Supervisor Evaluation to reflect the new Utah Model. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the spring 2019 semester.
Internship Documents, 2017 – 2018	Along with the Practicum documents, program faculty also revised the Internship documents to reflect the changes to the Utah Model. The program revised the Internship Supervisor Evaluation to reflect the new Utah Model. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the fall 2018 semester and the spring 2019 semester.

Course Revisions

Course, Year	Innovation and Outcome
Psychology 6580 – Collaborative Classroom Instruction, 2017 – 2018	Based on the new Utah Model and the feedback from graduates on the Graduate Survey, we created a new class “Collaborative classroom instruction, leadership and professional topics”. The course is under development of faculty member, Dr. Kathryn Bitner, and will be offered for the first time spring 2019.
Psychology 6460 – Legal, Ethical, and Transition Issues in School Counseling, 2017 – 2018	In July 2017, faculty reviewed the course PSY 6460 Legal, Ethical and Professional Issues. Curriculum was added to the course to reflect the new emphasis on post-secondary education for special populations. The title of the course was changed to Legal, Ethical, and Transition Issues in School Counseling to reflect the curriculum change. In fall 2018, we hired Dr. Michelle Lizotte, Assistant Professor, Special Education and Rehabilitation to teach the revised PSY 6460 course. (Please review the course syllabus by accessing the School Counseling Evidence Room at PSY 6460 Fall 2018).
Psychology 6610 – College and Career Readiness for School Counselors, 2017	In July 2017, at the faculty course review, faculty decided to change PSY 6610 College and Career Readiness to a 3 credit, online course. The goal of this change is to meet the needs of students in the program in a timely way by adding a hybrid courses, which utilizes asynchronous, online learning methods.
Psychology 6700 – Grant Writing for School Counselors, 2017	Grant Writing became an elective course, reflecting newly adopted Utah Training Standards, which do not include grant writing. Grant Writing for School Counselors, a 3-credit, online course will be offered each summer by USU, beginning summer 2019. Feedback from students stated that they did not want to increase credit hours and length of program. The decision was made to stay with the 7 or 8 semester format (depending upon internship)

Psychology 6260 – Career Development, 2017	In spring 2018, the faculty discussed changing PSY 6260 from a 2 credit course to a 3 credit course. This change will reflect the new Utah Model and focus more heavily on Career Readiness. This change is under effect by course instructor, Dr. Kathryn Bitner. The credit change will take place starting summer 2019 semester.
Other Sources	
<p>Item, Year Praxis Crosswalk, 2017</p> <p>Internal Audit, 2018</p> <p>Praxis II School Counseling Exam, 2016</p> <p>Grade Policy, 2016</p>	<p>Innovation and Outcome Based upon the Praxis Crosswalk, program staff examined and modified the learning objectives to ensure complete coverage in all courses to adequately prepare students to enter the work force.</p> <p>See Appendix D.</p> <p>Faculty reviewed graduation policies and discussed the Praxis II exam as a requirement for graduation. The program faculty approved the Praxis II as an exit exam, and all students must pass the Praxis before graduating. This policy can be found on the program website here: http://psychology.usu.edu/academics/grad/med-counselor/requirements</p> <p>In August 2016, program faculty reviewed the USU School of Graduate Studies grade policy. Their policy states that students are required to maintain a 3.0 GPA and grades of C- will not be accepted for a graduate degree. This policy can be found in the USU catalog here: In order to ensure mastery, the program faculty reached the decision to put in place a grade policy specific for the school counseling program. The grade policy states that students cannot earn below a B in any course in the program. The faculty meeting minutes that show evidence of this decision is found in the evidence box. The program requires that all</p>

	<p>students maintain B's or above in every course throughout the program. Work below a B range is not acceptable. The policy is stated on the program website: http://psychology.usu.edu/academics/grad/med-counselor/requirements. Should a student earn a C+ or lower, the situation will be considered and a committee comprised of the instructor of the course the grade was earned in, the program director, and the program faculty will outline what action should be taken by the student. Actions may include retaking the course, remediation, probation or possible dismissal. This policy began with the students entering the program in fall of 2016.</p>
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Maintains capacity for quality reflected in staffing, resources, operational processes and institutional commitment

The structure of the program, including a healthy financial status that consistently positions the program in the black, along with critical support by the department, college and university, allows maintenance of capacity in staffing, resources, operational processes, and institutional commitments. Tables and narrative in Appendix C address this important aspect in detail.

Standard 4: Program Engagement in System Improvement

“As educational leaders, school counselors are ideally situated to serve as advocates for every student in meeting high academic, career and personal/social standards. Advocating for the academic achievement of every student is a key role of school counselors and places them at the forefront of efforts to promote school reform. To promote student achievement, school counselors advocate for students’ academic, career and personal/social development needs and work to ensure these needs are addressed throughout the K-12 school experience. School counselors believe, support and promote every student’s opportunity to achieve success in school.” (ASCA National Model, p. 4)

Committed to a mission of preparing school counselors who are capable of assisting all students, in a broad range of contexts, and to foster system improvement, the USU School Counselor Education program conscientiously pursues and supports mutually beneficial partnerships and stakeholder collaboration across the state of Utah. Our method for successful engagement consists of a multi-level approach, described below.

Partnerships and Stakeholder Collaboration

Engages with partners and stakeholders to support high needs schools

Offering USU’s M.Ed. program in school counseling via live broadcast across the state of Utah provides an opportunity for our students to engage with K-12 schools in all areas of the state, including areas of high need. The highest level of engagement with school districts occurs during the second and third year of training, when students spend time in the schools in experiential contexts described below.

Practicum and Internship experiences. These components of our curriculum require students to participate in on-site experiential training in the schools during a 150 clock-hour practicum and a 600 clock-hour internship (400 clock hours for experienced teachers). Counselor to student ratios is a concern across the nation, and Utah is no exception. The American School Counselor Association (ASCA) recommends K-12 ratios of one counselor for every 250 students. In Utah, the average ratio is one school counselor to 347 *secondary level students*. If we look at numbers for K – 12 (not just secondary level) the actual ratio is 1 to 678, placing Utah 45th in the nation. (Source: American School Counselor Association. Link: <https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf>). Two Utah school districts have ratios of 500 secondary students per counselor. Table 4.1 below lists Utah’s 41 school districts and their counselor-student ratio in fall 2017.

Table 4.1
Utah Counselor to Student Ratios:
Grades Seven through Twelve

School District	FY17 Counselor: Enrollment Ratio
Alpine	1: 378.04
Beaver	1:329.50
Box Elder	1: 351.83
Cache	1:361.43
Canyons	1: 348.48

Carbon	1:296.26
Daggett	1:262.07
Davis	1:355.74
Duchesne	1:338.46
Emery	1:284.10
Garfield	1:221.62
Grand	1:354.50
Granite	1:342.43
Iron	1:334.08
Jordan	1:338.01
Juab	1:374.92
Kane	1:258.33
Logan	1:356.14
Millard	1:418.29
Morgan	1:440.00
Murray	1:351.88
Nebo	1:353.78
North Sanpete	1:377.44
North Summit	1:352.11
Ogden	1:350.02
Park City	1:283.18
Piute	1:220.00
Provo	1:392.00
Rich	1:291.25
Salt Lake City	1:340.56
San Juan	1:271.02
Sevier	1:375.32
South Sanpete	1:296.57
South Summit	1:500.00
Tintic	1:230.51
Tooele	1:338.76
Uintah	1:322.18
Wasatch	1:383.96
Washington	1:330.88
Wayne	1:350.24
Weber	1:354.58
Utah Totals	1:347.17

Source: Utah State Board of Education (USBE) Student Advocacy Services Section
<https://www.utah.gov/pmn/files/271921.pdf>

Having high student to counselor ratios means that schools need assistance with vital responsibilities, some of which only school counselors are trained to do. Cooperation between our program and K-12 schools across the state results in a win-win for K-12 schools and USU MEd students, and strengthens the education profession in a meaningful way as shortages are relieved, including in high need schools. Table 4.2, below, lists Utah school districts where our practicum students and interns were located 2012

– 2014. Asterisks on the table identify schools with Title 1 status. Please notice the spectrum of settings where students worked in practicum and internship, including public, charter and private schools. While data reported in tables in this report focus on 2012, 2013 and 2014 cohorts, records for students involved in experiential components, or employment, prior to 2012, and after 2014, indicate that USU’s School Counselor education program has placed students or program graduates in all but three of 41 districts over the past decade.

**Table 4.2 USU School Counselor Education Program
Student and Program Completer Placements in Utah School Districts 2012-2014**

School District	No. of Students - Practicum	No. of Students - Internship	No. of Students - Employment
<i>Public Schools</i>			
Alpine School District	18	15	10
Box Elder School District	4	2	1
*Cache School District	10	10	2
Canyons School District	3	5	2
*Carbon School District			1
*Davis School District	13	16	11
*Emery School District	1	1	1
Grand School District	1	1	1
*Granite School District	3	5	4
Jordan School District	2	3	2
Juab School District	3	3	1
Kane School District	1		1
Logan City School District	4	4	4
Morgan School District	2	1	1
Nebo School District	3	5	3
North Sanpete School District	1	1	1
*Ogden City School District	4	2	1
Park City School District	2	1	1
Provo City School District	2	2	1
*Salt Lake City School District	5	5	3
*San Juan School District	1	1	1
Sevier School District	1	1	1
Tooele School District	1	1	2
Uintah School District	1	1	1
*Washington School District	4	4	3
*Weber School District	13	14	9

<i>Charter Schools</i>			
American Academy of Innovation			1
*American Preparatory Academy			1
*Athlos Academy			1
*Fast Forward Charter School	2	1	
*InTech Collegiate High School		1	
NUAMES High School			1
Paradigm Schools 7-12			1
*Providence Hall	1	1	1
*Providence Hall Junior High	1	1	1
*Quest Academy Charter High School		1	1
*Spectrum Academy High School	1	2	2
Thomas Edison Charter School		2	1
*Utah Connections Academy	1		
*Utah International Charter School		1	
Wasatch Peak Academy			1
<i>Private Schools</i>			
Juan Diego Catholic High School	1		
Layton Christian Academy	1		
St. John the Baptist Catholic Middle School		1	1
Telos Academy		1	

***Title 1 Schools**

AmeriCorps and VISTA programs. These programs offer another win-win opportunity for students in our program, Utah school districts, and the general educational landscape. For students, participation provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website:

<https://www.nationalservice.gov/programs/ameri-corps/ameri-corpsvista>.

Schools and districts benefit from having skilled support in school counseling programs (e.g., college and career readiness, non-academic skill acquisition, etc.) free of expense. VISTA and AmeriCorps are federally funded programs, which means school districts receive service from pre-professionals free of charge. Finally, the field of education improves collectively as students in Title 1 schools receive additional support they would otherwise not receive. Table 4.3 Student Participation in AmeriCorps and

VISTA, delineates numbers and placement for the target years of this self-report. Please note that individual schools make the decision about whether to incorporate VISTA and AmeriCorps programs. Only Title 1 schools are eligible. Not all Title 1 schools elect to participate.

Table 4.3
USU School Counselor Education Program
Student Participation in VISTA and AmeriCorps

Cohort	School District	No. of Students AmeriCorps	No. of Students VISTA
2012	Cache County School District	2	3
2012	Weber School District	1	0
2012	Provo City School District	1	0
2013	Cache County School District	0	4
2013	Box Elder School District	1	0
2013	Salt Lake City School District	1	0
2014	Weber School District	1	0

Participates in efforts to reduce disparities in educational outcomes

Practicum students and interns engage in skill-building activities designed to develop advocacy skills.

Relying on knowledge and skills based on didactic coursework completed prior to experiential components of the program, students in on-site school settings address barriers, prejudices, and processes of intentional and unintentional oppression and discrimination in K-12 schools. The School Counselor training program provides guidance for students via both weekly instruction in practicum, and documents in both practicum and internship. Required documents include 1) a letter to practicum and internship on-site supervisors 2) a contract filled out collaboratively by each student and her/his on-site supervisor, 3) a log to track hours, and 4) a ratings-based evaluation form. The evaluation form includes significant sections on social and cultural diversity, asking raters to provide feedback on level of successful advocacy for all students. USU Practicum and internship supervisor ratings are high, indicating the program has been successful in helping students become effective advocates for students of diversity. See Tables 4.4 and 4.5 below.

Table 4.4 Practicum Supervisor Evaluation
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

	2012	2013	2014	Overall
Human Growth and Development				
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.24 Range: 6.0 – 9.0 SD = 0.872 N = 29	Mean = 8.04 Range: 5.0 – 9.0 SD = 0.922 N = 48	Mean = 8.04 Range: 6.0 – 9.0 SD = 0.854 N = 27	Mean = 8.10 Range: 5.0 – 9.0 SD = 0.887 N = 104
Contextual Dimensions of School Counseling				
9-1 Advocates for all students	Mean = 8.66 Range: 7.0 – 9.0	Mean = 8.58 Range: 6.0 – 9.0	Mean = 8.42 Range: 5.0 – 9.0	Mean = 8.56 Range: 5.0 – 9.0

	SD = 0.602 N = 32	SD = 0.724 N = 58	SD = 0.848 N = 31	SD = 0.728 N = 121
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Table 4.5 Internship Evaluation
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

	2012	2013	2014	Overall
Human Growth and Development				
2-4 Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 8.13 Range: 5.0 - 9.0 SD = 0.830 N = 30	Mean = 7.76 Range: 5.5 - 9.0 SD = 1.296 N = 53	Mean = 8.03 Range: 5.0 - 9.0 SD = 0.774 N = 31	Mean = 7.93 Range: 5.0 - 9.0 SD = 1.047 N = 114
Contextual Dimensions of School Counseling				
11-1 Advocates for all students	Mean = 8.53 Range: 7.0 - 9.0 SD = 0.558 N = 30	Mean = 8.52 Range: 7.0 - 9.0 SD = 0.676 N = 57	Mean = 8.51 Range: 7.5 - 9.0 SD = 0.579 N = 31	Mean = 8.53 Range: 7.0 - 9.0 SD = 0.619 N = 118

The comparison of means for the various cohorts calculated using ANOVAs indicate that there are no statistically significant differences across cohorts for any of the items on the Internship Supervisor Evaluation.

Graduate/Completer Survey. In February of each year, the program emails a survey to all program completers, from the most recent fall and spring graduates, to completers who entered the program in 2008 and each year in between. An item on the survey addresses completers' opinion of their preparation to advocate for every student, including students from marginalized cultures. See Table 4.6 for results from 2012 – 2014, the years focused on for this self-report. **NOTE:** Please see the results of the Graduate Survey and the Employer survey summarized on PowerPoint slides, which we share with our faculty at a spring faculty meeting each year. Reviewers can access our Power Point presentations via our Evidence Room, located at <https://cehs.usu.edu/evidence-room/school-counseling>.

Table 4.6 Graduate Survey
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success"	Mean = 4.21 Range: 2.0 – 5.0 SD = 0.781 N = 73
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Employer Survey. In conjunction with the annually administered Graduate Survey, we request that completers ask employers to complete a survey designed to assess employer's opinion of the level of preparation of program completers. The Employer Survey includes an item targeting completers' capacity to reduce disparities in education outcomes. (Please see the School Counseling Evidence Room for a copy of the entire survey at <https://cehs.usu.edu/evidence-room/Employer%20Survey.pdf>). Responses indicate that the program is successful in our goal (see Table 4.7). We have not had the

return rate on the Employer Survey which we need. We address this finding, and make a recommendation in the Conclusions section, on the Findings and Recommendations table.

Table 4.7 Employer Survey
Items Focused on Support for High-Needs Schools and Disparities in Educational Outcomes

Engages in activities to remedy bias, prejudices, oppression, and discrimination	Mean = 4.67 Range: 1.0 -5.0 SD = .966 N = 21
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VISTA and AmeriCorps. As mentioned previously in this section in reference to engagement with local partnerships and stakeholders. Interested and eligible students in the Program participate in VISTA and AmeriCorps (Please see website located at <https://www.nationalservice.gov/programs/ameriCorps/ameriCorpsvista>). Only students located in Title 1 schools are eligible for VISTA and AmeriCorps Awards. In addition, students may not be receiving any compensation for their work. Participants in these two nationally funded programs receive training in working with low-income populations. The USU School Counseling program engages in documentation responsibilities to support eligible students who desire to be VISTA or AmeriCorps volunteers. This work is done in an effort to increase student understanding and to contribute to our goal of strengthening the capacity of education overall for all students. See Table 4.2, above, to review placements of USU SC program students. It is important to mention that the three years targeted for this report only tell part of the picture. In years before 2012 and after 2014, students were located in additional districts across the state, bringing the number to 38 of 41 districts with USU students or graduates.

Seeks to meet state and local workforce needs

The current overall average ratio of school counselors to K-12 students in Utah is 1:347. However, in some settings and locations the ratio is much higher (e.g., large schools located in populous urban areas; rural areas with property values and tax bases that do not provide adequate revenue for education) and in others it is significantly lower (e.g., private or charter schools). Our program takes seriously its mission to train school counselors to seek and secure employment in K-20 settings across the state broadly, rather than in traditionally more desirable high SES and/or urban locations and settings. Offering the program via a distance education format attracts candidates, and produces completers, vested in practicing in locations throughout the state. See Table 4.2 above to review placements for USU School Counselor Education Program Graduates by district. As noted earlier, Table 4.2 reports data for the years we are using for statistical analysis for our self-study. Once again, if we look at placements from 2008 – 2018, our program graduates have located in 38 or 41 Utah School Districts.

Seeks to diversify the educator workforce through recruitment and support

Program promotion and recruitment strategies. With a goal of diversifying candidate selection from varied statewide groups representing non-homogeneous racial, gender and SES populations and geographic locations, recruitment strategies are multifaceted. An inclusive list appears immediately below.

Recruitment

1. The program engages in an annual program promotion drive using the following method: an email to all Utah district superintendents and K-12 principals goes out in early August each year. The email recognizes the fact that it is offered one evening a week via the UEN broadcast system, across the state, as well as via a face-to-face format in Davis county in even-numbered years. We attach an electronic version of our promotional poster to the email, redesigned each year by USU's Regional Campus and Distance Education Marketing Department. In addition, we mail a hard copy of a letter and posters to the same individuals, which we request be hung on posting boards in faculty areas. Please review the promotional posters and letters by accessing the School Counseling Evidence Room located at <https://cehs.usu.edu/evidence-room/school-counseling> under Appendix A: Candidate Recruitment.
2. The College of Education and Human Services recruitment team represents the School Counselor training program at graduate fairs held both within, and beyond, the boundaries of the State of Utah. Trained advisors staffing the booth are adroit at pulling up our website, and knowledgeable when discussing pamphlets and other written materials available at the booth.
3. The USU Regional Campus and Distance Education department distributes posters, pamphlets, flyers and other written materials at USU Education Centers located across the state of Utah. Please click on this link to view where USU-Regional Campuses are located: <http://www.usu.edu/campuses/>

Support

The list below provides a brief overview of methods used by the program to diversify the educator workforce. In addition to reading the brief information below, reviewers, please turn to Appendix B, where candidate, student and completer support and follow-up are described and documented in detail.

1. Recruitment. Recruitment without regard to applicants' geographic location, gender, sexual orientation, race, ethnicity, income level, religion, or any marginalizing characteristic is not included in the recruitment or application process.
2. Low-Income Scholarships. The program funds scholarships for low-income students. Admissions selection committee members do not have information on any of the above parameters. The basis for selection outlined in Section 3 seeks to blind selection committee members to SES status of applicants. Once selection is complete, accepted students receive an email inviting them to apply for one of 10 scholarships designated for low-income students. Since 2015, 30 students have received scholarships for \$1000 for an academic year. Fall 2018 the award is \$1,200 each. The increase reflects the rise in tuition and cost of living.
3. Graduate and Employer surveys. Described above, these surveys invite feedback from all program completers and their employers, regardless of location or SES status of the school in which the graduate and employer are located. The purpose of the surveys is to give a voice to program completers and their employers. Results of the surveys are analyzed and reported in faculty meeting each year. Changes to curriculum, course sequence, instruction and other features of the program occur because of feedback received via these surveys. Here is a link to

our faculty meeting minutes. <https://cehs.usu.edu/evidence-room/SC%20Faculty%20Meeting%20Minutes%203.21.18.pdf>.

4. Announcements regarding trainings, job openings, conferences, webinars, legislative initiatives, and other information relevant to school counseling professionals distributed via email and Facebook to all students and completers without regard to any of the possible biases listed in number 1.

Meets obligations and mandates established by the state, states, or jurisdictions in which it operates

In Section 3, we discuss our program curriculum, which adheres to Utah's training standards for School Counseling, including practicum and internship policies and procedures. See the Utah State Office of Education, Department of School Counseling, Equity and Prevention, website:

<https://www.schools.utah.gov/scep/schoolcounseling>. The USU School Counselor Education Program operates only within the state of Utah. The only exception to this is the infrequent placement of an intern in a state outside of Utah. Out of state internships may be approved by the program director if a student, or spouse of a student, finds employment, or acceptance to an advanced education program in another state. Of course, the other state has to approve the internship. Adherence to policies and procedure for interns in both the new state and Utah are required

The program also responds to mandates established by state and local jurisdictions. Recent examples of state-level compliance are two legislative bills:

House Bill 198, Strengthening College and Career Readiness. Effective May 12, 2015. This bill created a program to provide grants to local education agencies (LEAs) for professional development in college and career readiness for school counselors. Here is the link to the bill: <https://le.utah.gov/~2015/bills/static/HB0198.html>. USU's School Counselor Education program played an integral part in implementing HB 198. We used the Southern Regional Education Board (SREB) College and Career Readiness curriculum to create a three-credit course for our pre-service students and practicing school counselors. School Counselors applied to take the course through their districts, and districts requested grants from the Utah State Board of Education (USBE), the entity administering the grant. USBE sent names to USU, and we then connected with school counselors from across the state of Utah, who took the course free. The USU School Counselor Education program trained 257 in-service school counselors in college and career readiness from 2015 – 2018. In addition, we trained 289 pre-service students enrolled in college and career readiness course work from 2013 through summer 2018. USU SC Program completers and in-service school counselors located across the state of Utah earned the College and Career Readiness certificate, designated in HB 198. Please review the summary of USU's outcomes with this project via this link to a pdf of slides used for the *House Bill 198 Implementation Webinar*, April 30, 2015: https://cehs.usu.edu/evidence-room/CCCI_Implementation.pdf.

House Bill 264 - Elementary School Counselor Program

Enacted May 8, 2018, this bill authorizes the Utah State Board of Education (USBE) to award grants to local education agencies to provide targeted school-based mental health supports in elementary schools. The legislation is a welcome step in the state of Utah. As mentioned earlier in this section, when figures for counselor to student ratios include elementary level, Utah ranks 45th in the

nation, with ratios of 1 to 680. (Source: American School Counselor Association. Link: <https://www.schoolcounselor.org/asca/media/asca/home/Ratios15-16-LowesttoHighest.pdf>).

USU's School Counselor Education program meets our obligation to support this affirmative legislation in the following ways:

1. The Program informed students about HB. 264 and advised fall 2018 interns interested in being elementary-level counselors to seek elementary school counseling positions. This is a change from past advisement practices. While the program has allowed students to complete internships in elementary schools in the past, we advised students to divide the required hours between elementary-level and secondary-level sites, recognizing that positions in elementary schools were rare. HB 264 provides rationale for the program to let students know that elementary sites are more strategic than in the past. Of 36 interns, seven are in elementary-only settings, with an additional student splitting time between an elementary and middle school.
2. At the monthly faculty meeting in April 2018, the program apprised the faculty about passage of HB 264. Discussion at the meeting resulted in the decision that all classes should include curriculum aimed at preparing students to engage in school counseling with elementary-age students.
3. Program completers are working in elementary schools. The Program made December 2017 and May 2018 program completers, and completers from past years, aware of open positions in elementary-level schools. The most recent graduating class has seven school counselors working full-time in elementary schools. An additional graduate is dividing time between one elementary and one middle school.
4. STEPUP Ready Grant, a Utah System of Higher Education (USHE) USU School Counselor Professional Development Partnership, January 2015 – May 2016, with Camille Odell, as Principal Investigator. This grant funded PSY 6810 – College and Career Readiness for School Counselors January 2015 – May 2016. Goal: To create opportunities for public education and higher education to work together to effect meaningful change in the college readiness of Utah's students. Please review *Empowering Underrepresented Students through Parental Engagement*, for a succinct summary of the scope and implementation of the project, and USU's School Counselor Education program significant involvement. Use this <https://cehs.usu.edu/evidence-room/EmpoweringUnderrepresentedStudents.pdf>.
5. College Access Challenge Grant (CACG), funding for three academic years, 2012-13; 2013-14; 2014 – 15. These grants originated in the U.S. Department of Education. The Utah System of Higher Education (USHE) received grants for three years, and elected to devote \$61,000 to the Collaborative Counselor Training Initiative (CCTI) sustainability grant. Camille Odell, Principal Investigator. Please review *The Collaborative Counselor Training Initiative in Utah*, Melissa Miller Kincart, 2013 for a succinct summary of the scope and implementation of the project, and USU's School Counselor Education program significant involvement. <https://cehs.usu.edu/evidence-room/CCTI.pdf>.

Supports Completer entry and/or continuation into their professional role, as appropriate to the credential or degree earned

The program prepares completers who are sought-after by employers. Rates of hire are positive, with 94.82 percent of our most recent graduates who desire employment finding positions. (as opposed to not working, i.e., parents of young children) being successful for academic year 2018-2019. Tables delineating this data and two previous years, are on the College of Education and Human Services website at

<https://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202017%20CAEP%20Annual%20Report.pdf>. Please see the table below for the years we are using in this report.

Table 4.8 Current Employment Status of Graduates (2012-2014)

	2012 N = 30	2013 N = 58	2014 N = 31	Combined N = 119
Elementary School Counselor	N = 8 26.7%	N = 3 5.2%	N = 6 19.5%	N = 17 14.3%
Secondary School Counselor	N = 13 43.3%	N = 32 55.2%	N = 16 51.6%	N = 61 51.3%
Other Counselor	N = 1 3.3%	N = 4 6.9%	N = 1 3.2%	N = 6 5.0%
Post-Secondary Advisor	N = 1 3.3%	N = 2 3.5%	N = 1 3.2%	N = 4 3.4%
Other Counseling-Related	--	N = 3 5.2%	N = 1 3.2%	N = 4 3.4%
Teacher	N = 1 3.3%	N = 7 12.1%	N = 1 3.2%	N = 9 7.6%
Graduate Student	--	--	N = 1 3.2%	N = 1 0.8%
Paraprofessional	N = 2 6.7%	--	--	N = 2 1.7%
Non-Education position	N = 1 3.3%	--	N = 1 3.2%	N = 2 1.7%
Unemployed, seeking position	N = 1 3.3%	N = 1 1.7%	N = 1 3.2%	N = 3 2.5%
Unemployed, by choice	N = 2 6.7%	N = 6 10.4%	N = 2 6.5%	N = 10 8.4%

While recognizing that the over-arching purpose of the program is to prepare completers to be optimally effective professional school counselors, the program also understands the importance of retention of our graduates in the profession, and the obligation to support program completers once they are working in the field. The program accomplishes this mission through a variety of methods, described below:

1. Graduate/Completer Survey. Cited in Sections 1 – 3 in our Self-Study, and earlier in this section, the Graduate/Completer and Employer surveys, administered early each spring, allow students to provide

feedback to the Program, and to reflect on their own engagement in the profession. In the subsection immediately following this one, we report outcome data, as well as how the program uses survey feedback to analyze its effectiveness. Results of the Graduate and Employer Surveys are viewable on PowerPoint slides created each spring to report survey findings to Program faculty. Please review the slides by accessing the School Counseling program Evidence Room, located at <https://cehs.usu.edu/evidence-room/Graduate%20Survey%20and%20Employer%20Survey%20Results.pdf>.

2. On-going communication with program completers. The program considers ongoing communication with program completers to be vital in insuring optimum outcomes for 1) program completers, 2) the program, and 3) the school counseling profession. To insure that these three outcomes are achieved, the program contacts interns and completers via email frequently, for a number of reasons, including the following. Note: examples of emails for each of the following are in Appendix B.

Job opening announcements

Local, state and national conferences in school counseling or aligned fields

Legislative action of concern to school counselors and educators in general

Program-sponsored guest speakers for program students and graduates. Note: In the past few years, the program sponsored the following presentations by nationally recognized educators.

3. Professional Development. The Program sponsors professional development via classes and workshops (See Appendix B, USU Sponsored Professional Development). The Program is sponsor of the following:

PSY 6810 - College and Career Readiness for School Counselors, 3 Credits, Utah State University
Sponsored by the Utah legislature in accordance with House Bill 198, discussed above.

STEPUP Ready and College Access Challenge Grant, described above in this section.

Robert Brooks, Workshop: *“School Climate: Nurturing Resilience in our Students and Ourselves,”* October 11, 2018. Funded by the USU School Counselor Education program, this workshop was designed to reach school leadership teams, including school counselors, administrators, school psychologists, school health professionals, and allied professionals. In conjunction with the annual Utah School Counselor Association Fall Conference, 2018. Please follow this link to review information on this opportunity for school counselors to engage with the important topics of school climate and resilience: <http://www.utschoolcounselor.org/fall-conference.html>

Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs

Completer Hires and Placement Information

Hiring information and placement information for program completers is available publicly on the College of Education and Human Services website located at <https://cehs.usu.edu/assessment/files/SC%20Tables%20for%20Website%202017%20CAEP%20Annual%20Report.pdf>.

The entire program faculty annually reviews detailed hiring information regarding program completers. Graduate/Completer and Employer surveys are also carefully reviewed. Both of these topics are presented via PowerPoint presentations by the program director during March and/or April faculty meeting. Please see the slides for spring 2018 by utilizing the following link: [Survey Responses](#). Faculty meeting minutes are available for review in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/SC%20Faculty%20Meeting%20Minutes%203.21.18.pdf>.

While we *strongly* encourage reviewers of this report to examine the slides cited immediately above, we summarize this section of the report on a succinct item on the Employer Survey tied to program success in training completers. Please see Table 4.9, below.

Table 4.9 Employer Satisfaction with USU Program Completers

Given your experiences with our graduates, what is the likelihood that your institution would hire more Utah State University School Counselor Education program graduates? (1 = Very Likely; 5 = Very unlikely)	Mean = 1.19 Range: 1.0 – 2.0 SD = 0.402 N =21
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Investigates its own effectiveness relative to institutional and programmatic mission and commitments

The faculty of the USU School Counselor Education Program takes the following steps to accomplish this responsibility: the following factors each year (See Faculty Meeting Minutes in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>).

1. Reviews demographic and academic information of students accepted each fall, and assesses strategies for recruiting students from diverse backgrounds.
2. Reviews placement of practicum students, interns and program completers
3. In keeping with the obligations associated with land grant status, the Program trains students to perform professionally in a broad spectrum of settings, including public, charter, and private institutions in a broad range of geographic location in the state of Utah. Please see Table 4.2 and 4.3, in this section.
4. The program takes seriously the mission of strengthening the field of school counseling on local, state and national levels. We accomplish this mission by:
 - A. Supporting legislation that contributes positively to outcomes for Utah’s students, school counselors, and educators in general (See Appendix B, emails to students).
 - B. Implementing legislation pertaining to school counseling responsibilities and initiatives, as described in this section, above.
 - C. Requiring all first-year students to join the American School Counselor Association (ASCA). And strongly recommending membership for second and third-year students.
 - D. Providing 12 travel awards to the American School Counselor Association (ASCA) national conference each year.
 - E. Faculty members, and the program director serve on advisory boards (see Appendix C, Faculty Table), and present at local-, state-, and national conferences.

Conclusion: Findings and Recommendations

General Conclusions

After reviewing the findings surrounding our school counseling program, we believe there is solid evidence, obtained by multi-method, multi-source approaches, to support our assertion that our program is successful in preparing competent, caring, and effective professional school counselors. In this final section, we summarize our findings, identify areas where we need improvement, and outline a plan to meet objectives for strengthening our program. Immediately below, is a brief narrative summary of the results of our review of our program in reference to the four AAQEP Standards. Importantly, following the narrative, please find Table 1, which identifies areas for improvement and outlines objectives for strengthening our program.

Standard 1: Completer Performance

Our measures indicate that our candidates and graduates exhibit the knowledge, skills, and professional dispositions of competent, caring and effective professional school counselors. In both the tables and narrative in section one, we reference data supporting that completers of our program have a solid understanding of student diversity including intersectionality of race, ethnicity, class, and gender, and that they recognize potential problem areas for minority or marginalized students. Data obtained via our evaluation documents during and following participation in Practicum and Internship reveal that our students engage effectively in culturally responsive practice to advocate for all students in a wide variety of settings. The same sources indicate that they are knowledgeable about social, emotional, and academic dimensions of human development, and they apply their knowledge to effectively support students. Analysis of data reported in this section shows that by the time of program completion, candidates exhibit competency in areas crucial to being a successful professional in the field of school counseling. We need to address the question of whether our data suggest significant differences in performance based on which of the formats students are enrolled in. Analysis will be undertaken and reported in the first annual report.

Standard 2: Completer Professional Growth and Competence

Review of our data surrounding this standard identifies evidence that supports our belief that our students and graduates adapt to a variety of contexts in areas related to diversity competence, and that they are able to support students and school educators through engagement in effective and responsive learning environments. Employer ratings of our graduates are consistently positive, with all responding employers agreeing with the statement that they would hire USU graduates again. We provide evidence that our graduates understand the value of continuing professional growth and development and that they are prepared to do so. Data sources called upon in this section include practicum and internship supervisor evaluations of our students, classroom facilitator evaluations, and our graduate and employer surveys. In the next section of this report we discuss our recent creation of new practicum and internship documents, designed to reflect new CACREP and ASCA training standards, the new Utah Model for school counseling and college and career readiness, and the Praxis crosswalk for their test for school counselors.

Standard 3: Quality Program Practices

The internal audit of our program, including thorough review of our curriculum, indicates that our quality control system is working. Curricular content incorporates all of the standards for school counselor training programs as identified by the Utah State Office of Education (USOE). Utah's standards are consistent with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) the American School Counselor Association, (ASCA, draft, 2017), and Utah's "College and Career Readiness School Counseling Model," June 2016. Two years of recent, in-depth scrutiny of program curriculum by the entire faculty led to creation of a new course, revision of several existing courses, and updated learning objectives for all courses.

Clinical experiences, comprised of practicum and internship experiences in K-12 settings, are well developed. Supervisor evaluations by Utah Level 2 school counselors are highly positive for practicum students and interns. The program engages with stakeholders via several modalities. For example, the program hires Utah level-2 school counselors to be classroom facilitators, with ratios of one counselor to every 2 – 4 students. Practicum students and interns work with individual, level-2 school counselors in districts across the state. Each spring the program conducts graduate and employer surveys. Results, analyzed and discussed with the entire faculty, guide practice and innovation. Recent document revision, incorporating the new standards mentioned above, and utilizing a behaviorally anchored rating system (BARS) is undergoing pilot with practicum and internship supervisors across the state this semester. Other examples of engagement with stakeholders include board and committee membership by the program director and faculty members and service by faculty members in K-12 school counseling centers. We need to add stakeholders from several areas of constituency. We will discuss this in Recommendations.

The internal audit, discussed in detail in Appendix D, indicated effective admission and monitoring methods are delineated and successfully implemented. Table 3.5 summarizes weaknesses, innovation, and outcomes. Program capacity, explored in depth as a precursor to our report for Appendix C, is commensurate or above on all indicators with the possible exception of faculty composition, which we discuss thoroughly in Appendix C, and which we will also discuss in the recommendations section of our conclusion. The standing of the program, including a healthy financial status that consistently positions the program in the black, along with critical support by the department, college and university, allows maintenance of capacity in staffing, resources, operational processes, and institutional commitments.

Evidence of continuous improvement of our program and program components is readily available, particularly in section three of this report. Ongoing review of best practices and updated standards in the field, and continuous evaluation of our program, resulted in a major curriculum review and revision. Consistent review of our annual graduate and employer surveys prompts innovation in practice. For example, instructors decided at our November 2017 faculty meeting that every instructor will add content to increase knowledge and skills associated the practice of school counseling in elementary schools. Professional development, paid for by the program, offers program faculty freedom to select professional growth opportunities that lead to innovation in course content and delivery. Membership on local, state, and national boards provides an opportunity for the program director and instructors to learn about new trends and practices in the field, weigh them against current practice, and engage in innovation where appropriate.

Standard 4: Program Engagement in System Improvement

We provide evidence in section four that our program is committed to and invests in strengthening and improving the education profession and the P20 education system. As Utah's land grant institution, we purposefully engage in recruitment practices designed to ensure equal opportunity for adult Utahans from diverse backgrounds to participate in our program through use of the statewide (UEN) broadcast delivery system. Equally important is our commitment to advocate for all K-12 students, including those in high needs schools, and to reduce disparities in educational outcomes. We cite Utah counselor to student ratios by district, and follow with evidence that our program seeks to address high ratios by placing practicum students and interns across the state, including placements in high need schools comprised of students from highly diverse ethnic, cultural, social, and economic populations, in public and private schools. We report on participation by our students in VISTA and AmeriCorps, federally designed programs created to support K-12 students in Title 1 schools.

We provide confirmation, based on ratings on pertinent items on our practicum and internship supervisor evaluation forms, that the program successfully contributes in meaningful ways to reduce disparities in educational outcomes. Data from our graduate and employer surveys support these findings. We address the question of whether the program seeks to meet state and local workforce needs by reporting high student to counselor ratios, and recognizing the program's accomplishment of placing students and graduates in all but three of 41 school districts. We provide evidence to support our contention that our program seeks to diversify the educator workforce through recruitment and support strategies.

Support for legislative action further documents our claim that we meet obligations and mandates established by the state. We cite evidence that the program strives to address critical issues in education. An example is our solicitation of state and national awards to fund cutting-edge professional development in college and career readiness for counselors in the state of Utah. Evidence to support our contention that we support our graduates as they seek to enter the profession includes figures for outstanding hiring rates for program graduates. We discuss our methods for supporting program graduates in their professional lives in detail, including graduate and employer surveys, ongoing email communication, and professional development opportunities offered by the program.

We conclude Section 4 by providing documentation that our program investigates its own effectiveness relative to institutional and programmatic mission and commitments.

FINDINGS AND RECOMMENDATIONS

USU SCHOOL COUNSELOR EDUCATION PROGRAM

Finding	Goal	Action/Intervention	Method of Assessing the Effectiveness of the Action/Intervention	Follow-up/Outcomes and Timeline
<p>Introduction: We have not analyzed our available data on the effectiveness of our advice to students to complete the two experiential components of the program at different levels and/or sites.</p>	<p>Evaluate outcomes for students who complete the two experiential components of the program at different levels and/or sites, as opposed to students who complete both components at the same level and/or site.</p>	<ol style="list-style-type: none"> 1. Establish parameters for outcomes/success. 2. Using existing data, including hiring outcomes, carry out the analysis referred to in the goal. 3. Add a question or two to the Graduate Survey asking completer experience and opinion on the importance of completing the experiential components of the program at different levels/settings. Ask members of our expanded stakeholder group to share their thoughts on the question. 	<p>Quantitative: Perform statistical analysis relevant to data and information to gain insight into the question. Qualitative: Record stakeholder input.</p>	<p>Depending upon the results of our analysis we will either to continue to encourage students to complete practicum and internship at different levels or in different settings at the same level, or we will discontinue the practice. In either case, we will inform students and stakeholders about our findings. In addition we will report our findings in our first annual report.</p>
<p>Standards 1 & 3: Beginning in 2017, the faculty reviewed places where program curriculum needed to change due to release of the Praxis Crosswalk, revised CACREP standards, ASCA training</p>	<p>Evaluate the effectiveness of our revisions, change in sequence of courses, and the new course.</p>	<p>Using multimodal techniques, we will evaluate the effectiveness of our revised curriculum. Methods include:</p>	<p>Using an ongoing process over the next three – five years, we will review the measures we identified to assess the effectiveness of our curriculum revisions. The first instrument that we</p>	<p>This goal will take a few years to fully achieve. We will do ongoing evaluation, but will also want to look at results for candidates who began the program fall 2018, the first year the revised learning objectives were used to guide curriculum, and in a different sequence. We will report findings to faculty and other</p>

<p>standards, and the New Utah Model. We assigned new learning objectives to each course, and instructors, and incorporated the new objectives into course curriculum, activities, and evaluations. We also changed the sequence of courses, and added a new course.</p>		<p>1) Continue to track Praxis Test results for program completers; 2) Update the Graduate and Employer Surveys to reflect the new standards, and query if our students are performing to expectations in related skills and behaviors; 3) analyze data derived from the newly revised Practicum and Internship Supervisor Evaluations to determine if students in the experiential components of our program are performing with efficacy. 4) Findings from our focus group.</p>	<p>will able to glean information from is the Practicum Supervisor Evaluation, followed by the Internship Supervisor Evaluation. Next, we will be able to review findings from the Graduate and Employer Surveys. These instruments will provide findings based upon survey responses from the first cohort of completers using the new curriculum, and their employers. Please note that we send our Graduate Survey to program completers and their employers after completion of the program of the program and one academic year working in the school. Qualitative findings will be derived from the focus group we plan to create, comprised of students, graduates, practicum and internship supervisors, and employers.</p>	<p>stakeholders in late spring 2019, and include in our AAQEP annual reports, following December 2019, when our first cohort of students using the new curriculum will graduate.</p>
<p>Standard 1: Return rate for our Employer Survey is low, at 8.57 percent of employers responding.</p>	<p>Increase response rate to 15 percent</p>	<p>Change our method of collecting surveys from employers. Up until now we emailed our employer surveys to completers, asking them to forward the Employer Survey to the principals of School</p>	<p>Calculate the return rate</p>	<p>We will use the new approach spring, 2019 by sending the survey vial email to employers. We will report the return rate for spring 2019 in our first annual report. If our return rate is still too low, we will consider conducting interviews with employers.</p>

		Counseling Department Heads. We will send the survey directly to employers of our program completers.		
Standard 2: As intended from the beginning of our review and revision process, we will revise the Program's Graduate and Employer Surveys to reflect the Program's revised curriculum/revised national and state training standards.	Revise the Employer and Graduate Surveys.	Create a committee comprised of program faculty, practicum and internship onsite supervisors and graduates to revise the Graduate and Employer Surveys.	Pilot the Surveys with program completers and employers.	Evaluate feedback, make revisions where indicated. Launch new survey in spring 2019.
Standard 2: We were unable to provide documentation of querying completers and their employers regarding program completer's collaboration with colleagues to support professional learning	Find out if our completers and their employers are happy with the capacity of completers to collaborate with colleagues to support professional learning.	Add items to our Graduate and Employer surveys to collect information on this topic. Include in our annual surveys spring 2019.	Assess the effectiveness of attaining responses that inform our question.	Make the revisions to the surveys prior to the annual launch of these surveys in spring 2019. Evaluate feedback, make revisions to questions as deemed appropriate.
Standard 2: We do not have evidence that program completers understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	Obtain evidence for the skills listed the Findings column	We will develop questions to tap this information, and add them to our Graduate and Employer Surveys spring 2019.	We will review graduate and employer responses to the questions we develop to gauge the skill level of our completers to understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	We will report our findings to faculty and other stakeholders and will include the findings in our first AAQEP annual report.

<p>Standard 3: Our newly developed Practicum and Internship Supervisor Evaluations, utilizing a best practices informed Behaviorally Anchored Rating Scale (BARS) system, have not been piloted and evaluated for 1) supervisors' satisfaction with the BARS approach and 2) the effectiveness of the instruments in evaluating practicum student and internship preparation.</p>	<p>Successfully pilot the evaluations and undertake analysis of their effectiveness on the two criterion listed identified in Findings</p>	<p>We piloted the Internship Supervisor Evaluation fall 2018 by using it as our evaluation document for our interns, some of whom will graduate in December 2018. We will do a second pilot of the internship instrument spring 2019 for students graduating in May, 2019.</p> <p>We will pilot the newly developed Practicum Supervisor Evaluation spring 2019.</p>	<p>We will use a multi-modal approach to evaluate 1) satisfaction level for the BARS approach utilized by the instruments, and 2) the effectiveness of the instruments in evaluating practicum student and internship preparation. The approaches are: 1) Beginning spring 2019 we will add a brief addendum to both evaluations asking a succinct set of questions about the satisfaction level for the BARS approach by supervisors; 2) we will analyze the data we receive from the supervisor evaluations and compare it against our identified measures for effectiveness, namely: Congruence with Praxis scores, grades in the program, results from past years, and other measures deemed to be appropriate by our statisticians</p>	<p>Evaluate feedback and analyze data. We will be able to do simple analysis as early as early 2019, when our first set of Internship evaluations have been submitted by supervisors</p> <p>As early as May 2019 we will be able to analyze both the satisfaction of our supervisors with the BARS approach, and the data pertaining to supervisor ratings on the Practicum and Internship Supervisor Evaluations.</p>
<p>Standard 3: We do not have broad enough representation of stakeholders in assessing data collection, analysis, planning, improvements and innovation</p>	<p>Create a larger stakeholder advisory body than we currently employ. The board will be comprised of representatives of Program faculty, students,</p>	<p>Identify individuals to serve on stakeholder advisory committee/board and invite their participation. Establish a meeting schedule and delivery system.</p>	<p>We will seek input from the board/committee members on their satisfaction with the capacity of the body to accomplish goals and endeavors.</p>	<p>We will take steps to create the broader advisory board by March 1, 2019.</p>

	completers, practicum and internship supervisors, employers, the Psychology department, and the Utah System of Higher Education (USBE).			
Standard 4: We do not have a method of assessing the effectiveness of numerous methods of completer support we engage in. It should be noted that some of these supports tie to aspects of the Program in other silos. For example, we invite program completers to attend colloquia in classes of current students.	Develop a way to assess the effectiveness of methods we use to support program completers.	Consider the following: Add questions to our graduate survey to, consult our newly developed stakeholder board, or create a focus group. Consider a multimodal approach composed of one of more of these options.	Once we have decided which of the methods of assessment is most salient and effective, review outcomes from the intervention.	We will establish a method of assessing the effectiveness of our support for program completers by fall 2019. We will respond to feedback by continuing to engage in those practices deemed to be effective, and discontinue those that are deemed to be ineffective or un-necessary
Internal Audit: We found that four instructors have joined our Program faculty since we last had everyone apply for adjunct status with the Department of Psychology.	Achieve 100 percent formal approval for our faculty.	The four faculty members will follow USU's simple procedures for applying for approval of adjuncts in the Department of Psychology.	Scott Bates, Psychology Department Head, will verify that formal approval by the Psychology Department is complete.	The process requires candidates to write a letter to the Psychology Department Head, including a request for the appointment, and providing credentials/experience qualifying the individual for the assignment. Upon approval of the Department Head, names are presented at Psychology Department Faculty meeting for approval. Since no Psychology Department faculty meeting will be held in January, due to the holiday break, it is anticipated that the vote will occur during the February 2019 faculty meeting. The last step is for the Department Head to send a letter to the Dean, informing her that the action has been approved by the Department.

<p>Internal Audit: Composition of faculty with anticipation of retirement of the program director in the next three – four years</p>	<p>Explore options for replacing the current program director upon her retirement in approximately three – four years, and also decide if we should request additional tenure track lines for the Program.</p>	<p>Generate options for replacing the current program director upon her retirement, and also decide if we should request additional tenure track lines for the Program. Seek input from the Psychology Department Head, Program steering and advisory committee and the entire School Counselor Education Program faculty, and the Dean of the EEJCEHS. Review and discuss options. Once a consensus is reached, make formal recommendations to the Psychology Department Head and the Dean of the College of Education and Human Services.</p>	<p>Recommendations will be formally submitted to the Dean of the College of Education and Human Services.</p>	<p>This will likely be a task for academic year 2019-2020 or 2020 - 2021. Progress will be reported in annual AAQEP Annual Reports.</p>
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<p>Draft 1 Review: We realized that we had not made it clear in our draft proposal that new learning objectives were developed for each class in the program, based upon our 2017-2018 curriculum review. We also realized that although faculty teaching courses immediately following the review and assignment of learning objective had incorporated the learning objectives on course syllabi, faculty teaching courses a year or so may not have done so.</p>	<p>All course syllabi will be updated to reflect adoption of new learning objectives for each course in the program.</p>	<p>Course instructors who had not incorporated the new learning objectives into syllabi were emailed with a strong reminder to do so by January 20, 2019. Beverly Pickup will track course syllabi. She will inform Camille Odell a week in advance of January 20, 2019 regarding status. If a reminder is needed, Beverly will send one. On January 20 the updated course syllabi will be emailed to the PSY Department webmaster, who will load them to the School Counselor Education and the Psychology Department websites.</p>	<p>Camille Odell will check to make sure that all course syllabi have been updated and that they appear on the PSY Department webmaster by February 1, 2019.</p>	<p>All course syllabi will be updated with the correct learning objectives, and be viewable on the two websites by February 1, 2019.</p>
<p>Draft 1 Data Review: We realized that for the 2012 and 2013 cohort, a N/A response on the Practicum and Internship Supervisor Evaluations had been erroneously entered on our data sheets as a rating of 10 (highest rating). Statistical analysis using these values was incorrect.</p>	<p>Correct data values in all tables where indicated.</p>	<p>Marietta Veeder, faculty member, writing committee member, and statistician for the Self Study project corrected each value in all tables reporting the accurate 2012 and 2013 cohort results.</p>	<p>Review every table with careful scrutiny, identifying any errors.</p>	<p>Correction of all values have been completed.</p>

Appendix A: Candidate recruitment, selection, monitoring, described and documented

A big piece of our program recruitment efforts includes our program promotion every year in August. The program sends out the program promotion posters and a letter to all superintendents and principals in the state of Utah requesting that the posters are hung in a faculty area for educators to see. A letter and email are also sent out from the program director, Camille Odell. She asks that superintendents and principals forward the email along to the educators in their district and school. Examples of the program promotion poster and the letter from the last two years are included in the School Counseling Evidence Room located here <https://cehs.usu.edu/evidence-room/school-counseling>. Recruitment efforts also take place at career fairs and regional campuses throughout Utah.

Candidate selection is based off of several requirements. Each item of the application is carefully reviewed by an admissions committee. Requirements include: Bachelor's degree from an accredited institution, minimum of a 3.2 GPA from the last 60 credit hours, GRE or MAT score at the 40th percentile or above; B or better grades earned at an accredited institution in: Abnormal Psychology, Analysis of Behavior, and Statistics (2000-level or above), three letters of recommendation, and a Statement of Purpose. The School Counselor Education Program requires students to abide by all applicable completion requirements of Utah State University School of Graduate Studies.

Individuals who meet the admissions requirements stated above may be admitted to the Professional School Counselor Education Program with a Bachelors' degree from divergent fields of study. The faculty of the program believes that by admitting students from a broad selection of majors, we allow for a rich tapestry of experience for cohorts of students to draw from. Coursework in General Psychology and the additional three required prerequisite courses prepare students to engage in Program course work and class discussions through a common bond, however.

Students are monitored throughout their time in the program. They must earn a B or better in all program courses, successfully complete their practicum and internship experiences, and pass the Praxis II Professional School Counselor Exam. Students who struggle to meet these requirements meet with the program director for remediation. Additionally, students are monitored through their Program of Study, Graduation Memorandum, and Licensure Form. Documents to show evidence of student monitoring are found in the School Counseling Evidence Room under Appendix A: Evidence of Student Monitoring at <https://cehs.usu.edu/evidence-room/school-counseling>.

Appendix B: Completer support and follow-up described and documented

Completer support and follow-up is accomplished in a variety of ways. A graduate survey and employer survey is sent out every spring to program graduates in the last 8 years. The employer survey is sent to the graduates, requesting that the survey is sent to their employer. Responses are collected and analyzed by program faculty and staff each year for program improvement and innovation. Faculty meeting minutes that provide evidence of these discussions are provided in this in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>. The program recently underwent curriculum changes and improvement based on feedback from the employer and graduate surveys. Psychology 6580 Collaborative Classroom Instruction is the new course that was added to the curriculum based on responses from the graduates. Psychology 6460 Ethical, Legal, and Transition Issues is another course that was revised based on responses from graduates. The course has been revised to include transitions for students. The course syllabi for both of these courses are included under course syllabi in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>.

In 2016, the Utah State Office of Education revised and implemented a new edition of the Utah Model, called the College and Career Readiness School Counseling Program Model. This model can be found on the Utah State Office of Education website here: <https://www.schools.utah.gov/scep/schoolcounseling>. Updated CACREP Standards were adopted by the Utah State Board of Education, ASCA National Standards were created, and the Praxis Crosswalk document was released. The program revised all practicum documents, including the Practicum Contract, Practicum Supervisor Evaluation, and the Practicum Hour Log to reflect each of these changes. The Practicum Supervisor Evaluation can be found in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/PILOT%20Practicum%20Supervisor%20Evaluation.pdf>. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the spring 2019 semester.

Along with the Practicum documents, program faculty also revised the Internship documents to reflect each one of the changes mentioned above. The program revised all Internship documents, including the Internship Contract, Internship Supervisor Evaluation, and the Internship Hour Log to reflect the new Utah Model. The Internship Supervisor Evaluation can be found in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/PILOT%20Internship%20Supervisor%20Evaluation.pdf>. These documents have been shared with stakeholders for feedback. The documents will be fully implemented in the fall 2018 semester and the spring 2019 semester.

The program considers ongoing communication with program completers to be vital in insuring optimum outcomes for 1) program completers, 2) the program, and 3) the school counseling profession. To insure that these three outcomes are achieved, the program contacts interns and completers via email frequently, for a number of reasons, including the following. Examples of these emails are found in the Appendix below.

- Job opening announcements

- Local, state and national conferences in school counseling or aligned fields

- Legislative action of concern to school counselors and educators in general

- Program-sponsored guest speakers for program students and graduates. Note: In the past few years, the program sponsored the following presentations by nationally recognized educators.

Program completers were invited to participate: Caitlin Ryan, Alice Ann Bailey, and Robert Brooks.

Job Opening Opportunity for Graduates

 Reply  Reply All  Forward




Camille Odell

Beverly Pickup

 1 | 7/1

Fw: Counselor Opening

 You forwarded this message on 7/13/2018 1:00 PM.



2018 Counselor Full Time Opening.doc
36 KB

Hello Graduates, I am asking Beverly to forward this email announcing a school counselor position at Utah County Academy of Sciences. Please review the attached information, and connect with Anna Trevino right away if you are interested. Best, Camille

From: Anna Trevino <anna.trevino@ucas-edu.net>

Sent: Tuesday, July 10, 2018 5:17:24 PM

To: Camille Odell

Subject: Counselor Opening

Hi Camille,

Dane Hanvey has been an exceptional counselor for UCAS for the past 5 years. Unfortunately he has decided to pursue his administrative career and is moving to Jordan District. I am super saddened by this, but I understand that it may be best for him and his family.

If you know of anyone in Utah County that is looking for a counseling position please forward this to them.

Also, AMES in SLC and InTech in Logan are also looking for early college high school counselors. I do not have an announcement for these schools, but I am sure you could find them on their web-sites.

Thank you,

--

Anna Treviño, Ph.D.

Utah County Academy of Sciences

Superintendent

940 West 800 South

Orem, Utah 84058

801-863-2222

National Conferences

ASCA Annual Conference - Registration is Still Open Inbox x

Camille Odell <camille.odell@usu.edu>
to megan.stone, twilbank

Jun 1 ☆ ↶


Greetings,

If you have not registered for the ASCA conference in Los Angeles July 14-17, it is not too late to register. I encourage you to go if you can. If it is not possible to travel to LA, consider participate in the conference as a "Virtual Attendee." Details are below for both in person and virtual attendance.

If you are going to the conference in LA, please send an email to me. Tom Wiltbank, Megan Stone and I will be there for the opening session and the majority of the rest of the conference. We would love to meet you for at least the opening session, where we will sit with other school counselors and students from the state of Utah.

It is always nice to cross paths at conferences. Hope to see you at the conferences this summer—

Best,
Camille



Camille J. Odell, Director
Professional School Counselor Education Program
Clinical Instructor of Psychology
Department of Psychology | Utah State University
2810 Old Main Hill | Logan, UT 84322-2810
Phone: 435-797-5576

Legislation Action

Beverly Pickup

From: Beverly Pickup
Sent: Thursday, March 8, 2018 12:13 PM
Cc: Camille Odell
Subject: FW: HB264 Time to Celebrate

Dear Students,

I am asking Beverly Pickup to forward this email to all students and recent graduates in USU's School Counselor Education program. Passage of HB264 truly is cause for celebration for all counselors in the state of Utah, as well as our state overall. Thanks to all of you who connected with your state representatives and senators.

Camille

From: Utah School Counselor Association
<USCA@wildapricot.org> Sent: Wednesday, March 7, 2018
8:26:10 PM
To: Camille Odell
Subject: HB264 Time to Celebrate

[<http://usca.wildapricot.org/EmailTracker/EmailTracker.ashx?emailCode=IghUmMZXNdFWfYQi8nniY4nHEIa%2b09lp86R>]

Sp7%2f06FpExoDT%2brNLRzGC6EYUegpciA%2biyHJKzPeVJoBbrtVSyC86A975IQfoGi3JfBBXe4w%3d]

HB264 Elementary School Counseling Program

It's Time to Celebrate

HB264 Elementary School Counseling Program March 7th

It is truly time to CELEBRATE.

HB264 has been funded and the bill has now passed the house and senate and is awaiting the Governors signature!!!

[<http://USCA.wildapricot.org/resources/Pictures/untitled.png>]

[[http://USCA.wildapricot.org/resources/EmailTemplates/\(copy\)%20HB264%20Funded%20Update%20%20March%207th/images/law2_flag_photo.png](http://USCA.wildapricot.org/resources/EmailTemplates/(copy)%20HB264%20Funded%20Update%20%20March%207th/images/law2_flag_photo.png)]

A Huge THANK YOU

I would like to send out a BIG THANK YOU to all of you who supported this bill. Thanks to the many board members, counselors and principals that took time out of their day to be on the hill talking in favor of the bill and lobbying representatives to fund and pass the bill!

Another big THANK YOU to all of you who took time out of your day to email, text and call your senators and representatives. YOU MADE A DIFFERENCE for all Utah students!!!! Thank you to Elementary School Counselors who sent me your stories to share. These stories touched the hearts and understanding of representatives and senators and played a major roll in the passing of the bill.

I would encourage you to take a moment to send a personal thank you to your representatives and senators as well as to Representative Eliason and Senator Howard Stephenson.

I would be remiss if I didn't also give a Big THANK YOU to Bryan Kohler who was an amazing advocate for our bill and without who's help along the way we couldn't have accomplished such amazing results.

Monique Hadley

USCA President

USU Sponsored Professional Development

DR. CAITLIN RYAN PRESENTATION

Inbox x



Camille Odell <camille.odell@usu.edu>

10/1/15



to David, Kathy, Kris, Amy, twiltbank, Marietta, Jenna, ameelsandra370, Nancy.karpowitz, Jeff, Marilyn, Alex, Cara

Dear Students, Faculty, Graduates and Colleagues,

I am attaching a flyer announcing an important event being sponsored free of charge by USU's Professional School Counselor Education program. Dr. Caitlin Ryan, Director of the Family Acceptance Project, will be conducting a workshop on the topic: *"Family-Based Approach to Prevent Risk and Build Healthy Futures for LGBT Students"* on Tuesday, October 13, 2015, 8:00 – 10:30 PM. **You will not want to miss this workshop presentation.** As a highly recognized leader in global policy for reducing risks for vulnerable youth, Dr. Ryan has been instrumental in developing family-based approaches for supporting LGBT adolescents. The workshop format will allow participants to engage in skill development using resources which will be provided at the presentation free of charge. Information and skills you glean through attendance at this workshop presentation will be extremely valuable in terms of your professional practice, and will provide you with peer-reviewed resources to share with your at-risk students and their families.

In addition to the flyer, I am attaching a document listing publications and resources authored by the Family Acceptance Project.

Dr. Ryan's workshop presentation will originate at USU's facility in the Granite Education Center, located in Salt Lake City, and will be broadcast to 16 USU Education Centers across the State of Utah. Sites are listed on the attached flyer. Please attend at the site most convenient for you.

Please email Alex Spendlove at alex.spendlove@usu.edu to RSVP for this workshop so that we can have materials for you at the site you attend. THERE IS NO CHARGE FOR ATTENDANCE OR RESOURCES/MATERIALS USED DURING THIS VALUABLE WORKSHOP.

Please email me if you have any questions.

Camille J. Odell, Director

Professional School Counselor Education Program
Clinical Instructor of Psychology/Department of Psychology
Utah State University/2810 Old Main Hill/Logan, UT 84322-2810
Camille.Odell@usu.edu 435-797-5376

2018 USCA FALL CONFERENCE

THURSDAY OCTOBER 11th AND
FRIDAY, OCTOBER 12th

OGDEN ECCLES CONFERENCE CENTER

Workshop Presenter **Dr. Robert Brooks, Harvard
University**

School Climate:

***Nurturing Resilience in our Students and
Ourselves***

Thursday, October 11th 11:30 AM – 3:30 PM



Visit Dr. Brooks website at <http://www.drrobertbrooks.com>

School leadership teams are encouraged to attend including:

School Counselors, School Administrators, School Psychologists,

Health Professionals, and Allied School Professionals

*** Workshop Fee: \$45 ***

Appendix C: Capacity described and documented

Table C1 Capacity for Quality: A Comparison of Program and Institutional Statistics

Capacity dimension	Program statistics	Comparison Statistics (comparison group, norm)	Difference analysis Analysis of the difference between the program & the institutional statistics
Program and Courses Number of credits)	To earn the MEd degree in the School Counselor Education program, students must complete 47 semester credits	USU School of Graduate Studies: for a master's degree, the minimum number of credits required ranges from 30-36. For the MEd degree, the minimum is 36	Program exceeds requirement
Faculty (percentages at ranks; workload)	<p>Full-time USU 57.1%</p> <p>Doctoral Degree 61.5%</p> <p>Graduate Degree 100%</p> <p>Gender 79.0% female</p> <p>Diversity 0 minority</p> <p>Workload: 10 faculty 1 course; 3 faculty 2 courses</p>	<p>90.0% USU MSW Program (distance program)</p> <p>Doctoral Degree 63%</p> <p>Graduate Degree 100%</p> <p>MSW Gender 75% female USU Main campus + RCDE Gender 31.8% female</p> <p>MSW Diversity 12.5% USU Main Campus + RCDE Diversity 19%</p> <p>8 faculty 3/3; 1 faculty 2/2</p>	<p>Although School Counseling program faculty are less likely to be tenured or tenure track faculty members, our instructors were hired because they provide a greater breadth of expertise and experience in both applied and theoretical knowledge of the field than if they were full-time faculty members. This is because they engage in clinical/applied school counseling professional activities that are key to training effective professional school counselors.</p> <p>[Note: A publication by The Education Trust calls for the model that</p>

			we have created. Source]
Facilities (space & equipment provided)	Equipment: The classrooms used for the Kaysville face-to-face format are well equipped and technology is commensurate to, or exceeds classrooms located on campus at USU. Classrooms utilized by students in the statewide broadcast cohorts are equipped with state-of-the-art, two-way audio and video reception, projectors and other equipment necessary to participate in classes and program processes.	We share access with all other RCDE programs and courses. Therefore, we assume equivalency	Facilities are equivalent to other distance programs
Fiscal and administrative (support dollars/faculty member)	SC Program Faculty compensation for all instructors regardless of tenure status: \$7,000/3 credit course for first 20 students, plus \$37.50 per additional student. Pay for the 2017 statewide cohort for a 3 credit course \$8425, for the 2018 Kaysville cohort pay is \$7,675 Program faculty are allowed \$1,500 annually to participate	PSY Department rates for faculty compensation are: \$6,000/3 credit course for PhD tenured and tenure-track instructors MSW compensation for a 3 credit course for PhD is \$4500; for Masters \$3600. MSW faculty are allowed \$1500 annually	School Counseling Program base compensation to instructors exceeds PSY and MSW rates. When additional compensation for student enrollments over 20 is considered, compensation for School Counseling instructors is considerably higher. Commensurate

	<p>in professional development opportunities or materials</p> <p>10-20/hour/week graduate teaching assistants (GTA), up to 2 GTAs per course, are assigned to each instructor for each course. Two additional GTAs are employed by the program to provide student and support and advisement.</p> <p>GTAs are compensated at a rate of \$5,241.68 assistantship; \$2,620 hour/week teaching assistantship</p>	<p>No GTAs in the MSW program. GTA support is dedicated to BSW courses</p> <p>Because the RCDE MSW program does not hire GTAs, a direct comparison cannot be made. However, School Counseling program GTAs are provided the same compensation as GTAs employed by USU's Psychology department for comparable time and responsibilities.</p>	<p>Support by Grad Teaching Assistants exceeds that of the MSW program</p> <p>N/A</p> <p>Commensurate</p>
	<p>USU RCDE employs site administrators and support staff at each of the regional campuses. Each classroom is supported by a facilitator who coordinates technology and troubleshoots any technology-related problems that emerge during classes</p>	<p>RCDE regional campus administrators and support staff is typical for USU</p>	

	<p>During the practicum, highly qualified school counselors are hired by the program to work in the classroom portion of the practicum with students in small groups (ratio = 1:2-4). In addition, highly qualified school counselors supervise practicum students on-site in K-12 schools.</p> <p>The cost per student is equal to USU RCDE Master's-level programs in terms of tuition and university fees. Our students are also responsible for paying for the Praxis test. Fees associated with licensure for educators is covered by the state of Utah.</p>	<p>MSW Distance Program has one faculty liaison</p>	<p>Program exceeds support by highly qualified professionals in comparison program</p> <p>Student responsibility for the cost associated with Praxis testing is typical of USU programs. The Praxis exam is required by USOE for licensure, and is required for graduation from our program</p>
<p>Student support services (equal access to services)</p>	<p>Faculty/Student Ratio is 1 to 10.23</p> <p>Advisement necessary for students to succeed in the program, graduate, and earn licensure was found to be available for all of our students. By virtue of being in the counseling program, students have increased access to individuals with skills to facilitate students'</p>	<p>MSW Ratio is 1:11.25</p>	<p>Student support is essentially equivalent</p>

	<p>personal and professional development.</p> <p>Most student services offered by USU to on-campus students are available to our students, with a few services being unavailable at some sites (i.e., childcare, writing centers). During the practicum, the program employs highly qualified school counselors who meet weekly with students to provide mentorship and applied instruction.</p>	<p>We share access with all other RCDE programs and courses. Therefore, we assume equivalency</p>	
<p>Student feedback (course evaluation means, numbers of complaints)</p>	<p>School Counseling Program student complaints = 0</p>	<p>USU MSW Program student complaints = 0</p>	<p>Equivalent</p>

Description of Program Faculty

Specific credentials and qualifications of USU’s School Counselor Education Program faculty are delineated in detail in Tables C1 and C2. To further clarify the composition of our faculty the following narrative information is provided:

All faculty members, with the exception of the program director and a new part-time tenure track assistant professor, are technically considered adjunct instructors. While eight of the 14 members are employed full-time at USU, only the program director is full-time in the School Counseling program. Equipped with solid professional expertise and rich experience, the 14 individuals who comprise the faculty of the Professional School Counselor Education program are uniquely qualified to contribute to the goal of educating our students to become highly qualified, caring and competent school counselors. Included in the faculty are leaders in school counseling in the state, including two members of the writing committee for the new Utah Model for Comprehensive Counseling. One faculty member is former president of the Utah School Counselor Association and another is the Head of School Counseling in a large urban school district. Our practicum instructor is the former Comprehensive Guidance Specialist in one of Utah’s most populous as well as the most ethnically diverse school districts

in the state. Additional faculty members sit on state-, district- and school-level boards involved with school counseling policy-making and implementation.

The rich variety of professional experience brought to the Professional School Counselor Education program is mirrored by the wide range of educational background they bring to the program. Due to the fact that school counselors are relied upon by K-12 administrators, teachers, students and parents, to deal with issues of student mental health, learning styles and disability, the faculty of the Program has a significant representation of mental health professionals, including the Director of USU's Regional and Campus Distance Education Mental Health Outreach. This instructor was formally a school psychologist. Further recognizing that school counselors also have a mandated responsibility to support academic achievement of all students, our faculty includes professionals trained in the field of education. In some cases, faculty members are trained in both clinical counseling and education.

A new and welcome focus in the field of school counseling is to prepare students in special education to enter and successfully complete post-secondary training. Our new tenure track assistant professor brings to the program rich experience and teaching in the field of transition for special education students. Her joint position in the School Counseling and Rehabilitation Counseling programs provides anticipated opportunities for collaboration between the two aligned professions.

Within our ranks are eight instructors who hold doctoral degrees. Of the eight, three hold PhD degrees in Clinical or Counseling psychology. A faculty member holds a PhD degree in Clinical/Counseling/School Psychology. One of our faculty members has a PhD in Family and Human Development and one has a PhD in Special Education. Two instructors hold M.Ed. degrees and three have MS degrees in Psychology. Of the three MS degrees, one has emphasis in School Psychology, one in School Counseling and one in Educational Psychology.

Faculty members are selected to teach and mentor our students based upon appropriate credentials, and expertise in the subject matter they teach. For example, the instructor for our course designed to develop counseling skills in our students is a counselor at USU's student counseling center and is a clinical instructor for USU PhD clinical practicum students. Similarly, instructors for our grant writing class are university-level instructors who have been highly successful in securing grant funding in the social sciences and who teach other courses at the university. The instructor of our Introduction to Comprehensive Guidance class is a veteran school counselor who is the Student Services Coordinator for her urban school district, and a member of the new Utah Model for comprehensive guidance writing committee.

An exciting new pathway recently added to the curriculum for our program is a course titled "Collaborative classroom instruction for school counselors." This new course answers cutting-edge call from the American School Counselor Association (ASCA) and the Utah State Board of Education (USBE) to train school counselors to train K-12 students in college and career readiness in classroom settings. Current professional positions and course assignments in the Program is presented in Table C2. Curriculum vitae of individual faculty members delineate further experience and expertise of faculty members in the areas they teach. CVs are on the on the School Counselor Education program website located at <https://psychology.usu.edu/academics/grad/med-counselor/index>

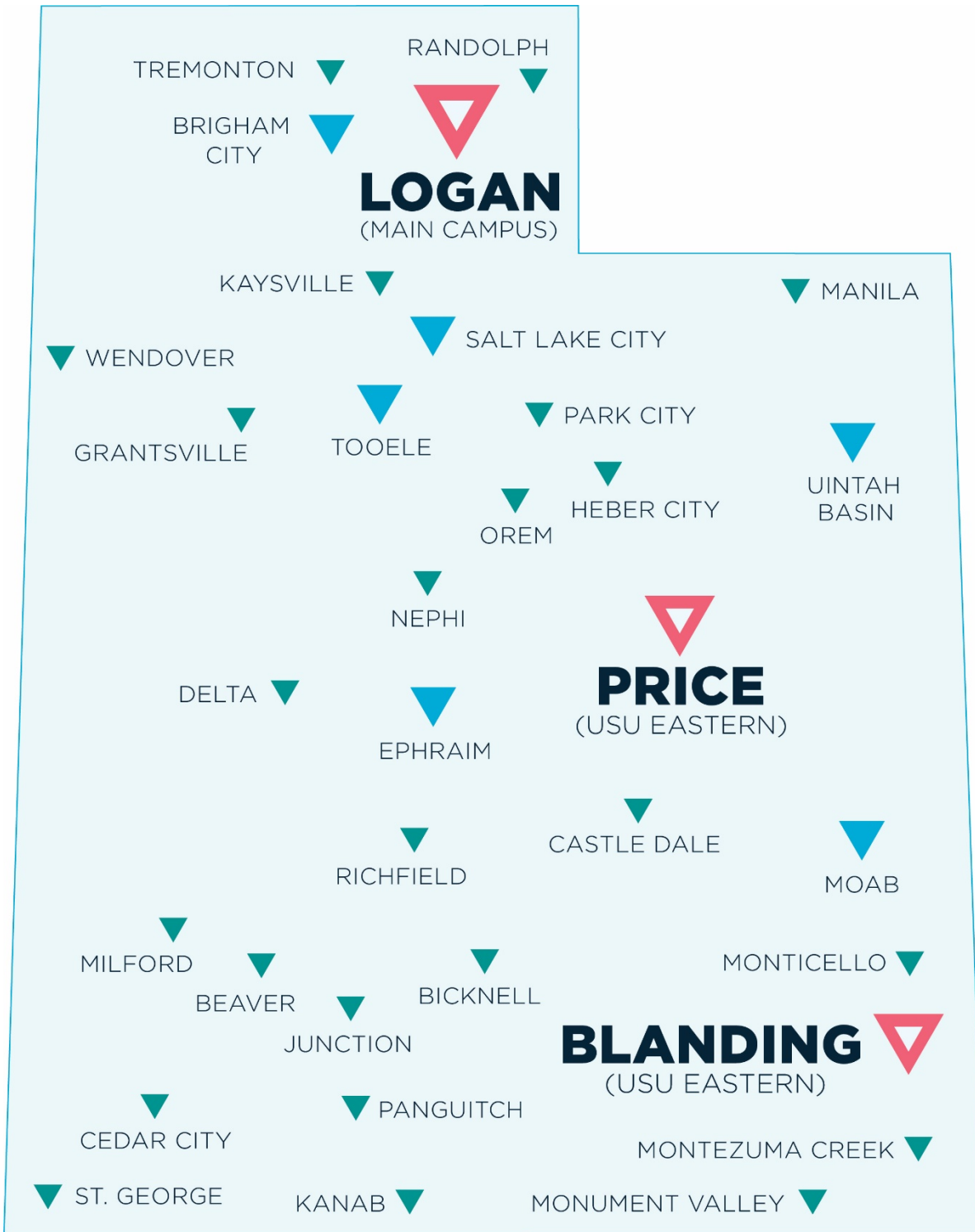
Table C2 Program Faculty Qualifications

Name and Current Rank in USU Psychology Department	Certifications and Licensures	Terminal Degree Institution Specialization Year of Degree	Scholarship Articles Books Presentations Grants	Years at USU/ Years at current faculty rank	Awards and Board Memberships	Years as a school counselor/ percent of time engaged in school counseling or counselor training
Sandra Ameal, Adjunct Instructor	Licensed Professional School Counselor	M.Ed. in School Counseling, Montana State University, 1978	Books – 1	11 years at USU, 5 years at current faculty rank	Boards – 4	45 years in education, 21 years as a school counselor, 11 years as a district administrator (coordinator of school counseling) 3 years as a district discipline specialist
Justin Barker, Adjunct Instructor Director of USU RCDE Counseling Services	Licensed Psychologist	PsyD, Loyola University, Clinical Psychology, 2011		5 years at USU, 2 years at current faculty rank	Boards – 1	1 year as a School Psychologist. Currently practice full time as a university counseling center psychologist
Kathryn Bitner, Adjunct Instructor	Licensed Professional School Counselor	Ph.D., Brigham Young University, Counseling Psychology, 2005	Presentations – 1	9 years at USU	Boards – 1	23 years as School Counselor, 100% time
Chris Chapman, Adjunct Instructor	Licensed Psychologist	Ph.D., Brigham Young University, Clinical Psychology, 2010	Presentations – 1	6 years at USU, 3 years at current faculty rank	Boards – 2	6/60%
Marilyn Hammond, Adjunct Instructor		Ph.D., Utah State, Family Consumer and Human Development, 1999	Articles – 31 Books – 11 Presentations – 61 Grants – 48	28 years at USU, 17 years at current faculty rank	Awards – 14	

Vonda Jump, Assistant Professor		Ph.D., Utah State University, FCHD, 1998	Grants – 24 Books – 17 Presentations – 75	20 years at USU, 2 year at current faculty rank	Boards – 6	0
Amy Kleiner, Adjunct Instructor	Licensed Psychologist	Ph.D., Indiana University, Bloomington, Counseling Psychology, 2005		12 years at USU, Professional staff at CAPS	Boards – 1	20% time counselor supervision and training
Michelle Lizotte Assistant Professor	CRC (Certified Rehabilitation Counselor) LPC (Idaho)	Ph.D., Michigan State University, Rehabilitation Counseling Education, 2016	Scholarships – 5 Presentations – 15 Grants – 1	1 st year at USU- 3 rd year as an Assistant Professor	Boards – 4	3 rd Year as a Counselor Educator
Camille J. Odell Clinical Faculty	Formerly Utah licensed School Psychologist. License not renewed 5 years ago due to new professional interests.	M.S. Utah State University School Psychology, 1997	Articles – 2 Reports – 7 Books – 1 Presentations - 46 Grants - 5	10 years	Boards: 5 Awards: 4	18 years
Megan Stone, Adjunct Instructor	Licensed Professional School Counselor	M.S. in Psychology School Counseling, Utah State University,	Articles – 1 Presentations – 4	6 years at USU	Boards – 5	7 years as a licensed School Counselor, 100% time
Marietta Veeder, Adjunct Faculty	Licensed Psychologist, State of Utah	Ph.D., Utah State University, Combined Clinical, Counseling, School Psychology, 2007	Articles – 2 Presentations – 5 Grants – 1		Awards – 2	2/50%
Thomas Wiltbank, Adjunct Instructor	Licensed Professional School Counselor	M.S., Brigham Young University, Educational Psychology, 1996	Presentations - 9	13 years at USU	Awards – 2	23 years as a school counselor 100% time as a school counselor

Table C3: Current Position and Place of Employment and Course Assignments

Name	Primary Place of Employment and Current Position	Course Number(s)	Course Title
Sandra Ameel, M.Ed.	Salt Lake City School District Comprehensive Guidance Specialist, Retired	PSY 6370 PSY 6610	Practicum in School Counseling College and Career Readiness for School Counsel
Justin Barker, Ph.D.	USU Counseling Center Director, RCDE Psychological Services Psychologist	PSY 6330	Psychometrics
Kathryn Bitner, Ph.D.	Alpine School District, Oak Canyon Jr. High School Counselor, Utah Level 2	PSY 6580 PSY 6260	Collaborative Classroom Instruction, Leadership and Professional Issues Career Development
Christian Chapman, Ph.D.	USU Counseling Center Group Counseling Coordinator, Psychologist	PSY 6290 PSY 6420	Diversity Issues in Treatment and Assessment Group Counseling in the Schools
Marilyn Hammond, Ph.D.	USU, Center for Persons with Disabilities Assoc. Dir. Interdisciplinary Training Division Exec. Dir. Utah Assistive Tech. Foundation	PSY 6700	Grant Writing
Vonda Jump, S.S.W., M.S., Ph.D.	Human Services Research Center Senior Research Scientist	PSY 6700	Grant Writing
Amy Kleiner, Ph.D.	USU Counseling Center	PSY 6350	Intro to Theories of Intervention in Psychology
Michelle Lizotte, Ph.D.	USU Department of Rehabilitation Therapy Assistant Professor	PSY 6460	Legal, Ethical and Transition Issues in School Counseling
Karen Miller, M.S.	Weber School District Student Services Coordinator	PSY 6240	Comprehensive and Systemic School Counseling Programs
Camille Odell, M.S.	USU Department of Psychology Director, School Counselor Education Program Clinical Instructor of Psychology	PSY 6530	Human Development: Lifespan
Beverly Pickup, M.Ed.	USU Department of Psychology Internship Liaison, Academic Advisor	PSY 6250	Internship in School Counseling
Megan Stone, M.S.	Jordan School District School Counselor, Utah Level 2	PSY 6390	Program Evaluation in the Schools: Models and Guidelines
Marietta Veeder, Ph.D.	Box Elder School District Technical Assistant Behavior Specialist	PSY 6130	Evidence Based Practice: School Intervention
Thomas Wiltbank, M.S.	Alpine School District Department Head, School Counseling Center School Counselor	PSY 6340	Consultation in the Schools



Utah State University Section Codes
Update: March 2016

Logan Main Campus (Campus M)		USU Eastern Price Campus (Campus 1)				USU Eastern San Juan Campus (Campus 2)			
001-099	Face-to-Face	PT1-PTZ	Full	Semester & Face-to-Face	Block	Sections,	AT1 - ATZ	Full	Semester & Block Sections, Face-to-Face
501-550	Lab/Recitation	PL1 - PLZ	Lab				AL1 - ALZ	Lab	
570-599	Study Abroad	PN1 - PNZ	Regional Online High School	Courses Regular &			AN1 - ANZ	Regional Online Courses	
601-650	Main Campus Broadcast	PR1 - PRZ	Regional Broadcast				AR1 - ARZ	Regional Broadcast High School Broadcast	
670-699	Main Campus Online	PC1 - PCZ	High School High	Broadcast & On-Campus			AC1 - ACZ		

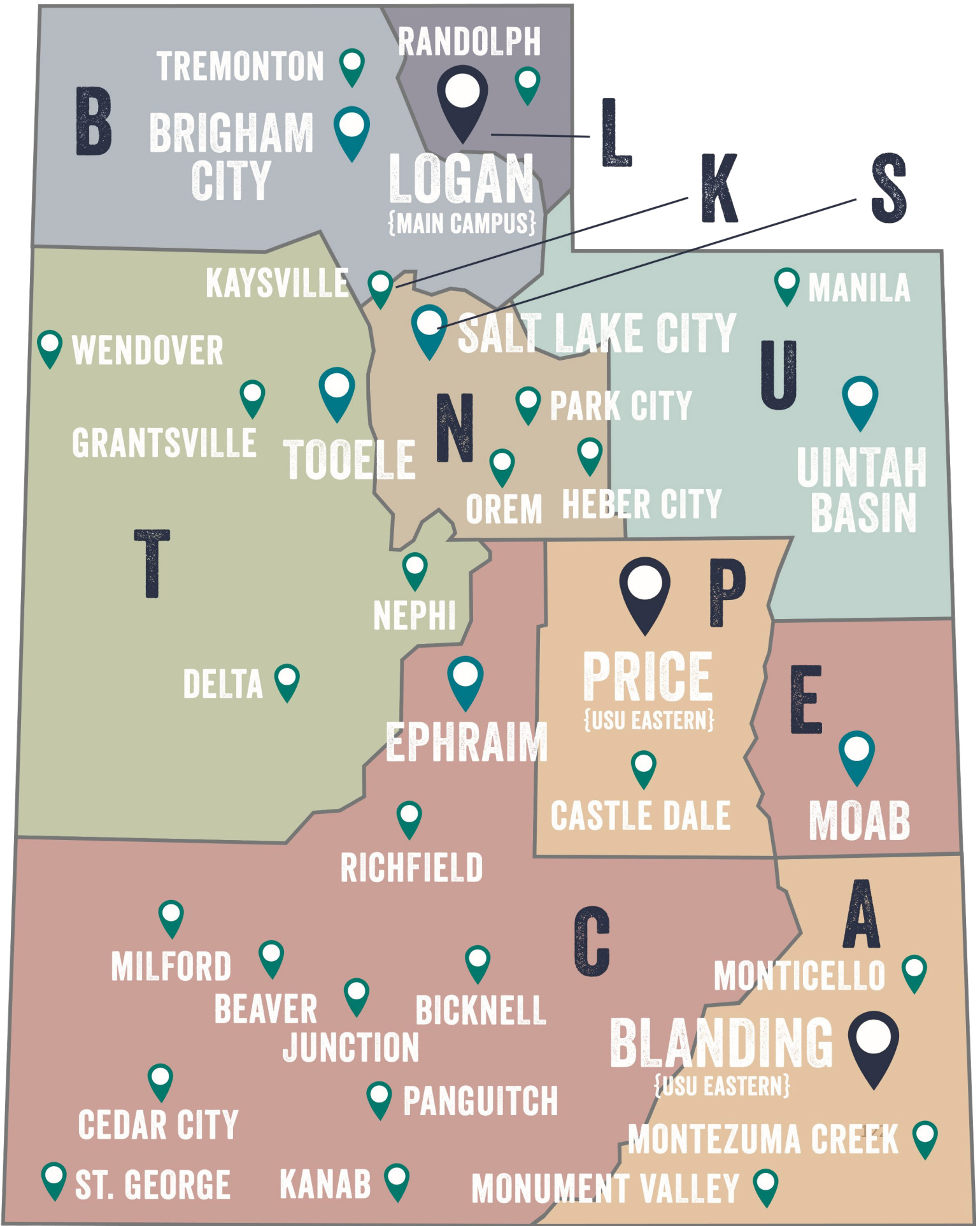
Regional Campuses & Statewide

1st Digit = Campus Code	
A	Blanding
B	Brigham City
C	South West (Ephraim)
E	Moab
K	Kaysville
L	Logan
N	North Central (Orem)
P	Price
S	Salt Lake City
T	Tooele
U	Uintah Basin (Vernal Roosevelt)
X	Special Programs
Y	China Program
Z	Out-of-State

2nd Digit = Delivery Method	
6	BATC (operated by Brigham)
B	Broadcast
C	Concurrent Enrollment
A	Concurrent Enrollment Adult Sections
(Z)X	Concurrent Broadcast to Out-of-State Locations
(Z)Z	Concurrent Face-to-Face, Out-of-State
L	Lab
O	Online
N	Regional Online
R	Regional Broadcast
S	Supervised Study
T	Traditional
*Concurrent Broadcast & will code Z.	
to Concurrent always have the campus	
Out-of-State Locations (X) Face-to-Face, Out-of-State (Z) have the campus	

3rd Digit = Section Number		
1	D	P
2	E	Q
3	F	R
4	G	S
5	H	T
6	I	U
7	J	V
8	K	W
9	L	X
A	M	Y
B	N	Z
C	O	
The section number is assigned incrementally within CAS when the course is built.		





Appendix D: Internal Audit – Specification and Investigation of the Quality Control System

Introduction

The audit for USU’s Professional School Counselor Education Program was conducted by Camille Odell, program director and chair of the accreditation writing committee, Beverly Pickup, program academic advisor and faculty member, and member of the accreditation writing committee, and Dr. Carolyn Barcus, Emeritus faculty member and member of the Program’s Steering and Advisory Committee. Dr. Barcus is not a member of the accreditation writing committee, which provides a pair of outside eyes for the process.

Focus on the Self Study has been ongoing since our last audit cycle seven years ago, when the program received approval by the Teacher Education Accreditation Council (TEAC) in June 2012. Annual reports to TEAC and then CAEP were submitted each spring, 2013 -2017. A heightened and more direct focus on our Self Study began in February 2017, when USU’s College of Education and Human Services received approval from the Utah State Board of Education (USBE) to align with the Association for Advancing Quality in Educator Preparation (AAQEP). AAQEP leaders and we agreed on a date of September 1, 2018 for submission of our draft Self Study, and led to scheduling our internal audit for August. After a summer of developing a better understanding of the overall AAQEP framework, and writing sections 1 – 4 of that framework, we felt ready to conduct our audit. Conducting the audit led us to scrutinize our program in deeper, more detailed way than we had during our summer writing. The audit process allowed us to identify strengths and weaknesses, implement interventions to address weaknesses and ensure ongoing improvement and innovation. We report findings and recommendations based on our careful inspection of our internal review system.

Description of the Program Internal Review System

The Internal Review System, developed by and for the USU Professional School Counselor Education Program, includes assessing the following components: Students, Student Support, Program and Courses, Faculty, and Facilities. Figure D1, the Internal Audit Trail, delineates the pathways utilized during our review. The purpose of the audit is to make sure that we are serving our students the way that we expect we are, in the parameters identified. Using our Internal Audit Plan and probes, in Table D1 we state our immediate findings. In Table D2 we detail mechanisms used to verify our probes, state our findings about the efficacy of our internal review process, and briefly summarize strengths and weaknesses. We present our overall findings in narrative form in the Conclusion. The accreditation writing team, consisting of Camille Odell, Marietta Veeder, Beverly Pickup and Carson Checketts, reviewed, organized and provided interpretation of the findings, and presented them to the rest of the faculty for their review and comment.

Internal Audit – Audit Trail
 USU Professional School Counselor Education Program



Audit Procedures

The audit commenced on August 9, 2018 with the random selection of electronic student files. We identified and marked every fifth student file from lists organized by year of acceptance to the program. This process resulted in random selection of approximately 20 percent (N = 24) of students who entered the program in each of the following fall semesters: 2012, 2013, 2014, the years for which we conducted our audit. We assessed each randomly selected electronic student file to see if all documents on the School Counseling program document checklist were present.

The process described above resulted in selection of the student files listed by year below. The files are located in USU Box – Psychology – School Counseling – 2012 Cohort, 2013 Cohort, and 2014 Cohort.

2012, Kaysville: N = 6: Leslee B., Destiny R., Lance H., Lisa J., Lynn N., Aaron T.

2013, Statewide: N = 11: Reilee B., Lisa C., Lorelee G., Kevin J., Elizabeth J., Marva L., Michelle O., Jessica R., Jill S, Shena S. (LOA), Timothy W.

2014, Kaysville: N = 6: Kristen H., Alison J., Michelle L., Christine N., Angela S., Jana W.

Next, we selected 20 percent of our faculty by identifying every fifth member listed alphabetically on our program website. A conundrum arose over whether to audit current instructors, or instructors who were teaching during our target years of 2012-2014. Four faculty members changed from 2012 to 2018. We made the decision to select from our list of current instructors, believing that the most important reason for the audit is to identify current weaknesses and take steps to correct them so they do not affect our students now and in the future.

We used the list of instructors on our program website, located at <https://psychology.usu.edu/academics/grad/med-counselor/index>

The following instructors were randomly selected:

Marilyn Hammond
Camille Odell
Thomas Wiltbank

Lastly, we selected 20 percent of our 14 courses (N = 3) **Note:** A similar question as stated above arose over whether to audit current courses, or courses required during our target years. Since 2012, we added one 3-credit course, and one two-credit course became an elective. We made the decision to audit current courses, so that we can identify and take steps to correct weaknesses that will affect our students now and in the future. Please note that as it turned out, the three courses selected using the process described, were required in our target years. The following courses were randomly selected by identifying every fifth course listed on the course calendar located at:

<https://psychology.usu.edu/academics/grad/med-counselor/course-schedule>.

- PSY6350: Introduction to Theories of Intervention in Psychology (3 credits)--Amy Kleiner
- PSY6370: Practicum in School Counseling (Weekly evening class plus 150 clock hours in a school setting) (3 credits)--Sandra Ameal
- PSY6700: Grant Writing for School Counselors (On-Line,2 credits)--Marilyn Hammond & Vonda Jump

Table D1
UTAH STATE UNIVERSITY
SCHOOL COUNSELOR EDUCATION PROGRAM
INTERNAL AUDIT PLAN and BRIEF REPORT of FINDINGS

Note: We probed randomly selected student files using the questions below

Audit Probes	Findings and Comments - Brief
Students	
1. Did students meet admissions requirements?	
a. Undergraduate GPA of 3.2 or higher.	1. a Yes
b. Undergraduate major/concentration in approved field	1. b Yes
c. GRE or MAT scores at 40 th percentile or above	1. c Yes
d. Three required prerequisites with B range or above	1. d No, one randomly selected student did not have prerequisite verification.
e. Two reference letters	1. e Yes
f. Personal statement	1. f Yes
g. Exceptions to a-h justified and documented	1.g Yes
2. Did students reflect program efforts to admit and retain:	
a. Diverse students with demonstrated potential as school counselors?	2. a Yes, however, this is an ongoing challenge. See Findings, P. ___
b. School Counselors for high demand areas	2. b Yes
c. School Counselors for high need schools	2. c Yes
3. Did any students request a Leave of Absence (LOA)?	3. a Yes
4. If yes, were correct procedures followed to approve the LOA?	4. a Yes
5. Did students have a Program of Study (POS) that reflected program/degree requirements?	5. a Yes
6. Did students meet requirements for program retention?	6. a Yes
7. Did students have adequate options for fieldwork affiliated with Practicum and Internship?	7. a Yes
8. Did students meet requirements for admission to Practicum?	8. a Yes
9. Did students meet requirements for admission to Internship?	9. a Yes
10. Did students complete program and degree requirements?	
a. Courses specified in Program of Study on file with the USU School of Graduate Studies	10. a Yes
b. Graduate GPA of 3.0 or higher	10. b Yes
c. Internship	10. c Yes
d. Passed Praxis II exam in School Counseling	10. d Yes

11. Were students recommended for licensure in School Counseling with the Utah State Board of Education (USBE)?	11. Yes
12. Did students complete the degree in an appropriate timeframe?	12. Yes
Student Support	
13. Was each student assigned an advisor?	13. Yes
14. If yes, did the advisor provide timely and useful advising?	14. Yes
15. Did students seek assistance from office staff?	15. Yes
16. Did students receive any GA/TA support from the program or campus? If yes, was it comparable to funding available to other students on the campus?	16. Yes
17. Did students use any campus support services?	17. Yes
18. Are students informed of how to file a grievance?	18. Yes
19. If a student files a grievance, are appropriate procedures followed?	19. Yes
Program and Courses	
20. Were all required courses approved by the Education Policies Committee (EPC)?	20. Yes
21. Were all required courses listed in the USU Catalog	21. Yes
22. Were all required courses listed on the Psychology Department website?	22. Yes
Faculty	
23. Were any courses taught by faculty members in tenure-track positions?	23. No
a. Did he/she have a doctorate in a field related to the course content?	23a. N/A
24. Were any courses taught by adjunct faculty members with a Master's Degree and expertise related to the course content?	24. Yes
25. Were courses evaluated by students using USU's IDEA procedures?	25. Yes
26. Did faculty use student feedback to improve courses?	26. Yes
Facilities, Equipment, and Supplies	
27. Were courses in classrooms of appropriate size with adequate seating for students enrolled?	27. Yes
28. Were courses held in classrooms with suitable equipment and supplies?	28. Yes
29. Were courses held in rooms with adequate lighting, heat, and ventilation?	29. Yes

*Thanks to Binghamton University for sharing this internal audit strategy

Findings

Please consult Table D2, which displays audit probes, mechanisms used verification, summary findings, and assessment. A narrative discussion regarding strengths and weaknesses of the program, informed by the internal audit, is immediately below.

Students

Our investigation indicated that overall, this an area of strength in the program internal review process. With the exception of only one document, for one student, all randomly selected student files were complete, including correct notations on the Program's two document checklists (Please review these documents by accessing the School Counseling Evidence Room under Appendix A: Evidence of Study Monitoring at <https://cehs.usu.edu/evidence-room/school-counseling>). Items 1 – 12 on our Internal Audit Plan were verifiable using our probes, and the audit process was relatively smooth and uncomplicated. However, closer inspection of the one missing document drew the attention of the audit team to the fact that verification of prerequisite courses was the area that was by far the most time-consuming during the audit. Exploration into the reason led the team to realize that the files under audit scrutiny belonged to students enrolled in the Program prior to the 2015 adoption of *Recruit*, the data management platform now utilized by the USU School of Graduate Studies to track progress and documents for student admission and retention. Prior to *Recruit*, tracking prerequisite courses was not part of the School of Graduate studies protocol. This required individual programs to engage in a cumbersome, in-exact process of tracking prerequisite completion. The old system was in place during the years the students in the 2012, 2013 and 2014 cohorts, our target students, were applying for and participating in the program. During the audit, we essentially had to rely on the inefficient, and now defunct, system.

Although the process was time consuming, positives came out of the discovery of the trouble spot for the program in the past. Delineated, the positives are:

- 1) We have evidence that the internal review system is working because a program weakness, present in 2015, was successfully corrected in academic year 2015-2016. **Note:** Self Study Reviewers interested in exploring *Recruit*'s capacity to successfully track prerequisite classes, should let Camille Odell know, and she will arrange a demonstration.
- 2) Our system for tracking student documents is working
- 3) Students admitted to our program meet high quality standards
- 4) The discovery that a student had been admitted without a prerequisite motivated Beverly Pickup, our Program Academic Advisor, to check each student file in our target years to see if other students had been admitted without all prerequisite courses complete. A thorough review of all files showed that the randomly selected file was an outlier. Review of prerequisite completion for ALL students in the three-year target group showed no other errors. Beverly was motivated to check students enrolled in the program since 2014, and again found no errors.

Student Support

We did not identify any problems in this area during the audit. A detailed discussion regarding methods of supporting students is in Section 3, bullet 4 of this Self Report. Evidence of student support implementation appears in Appendix A.

Programs and Courses

We did not identify any problems in this area during the audit. A detailed discussion regarding program curriculum is in Section 3, bullet 1, where we offer a detailed description of the instruments used to document program and course approvals.

Faculty

Looked at only on the surface, this could be an area of weakness for our program. Probe 23, “Were any courses taught by faculty members in tenure-track positions?” received a No response, and Item 24 “Were any courses taught by adjunct faculty members with a Master’s Degree and expertise related to course content?” received a Yes response, and for the majority of our faculty. A detailed discussion of our faculty composition is in Appendix C, where we present program capacity regarding faculty. There we provide evidence from multiple sources to support the effectiveness and industry acceptance of the credentials of our teaching faculty. We also discuss this topic in the Conclusion section of our Self Study on the table titled Findings and Recommendations.

Facilities, Equipment, and Supplies

This is an area of strength for our program. We provide evidence to support capacity in the critical endeavor of providing students in our distance-based program with optimal facilities, equipment and supplies in Appendix C.

Conclusions

The internal audit found that the internal review system was successful in revealing both strengths and weaknesses of the program. Utilizing the system provided an opportunity for careful investigation of weaknesses, leading to our formulating interventions to follow up to make certain that we identify and correct weaknesses. For example, we learned that our process for evaluating candidate completion of required prerequisite courses was ineffective until 2014, when we collaborated with the School of Graduate Studies to adopt *Recruit*, a new data management system. The discovery of one error led our advisor to check every student file from 2011 until now. She did not find any other errors. This outcome let us know that our process for tracking prerequisite completion is working.

During the audit, we also became aware of another weakness, having to do with procedures for hiring instructors for our program. Following our audit process of selecting 20 percent of faculty for audit, we found everything was correctly in place for the three faculty members whose names we pulled when using the system of investigating every fifth person. However, as we looked at the entire rostrum of

instructors, we realized that we have four instructors not formally approved by the entire Psychology department faculty. These four individuals joined our faculty within the past two years, with the approval of our department head and our steering and advisory committee. However, the USU formal approval process was overlooked, likely in part due to a change in our department leadership. Program director Camille Odell informed our department head, Scott Bates, who came on board as interim department head this summer, and requested that the proper hiring process initiate as soon as possible. Approved by Dr. Bates, the process will commence immediately. In keeping with USU procedure for hiring adjunct faculty, the four instructors are writing letters to Scott Bates to request adjunct status in Psychology. Curriculum Vitae, reviewed by the program director, former department head, and steering and advisory members prior to informal hiring over the past two years, will be sent to the department head, who will have them available for Psychology department faculty to review.

In summary, the internal audit was a valuable enterprise leading to a detailed investigation of important, discreet, components of our program that are normally explored only holistically. We learned that the internal review system is working to identify strengths and weaknesses.

Table D2

Internal Audit Probes, Mechanism for Verification, Summary Findings, Strengths and Weaknesses

Internal Review Component	Audit Probes	Mechanism for Verification	Probes used by audit team	Summary Findings	Strengths and Weaknesses
Students	Probes 1 – 12 on Table D1	<p>Program files in Box, School of Graduate Studies files</p> <p>Program, department, college, university</p> <p>Program files in Box, School of Graduate Studies files, program, department, college, university policy</p> <p>Program and School of Graduate Studies files</p> <p>Program, state and national standards for practicum and internship</p> <p>Student transcripts, practicum and internship evaluations, university policy</p> <p>Program, School of Graduate Studies, university policy</p>	<p>Check to see if students met admission requirements</p> <p>Check to see if program promotion, and recruitment strategies targeted diverse populations, including high demand, high need schools</p> <p>Check to see if proper procedures were followed</p> <p>Check to see if proper procedures for LOA were followed</p> <p>Check to see if Programs of Study are on file and if they reflect program/degree requirements</p> <p>Check to make sure that students were advised about practicum and internship options and requirements</p> <p>Check to see if students met requirements for program retention, including admission to practicum and internship</p> <p>Check to see if students completed program and degree requirements</p>	The system is working	The internal review system is working to ensure that Program, department, School of Graduate Studies, college and university policies and procedures are implemented and can be verified for individual students. Checks made using probes 1 – 12 found only one error in one student file. We describe this error in detail in the narrative report of our findings. The error was likely due to the old system for tracking admission documents that the School of Graduate Studies used at the time of admission in 2012. The School of Graduate Studies replaced the old system in 2014 with <i>Recruit</i> . No additional errors were found in our data target years, or since that time. Our two document checklists are working to track student progress and documentation successfully

<p>Student Support</p>	<p>Probes 13 – 19, Table D1</p>	<p>Program, college and USBE Licensure office</p> <p>Program, department, college and university</p> <p>Course syllabi, department, college and university websites</p>	<p>Check to see if students were recommended for licensure with USBE</p> <p>Check to see if necessary and student support services were provided</p> <p>Check to see if students know how to file a grievance, and if proper procedures are followed</p>	<p>The system is working</p>	<p>Strength. Student support services for students enrolled in distance education programs have improved dramatically since our last accreditation. Our graduate student surveys for a couple of years showed that satisfaction with advisement was only moderate. We hired a full-time advisor, and continued to have a 20 hour per week graduate assistant to assist with general program advisement. Every course in the program has at least one graduate teaching assistant, and several have two. Three years ago, USU implemented mental health counseling services for all distance education students in a setting close to home. The director of the initiative, Dr. Justin Barker, is a faculty member in the program. In addition, USU constructed two additional education centers at sites where we have high numbers of students—Kaysville and SLC. Education Centers provide registration, testing, tutoring and other student support services. A formal procedure for identifying at-</p>
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Program and Courses	Probes 20 -22	Department, College and University	Check to see if all courses are approved by the EPC, that they are listed in the USU Catalog, and on the Psychology Department website	The system is working	risk students is in place through a partnership with the School of Graduate Studies
Faculty	Probes 23 – 26	<p>Program, department, college, university hiring procedures</p> <p>Faculty curriculum vitae</p>	<p>Check to see if proper procedures were followed in hiring program faculty</p> <p>Check to see if adjunct faculty members have a master’s or doctoral degree, and experience related to the course content</p>	The system is working	<p>The internal audit revealed that all courses in the program are approved using established university standards</p> <p>This area traditionally elicits discussion. This fall we added one half-time tenure-track faculty member. The director of the program, an instructor in the program, is full-time. All other faculty have adjunct appointments in the Department of Psychology. In Appendix C, Capacity, we discuss in detail our program faculty composition, and provide a support for our model using multiple sources of evidence. Mentioned briefly here, graduate and employer survey results, student scores on the Praxis exam, grades, and rates of hire all provide support for our model. We also noticed that the PSY department faculty has not formally approved four relatively new faculty members. Procedures are underway to correct this right away.</p>

<p>Facilities, Equipment, Supplies</p>	<p>Probes 27 – 29</p>	<p>USU IDEA Course Evaluations</p> <p>Program and instructor files</p> <p>University and RCDE, Program, department, college, university</p>	<p>Check to see if all courses and faculty were evaluated by students</p> <p>Check to see if findings of course evaluations were used to foster improvement in courses</p> <p>Check to see if facilities were adequate to facilitate learning</p> <p>Check to see if equipment/technology is adequate to deliver the curriculum and support instructional activities</p> <p>Check to see if supplies and materials are available to students and instructors in the needed format</p>	<p>The system is working</p>	<p>Strength. Students in each class in the program have filled out IDEA evaluations for years. Course instructors, the program director, Psychology department head, and steering and advisory committee members review course evaluations. The program director meets with individual faculty annually to establish goals for course updates and improvements. The past year has been a very productive year for program faculty, as each course has been reviewed and new learning objectives incorporated, in keeping with our curriculum review. Discussed in detail in Section 3.</p> <p>The internal audit showed that all students are located in classrooms of appropriate size and adequate lighting, heat and ventilation. All classrooms are equipped with suitable equipment and supplies. Broadcasts are carried with high quality outcomes to classrooms located across state, including where our students are located.</p>
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Appendix E: Jurisdictional Obligations Met Not Applicable

Appendix F: Missional Commitments and Distinct Contributions

Missional Commitments and Distinct Contributions

In keeping with the University's land grant status, we seek to foster equal educational opportunities for students in locations across the state, including geographically rural and remote areas, as well as urban areas with high levels of racial, SES, cultural, religious and gender diversity. A map of USU's regional campuses is viewable here: <https://regionalcampuses.usu.edu/locations/>. Stated in Section 4, the School Counselor Education program is committed to preparing school counselors who are capable of assisting all students in a broad range of contexts.

Our method for successful engagement with communities and individuals across the state consists of a multi-level approach, summarized below:

RCDE Format

Offering USU's M.Ed. program in school counseling via live broadcast across the state of Utah provides an opportunity for our students to engage with K-12 schools in all areas of the state, including areas of high need. The highest level of engagement with school districts occurs during the second and third year of training, when students spend time in the schools in experiential contexts, practicum and internship.

AmeriCorps and Vista Programs

Schools and districts benefit by having skilled support in school counseling endeavors, free of expense, since VISTA and AmeriCorps programs finance the endeavor. The field of education improves collectively as students in Title 1 schools receive additional support. A win-win opportunity for students in our program, Utah school districts, and the general educational landscape. For students, participation provides practicum students and interns in unpaid positions with compensation. For information about AmeriCorps and VISTA, please access this website:

<https://www.nationalservice.gov/programs/ameri-corps/ameri-corpsvista>

Program promotion and recruitment strategies.

With a goal of diversifying candidate selection from varied statewide groups representing non-homogeneous racial, gender and SES populations and geographic locations, recruitment strategies are multifaceted. A brief but inclusive list appears immediately below.

Recruitment

1. The program engages in an annual program promotion drive. An email to all Utah district superintendents and K-12 principals goes out in early August. The email provides succinct information about our program, including the fact that it is offered one evening a week via the UEN broadcast system across the state as well as via a face-to-face format in Davis county. Details are including regarding start dates contact information. We attach an electronic version of our promotional poster to the email, redesigned each year by USU's Regional Campus and Distance Education Marketing Department. In addition, we mail a hard copy of a letter and poster to the same individuals, which we

request be hung on posting boards in faculty areas. A copy of the poster and letter is in the School Counseling Evidence Room at <https://cehs.usu.edu/evidence-room/school-counseling>.

2. College of Education and Human Services recruitment team represents the School Counselor training program at graduate fairs held both within, and beyond, the boundaries of the State of Utah. The person staffing the booth is adroit at pulling up our website, and has pamphlets and other written materials to distribute.

3. The USU Regional Campus and Distance Education department distributes posters, pamphlets, flyers and other written materials at USU Education Centers located across the state of Utah. Please click on this link to view where USU-Regional Campuses are located: <http://www.usu.edu/campuses/>

We seek to support the goal of diversification of the educator workforce

The list below provides a brief overview of methods used by the program to diversify the educator workforce. In addition reading the brief information below, reviewers, please turn to Appendix B, where candidate, student and completer support and follow-up are described and documented in detail.

1. Not included for candidate selection criteria are the following: geographic location, gender, sexual orientation, race, ethnicity, income level, religion, or any other denoting bias.

2. The program funds scholarships for low-income students

3. Graduate/Completer and Employers surveys – described above, these surveys invite feedback from all program completers and their employers. The surveys go out to every program graduate and every employer.

4. Announcements regarding trainings, job openings, conferences, webinars, legislative initiatives, and other information that is relevant to school counseling professionals sent via to all students and completers without regard to any of the possible biases listed in number 1.

We seek to place practicum students, interns and graduates across the state of Utah, in an effort to serve the needs of K-12 students. Table 4.1 is included in this section to provide evidence of our efforts in this objective.

**Table 4.1 USU School Counselor Education Program
Student and Program Completer Placements in Utah School Districts 2012-2014**

School District	No. of Students - Practicum	No. of Students - Internship	No. of Students - Employment
<i>Public Schools</i>			
Alpine School District	18	15	10
Box Elder School District	4	2	1
*Cache School District	10	10	2
Canyons School District	3	5	2
*Carbon School District			1
*Davis School District	13	16	11
*Emery School District	1	1	1
Grand School District	1	1	1
*Granite School District	3	5	4
Jordan School District	2	3	2

Juab School District	3	3	1
Kane School District	1		1
Logan City School District	4	4	4
Morgan School District	2	1	1
Nebo School District	3	5	3
North Sanpete School District	1	1	1
*Ogden City School District	4	2	1
Park City School District	2	1	1
Provo City School District	2	2	1
*Salt Lake City School District	5	5	3
*San Juan School District	1	1	1
Sevier School District	1	1	1
Tooele School District	1	1	2
Uintah School District	1	1	1
*Washington School District	4	4	3
*Weber School District	13	14	9
<i>Charter Schools</i>			
American Academy of Innovation			1
*American Preparatory Academy			1
*Athlos Academy			1
*Fast Forward Charter School	2	1	
*InTech Collegiate High School		1	
NUAMES High School			1
Paradigm Schools 7-12			1
*Providence Hall	1	1	1
*Providence Hall Junior High	1	1	1
*Quest Academy Charter High School		1	1
*Spectrum Academy High School	1	2	2
Thomas Edison Charter School		2	1
*Utah Connections Academy	1		

*Utah International Charter School		1	
Wasatch Peak Academy			1
<i>Private Schools</i>			
Juan Diego Catholic High School	1		
Layton Christian Academy	1		
St. John the Baptist Catholic Middle School		1	1
Telos Academy		1	

***Title 1 School**

Appendix G: Data Quality

Validity and Reliability of Current Data Sources

Name	Respondent or Source	Data Validity and Reliability
Demographic data	Admission applications/student level	Generally accepted to be both valid and reliable as the data is purely descriptive. Much of it may be limited due to the self-report nature of the data.
GPA at various time points	University database/student level	Reliable, content valid.
Course grades	University database/student level	Generally reliable, impacted by changes in faculty. High level of content validity; however, it is unclear whether grades are truly indicative of mastery of course content. Needs further examination
Praxis II Scores	ETS/student level	Psychometric properties established by ETS; strong content validity.
Practicum Classroom Supervisor Evaluation	Classroom supervisors/student level	Good content validity.
Practicum Supervisor Evaluation	Practicum supervisors/student level	See Evaluation folder of this appendix for supporting research. Good content validity.
Internship Supervisor Evaluation	Internship supervisors/student level	See Evaluation folder of this appendix for supporting research. Good content validity.
Graduate Survey Results	Graduates/non-identified student level	Content validity. Concerns related to bias introduced by return rate and possible selection bias.
CEHS Completer Survey Results	Graduates/non-identified student level	Content validity.
Employment information	Graduate or state database	Content validity. Good reliability.
Employer Survey Results	Employers/non-identified student level	Content validity. Concerns related to bias introduced by return rate and possible selection bias. Low sample size issues.
Minutes of faculty meetings	Permanent product from monthly faculty meetings	Content validity. Reliability may be impacted by note-taker bias.
Pilot test of new Practicum and Internship Evaluation forms	Supervisors/instrument level	Content validity. Needs further examination.
2016 CACREP, ASCA, and Utah Model Standards for School Counseling Programs and Praxis Crosswalk alignment	Faculty members/course level	Content validity.

ITEM FOR ACTION

Utah State University's Department of Music, in the Caine College of the Arts submits the attached accreditation program review of the Master of Music in Performance – Voice for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Music Master of Music in Performance – Voice program and courses prepares students with a high level of voice performance across many genres along with providing a foundation in pedagogical approaches for private voice instruction. The program has seven highly qualified core faculty members. Faculty maintain a high visibility and exert a strong influence in the fields of performance and pedagogy. This program will offer graduate students the opportunity to acquire comprehensive knowledge of voice performance and pedagogy through research, individual instruction, and classroom instruction. Students will gain leadership experience and opportunities to serve the community through performances and teaching. The Master of Music in Performance – Voice program is accredited through the National Association of Schools of Music.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Music Master of Music in Performance – Voice program.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Music Master of Music in Performance – Voice in the Caine College of the Arts 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 accreditation program review for the Department of Music Master of Music in Performance - Voice, and that this accreditation 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: Master of Music in Performance - Voice
School or Division or Location: Caine College of the Arts
Department(s) or Area(s) Location: Music 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 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.

Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher

JUL 06 2018

OFFICE OF THE EXECUTIVE DIRECTOR

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC
11250 ROGER BACON DRIVE, SUITE 21
RESTON, VIRGINIA 20190-5248

✓ Frank 1.

TELEPHONE: (703) 437-0700 FACSIMILE: (703) 437-6312
EMAIL: INFO@ARTS-ACCREDIT.ORG WEB SITE: NASM.ARTS-ACCREDIT.ORG

July 3, 2018

Cindy Dewey
Head, Department of Music
Utah State University
4015 Old Main Hill
Logan, UT 84322-4015

Dear Professor Dewey:

Thank you for submitting your application for review by the NASM Commission on Accreditation. The Commission, at its June 2018 meetings, took action on the institution's application.

Please find enclosed a Commission Action Report describing this action in detail. This Report contains information of note and, if applicable, any requests for further information from the Commission. Please note the Association's policy regarding *Disclosure and Confidentiality*, a copy of which has been enclosed.

This action is taken based upon a review of Utah State University according to the NASM accreditation standards in effect in June 2018.

As an accredited institutional member of NASM, the institution is reminded of its responsibility to participate in reviews and revisions to the NASM *Handbook*, and to maintain its operations and programs current with NASM standards as these are developed and approved.

The Commission on Accreditation and the Association appreciate the institution's efforts with regard to its application, and its careful consideration of and attention to NASM accreditation standards and guidelines. Further, the Commission and Association appreciate the work accomplished by the institution on behalf of music and higher education.

Please contact the NASM National Office staff if you have questions or need assistance with regard to this action or any other aspect of the work of the Association.

We offer congratulations on your achievements and best wishes for the continuing success of the institution.

Thank you.

Sincerely yours,

Karen P. Moynahan
Executive Director

KPM:jk
Enclosure

cc: Noelle Cockett, President
Utah State University



National Association of Schools of Music
11250 Roger Bacon Drive, Suite 21
Reston, Virginia 20190-5248

COMMISSION ACTION REPORT

This document provides the official action of the Commission as indicated in the cover letter of the same date.

July 3, 2018

UTAH STATE UNIVERSITY
Department of Music

Action:

Action 1 of 1: Application for Plan Approval – Response

The Commission voted to accept the Response and grant Plan Approval for the following degree:

Master of Music in Performance (Voice).

When two transcripts are available for this degree, the institution should submit an application for Final Approval for Listing. Instructions for submitting Final Approval for Listing applications may be found in the NASM documents *Policies and Procedures for Reviews of New Curricula* and *Instructions for Preparing Curricular Tables in the NASM Format* which may be downloaded from the NASM website at <https://nasm.arts-accredit.org> (see “Accreditation,” beneath that “Accreditation Materials,” beneath that “Procedures,” and beneath that “New Curricula”).

Karen P. Moynahan
Executive Director

KPM:jk

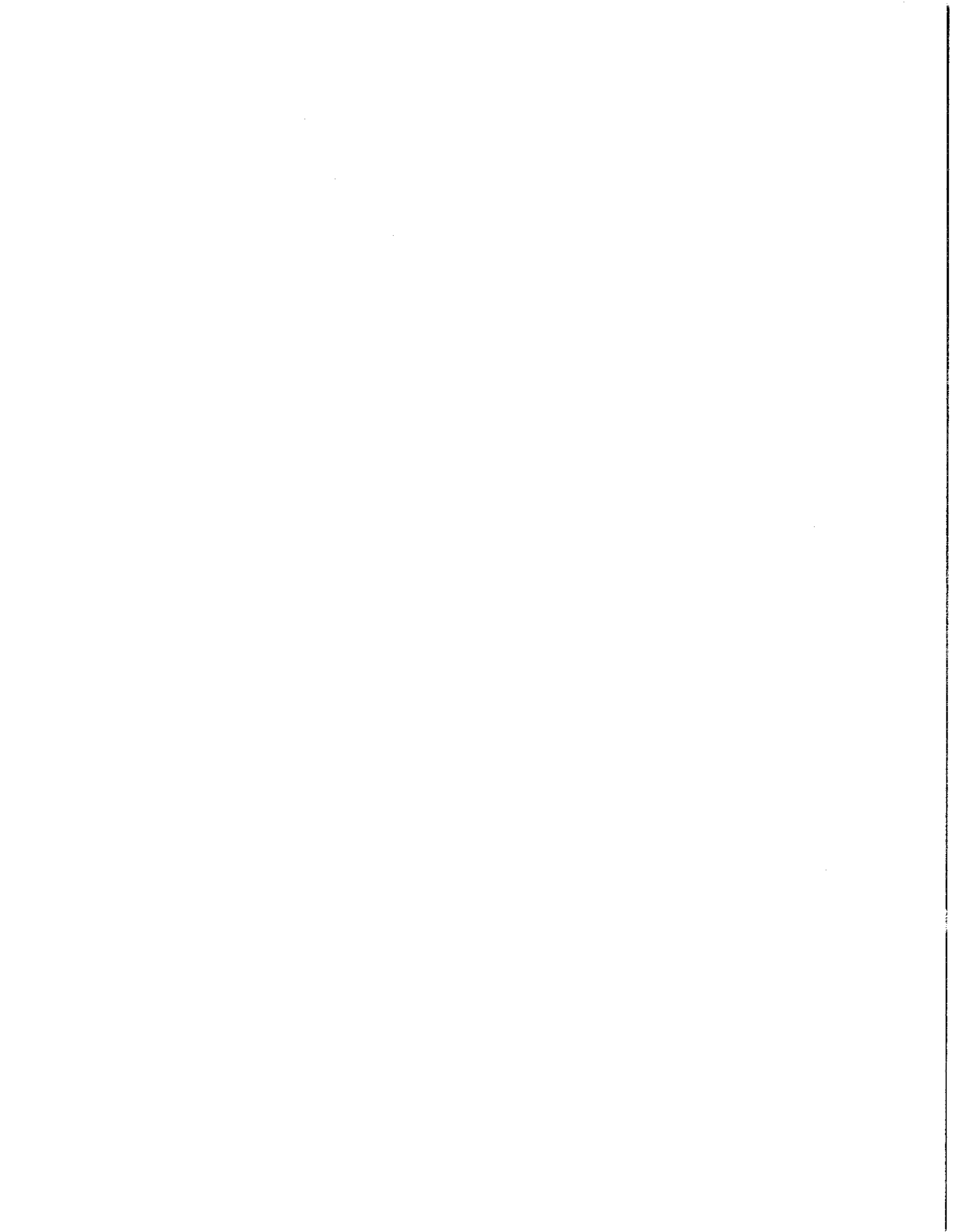
Utah State University

Music Department
4015 Old Main Hill
Logan, UT 84322-4015

Noelle E. Cockett, President
Cindy Dewey, Department Head, Music

April 13, 2018

Submitted to the NASM Commission on Accreditation
for the Plan Approval of a
Master of Music Degree in Performance - Voice



Program Title: M.M. in Performance - Voice

Number of Years to Complete the Program: 2

Program Submitted for: Plan Approval

Current Semester's Enrollment in Majors: 55

Name of Program Supervisor(s): Errik Hood, Cindy Dewey

Major Area	Other Studies in Music	Electives	Total Number of Credits
20	12	0	32
62.5%	37.5%	0%	100%

Major Area

MUSC 6600	Graduate Opera Workshop (1 credit x 4 semesters)	4 credits
MUSC 6630	Individual Instruction for Graduates (2 credit x 4 semesters)	8 credits
MUSC 6650	Coaching and Advanced Repertoire Study (1 credit x 4 semesters)	4 credits
MUSC 6910	Recital (2 credit x 2 semesters)	4 credits

Total Major Area 20 credits

Other Studies in Music

MUSC 5980	Introduction to Music Research	3 credits
MUSC 6130	Music History Seminar	3 credits
MUSC 6140	Music Theory Seminar	3 credits
MUSC 6640	Graduate Vocal Pedagogy	3 credits

Total Other Studies in Music 12 credits

Electives

n/a
Total Electives 0 credits

MASTER OF MUSIC DEGREE IN PERFORMANCE - VOICE

Statement of Purpose

The primary purpose of this degree is to develop students with a high-level of voice performance while at the same time providing a foundation in pedagogical approaches for private voice instruction. The program is designed to fill an increasing demand for voice performers and instructors that perform at a high level and hold advanced credentials in music.

Assessment of compliance with the NASM standards

Applicants for admission to the M.M. program must have a Bachelor's degree in any field of study, with a GPA of at least 3.0. Students must have scores on the verbal and either the quantitative or analytical portions of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) at or above the 40th percentile. International applicants must take the Test of English as a Foreign Language (TOEFL) and earn a minimum score of 213. Official undergraduate transcripts and three satisfactory letters of recommendation are also required. If the candidate is transferring from another graduate program, there is a minimum GPA requirement of 3.0. The number of credits that will transfer into the program at USU is left to the discretion of the Music Department Admissions Committee, but the candidate must complete 21 credits (out of 32) in residence.

In addition to established School of Graduate Studies requirements, the Department requires students to audition in front of an Entrance Committee comprised of members of the music faculty, who will determine the appropriate repertoire. If a live audition at the Utah State University campus is impractical, applicants may send an audio-visual recording that demonstrates their level of proficiency with regard to voice performance.

Candidates will also be required to pass diagnostic examinations in aural skills, music theory, vocal pedagogy, and music history that ensure their preparation for graduate-level study in these fields. While the results of these exams will not affect admittance into the program, should the candidate lack proficiency in one or more of these fields he or she will not be eligible for a Graduate Instructorship. Applicants who do not earn a passing score will be required either to retake the exam(s) after a semester of review or to enroll in the appropriate undergraduate course(s), depending on the recommendation of the faculty member(s) in charge of the particular field(s) of study. Credit will not be granted to graduate students for remedial coursework. If the prospective student is interested in applying for a Graduate Instructorship position, the diagnostic examinations must be completed along with an audition at the interview, typically in February of the academic year prior to matriculation. Otherwise, the diagnostic examinations will be administered a week before the first semester of study in the program.

Students in the program will complete a minimum of 32 approved semester credits. In addition to studying performance, graduate voice students will take courses in music history and music theory, and will collaborate with departmental ensembles, ensuring a breadth of competence in a broad range of musical fields of study. The distribution of credit hour subjects is in accordance with the guidelines outlined in the 2016–2017 NASM handbook, and fulfills the minimum requirements for a Master of Music degree in Performance - Voice; the area of Performance comprises 62.5% of the degree with the remaining 37.5% in Other Studies in Music.

Performance	20 credits
Other Studies in Music	12 credits
Total	32 credits

All of the required coursework will be offered by faculty on the campus of Utah State University while students are in residence. (Syllabi for the following courses are in Appendix A.)

DESCRIPTION OF COURSES

Course Number	Title	Credit Hours	Description
MUSC 5980	Introduction to Music Research	3	Introduction to music research, information science, and technical writing.
MUSC 6600	Graduate Opera Workshop	1	Techniques of lyric theater, including participation as cast or crew in musical or operatic stage productions or excerpts and the study of dramatic interpretation of vocal repertoire of various genres.
MUSC 6130	Music History Seminar	3	Close study and discussion of a special topic of music history, with an emphasis on individual research and presentation.

MUSC 6140	Music Theory Seminar	3	Students synthesize and apply information learned in Music Theory during Undergraduate Studies. Topics and focus vary by semester, and include (but are not limited to) counterpoint, composition, and form and analysis.
MUSC 6650	Coaching and Advanced Repertoire Study	1	Comprehensive one-on-one examination and analysis of vocal literature including in-depth language, musicality, and performance practices.
MUSC 6630	Private Instruction	2	This course is designed to give music majors a flexible course of study leading to advanced musical and technical skill, and greater understanding of the instrument and its repertoire. This individualized course employs specific pedagogical strategies.
MUSC 6640	Graduate Vocal Pedagogy	3	Pedagogy of beginning through advanced methods and stylistic approaches for teaching voice. Application of vocal theory to teaching of young, post-pubescent, and mature male and female voices, including challenges of teaching each particular type. Includes practicum in which students teach individual vocal lessons under instructor's supervision.
MUSC 6910	Recital	2	Solo performance and presentation, culmination of graduate studies.

Instruction and Program Assessment

The music department, in accord with college and university policy, currently uses two forms of assessment, student course evaluations and faculty peer observations, to monitor the quality of instruction in the classroom. Course evaluations are administered each semester, and the faculty members attend each other's classes with frequency. The data from student and peer course evaluations are taken into account in the department head's annual evaluation of each faculty member and in the course of merit pay and tenure and promotion decisions.

The university assessment office, with the assistance of departments, tracks job placement of departmental graduates. We expect data from this annual placement survey for master's graduates to show: acceptance in top DMA programs with significant assistantships or fellowships; publications of teaching materials by graduates in independent teaching studios; invitations for graduates to adjudicate reputable festivals and competitions in the Intermountain West; success for master's students and graduates in their own competitive performances, and effective placement in teaching positions at colleges and universities.

Additional information on the learning outcomes for individual students will be obtained through examinations and discussions in seminar classes and, particularly, in the written and oral comprehensive examinations. Should job or graduate school placement not be satisfactory, or should gaps in knowledge emerge as part of the examination process, the faculty will revise the curriculum to address these issues.

Specific goals for the program and the means of assessment are described in the table below.

Program Goals	Assessment Processes
Provide high-quality instruction for M.M. students	<ul style="list-style-type: none">• Evaluations of student progress for every class will be administered, with results to be formally reviewed by a faculty committee• Peer classroom observation and review will be conducted on a yearly basis
Ensure timely progress of students through the program	<ul style="list-style-type: none">• M.M. students will be reviewed and mentored each semester by a faculty advisor

Provide students with a solid understanding of current literature, theory, and practice in the field	<ul style="list-style-type: none"> • M.M. students must pass a written and/or oral comprehensive examination before they graduate
Support the development of teaching excellence by M.M. students	<ul style="list-style-type: none"> • Graduate Instructors will be reviewed each semester by a designated faculty member • Instruction by M.M. candidates will be observed and reviewed on a regular basis by a faculty member
Prepare students for high-level musical performance	<ul style="list-style-type: none"> • Performance juries will be required of all M.M. students at the end of each semester • During the final semester of study, M.M. students must perform a solo recital approved by the faculty

Upon successfully completing the M.M. program, graduates will

- have earned a minimum of a 3.0 GPA in 32 credits of graduate coursework
- have passed a written and/or oral comprehensive examination
- have performed two solo recitals of 60-minute duration
- be qualified to be an applied instructor at an institution of higher education
- be eligible to apply for admission into a Doctoral program of study in music
- be prepared to establish and operate a private teaching studio

In accordance with the mission statement of the School of Graduate Studies at Utah State University, the proposed program will offer graduate students the opportunity to acquire comprehensive knowledge of voice performance and pedagogy through research and both classroom and individualized instruction, to develop and practice professional skills, and to gain leadership experience. Master of Music candidates also directly serve the community through their performances and teaching.

Selected M.M. students will be offered department funded Graduate Instructorship positions under faculty supervision. After completing departmental requirements, these students will be eligible to provide private voice instruction to non-majors, for which they would receive payment. These teaching opportunities will be invaluable components to the graduate program, which is specifically designed to prepare students for both performance and teaching careers.

Faculty

The voice faculty at Utah State University maintains high visibility and exerts a strong influence in the fields of both performance and pedagogy.

Voice Area Program Coordinator, Errik Hood, is a baritone and voice teacher of emerging national prominence. He has performed with opera companies, orchestras, and musical theatre venues around the country. He has presented at regional conferences for organizations like the College Music Society and National Association of Teachers of Singing, including lecture recitals based upon his doctoral research into Ivor Gurney. He has had articles published in magazines and peer-reviewed journals in America and the UK. He serves on the national committee for outreach for SNATS, the student-oriented arm of the National Association of Teachers of Singers, and moderates the nationally webcast SNATS Chats with singing industry leaders. He has had students go on to graduate studies in voice and regional performance careers.

Cindy Dewey, soprano, is the Music Department Head at Utah State University and continues to teach Applied Voice. Before joining the music faculty at USU, Dr. Dewey was a tenured Associate Professor of Music at West Virginia University where she was the director of graduate and undergraduate programs in voice performance and pedagogy. Dr. Dewey earned her bachelor's and doctoral degrees in Voice Performance at Louisiana State University. In addition, Dr. Dewey was a long-time student of Oren L. Brown of the Juilliard School, with whom she organized two international multi-disciplinary seminars on healthy voice use, held here on the campus of Utah State University.

Dewey has an active concert career. She has performed with symphonies in the U.S. and Canada. Dr. Dewey is recognized nationally for her voice teaching. Her students are currently performing at the Metropolitan Opera, Los Angeles Opera, Santa Fe Opera and elsewhere. Her students have won a number of national honors and competitions. She was recently elected to the position of Cal-Western Regional Governor for the National Association of Teachers of Singing and has served as both Program Chair and Conference Chair at two recent conventions. Dr. Dewey recently completed her sabbatical during which she worked as a Research Affiliate at the National Center for Voice and Speech. In addition to her degrees in music, Dewey has a second Bachelor's Degree in Speech Language Pathology.

Collaborative pianist and vocal coach Dallas K Heaton is an in-demand recitalist in the intermountain west. With degrees from the Cincinnati Conservatory of Music (AD-Opera Coaching), Arizona State University (MM-Collaborative Piano), and Brigham Young University-Idaho (BMA-Piano Performance), Dallas is currently on faculty at Utah State University as the director of USU's Opera Theatre. Dallas also regularly works with Utah Festival Opera, Utah Opera, El Paso Opera, Opera Idaho, the Utah Festival Youth Conservatory, and has served as the musical director of the Utah High School Musical Theatre Awards ceremony for the last three years.

In addition to these three dedicated members of the voice faculty, the graduate faculty members include a full-time musicologist and two full-time music theorists. Following is a list of all full-time faculty members who will contribute to the proposed degree program. (A curriculum vita for each of these faculty members is in Appendix B.)

It will not be necessary to hire additional faculty during the first five years of this program.

Name	Year Hired	Rank	Tenure Status	Degrees or Credentials Earned	Current Areas of Teaching	Specific Responsibilities for New Program
Errik Hood	2016	Assistant Professor	Untenured	D.M.A., The Ohio State University	Voice Area Head, Applied Voice, Vocal Pedagogy	Voice Performance & Pedagogy, Mentoring of Graduate Instructors of Applied Voice
Cindy Dewey	1996	Associate Professor	Tenured	D.M.A., Louisiana State University	Music Department Head, Applied Voice	Voice Instruction, Mentoring of Graduate Instructors of Applied Voice
Dallas Heaton	2014	Lecturer	Untenured	A.D., College Conservatory of Music at the University of Cincinnati	Director of Opera, Vocal Repertoire, Coaching and Advanced Repertoire Study	Opera Direction, Coaching
Sara Bakker	2016	Assistant Professor	Untenured	Ph.D., Indiana University	Music Theory, Aural Skills, Form and Analysis	Special Topics in Music Theory
Timothy Chenette	2013	Assistant Professor	Untenured	Ph.D., Indiana University	Music Theory, Aural Skills, Form and Analysis	Special Topics in Music Theory
Christopher Scheer	2008	Associate Professor	Tenured	Ph.D., University of Michigan	Music Research, Music History Instruction	Music History Seminar, Introduction to Research

R. Dennis Hirst	1993	Associate Professor	Tenured	M.M., University of Oklahoma	Piano Pedagogy, Piano Lit., Piano Instruction	Graduate Advisor
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According to university policy, graduate faculty members are appointed by the appropriate head. All of the faculty members directly involved in this degree program meet the qualifications set forth in the policy: “A committee member should hold a degree equivalent to or higher than the one the graduate student is seeking and have completed a dissertation or thesis requirement similar to that which the graduate student is completing.” (USU graduate school policies, <http://www.usu.edu/policies/pdf/Supervisory-Comm-Appt.pdf>, rev. November 14, 2007)

Voice faculty will not receive any extra teaching load credit or additional compensation for the direction of a graduate project, which in this degree program consists of a recital; the credit designation for private lessons (MUSC 6630) and recital (MUSC 6910) will appropriately reflect the teaching load. Although the Graduate School has no policy regarding the assignment of load credit for thesis (or recital) direction, the proposed distribution of load credit is consistent with the practice of other arts units of the university.

With the appointment of Graduate Instructors in the voice program, the workload for faculty members contributing to the graduate program will not increase. Graduate Instructors in the voice area will teach private lessons for non-voice majors (USU course MUSC 1630) and organize all private teaching for these courses under the close supervision and mentorship of voice program faculty members, providing offset for faculty graduate teaching commitments. As the national and international reputation of the program grows, it may be necessary to augment the graduate faculty in order to admit more applicants.

Fiscal Resources

The Music Department is implementing the proposed curriculum for the Master of Music in Performance – Voice degree without any additional resources.

The Music Department currently funds Graduate Instructorship positions for four M.M. candidates. In accordance with the policies of the USU Graduate School, each resident student who qualifies for a Graduate Instructorship position will also be eligible to receive departmentally subsidized annual health insurance.

The Department receives annual funding for students enrolled in private voice instruction. When this instruction is provided by a graduate student receiving a graduation teaching assistantship, funds are dedicated to the graduate student

assistantship account for funding future Graduate Instructorship positions, thus ensuring funding for future years

As such the fiscal impact of adding this program on the Department's existing budget is not measurably significant.

Facilities

Each voice faculty member's office is equipped with pianos, sound equipment, and materials storage areas appropriate to the disciplines. The voice program has three offices dedicated for adjunct and graduate student teaching. There are also numerous practice rooms available for practice and supplementary instruction. In addition, graduate students will be able to schedule classrooms for practice and ensemble rehearsal spaces after business hours. The addition of up to 4 graduate students in the voice program will not significantly impact the availability of practice rooms for the current program majors.

Fine Arts Center Performance Venues include:

Caine Performance Hall: world-class performance venue; seats 420.

Morgan Theater: theater/small concert hall; seats 750.

Daines Concert Hall: large concert hall; seats 1,800.

Caine Lyric Theatre: small theater; seats 325

Additional performance venues are available in several locations on campus (Family Life Building, Student Center, LDS Institute) and in the community. These provide extensive performance opportunities for graduate students.

The Fine Arts Center, which houses the Music Department, is maintained by the facilities maintenance staff, who provide nightly cleaning and basic maintenance on the physical plant. The Fine Arts Center employs a night watchperson, making sure doors are locked as appropriate and that lights are turned out. USU police provides an officer to lock the building and check all doors in the late evening. A recently-installed fire alarm system provides audible and strobe alerts in the event that building evacuation is necessary. Emergency call boxes are located outside the building, and any 911 calls are routed to USU police dispatch.

Library Holdings and Learning Resources

Facility

Library services at Utah State University's main campus are provided at the Merrill-Cazier Library in Logan. Opened in 2005, this 305,000 square foot building houses music materials, in addition to materials in the arts, humanities, social sciences, agriculture, life and physical sciences, medicine, and engineering. An automated storage and retrieval system (ASRS) provides for compact storage and rapid, on-demand retrieval of lesser-used books and all bound volumes of periodicals. With a capacity for over 1.5 million volumes, the ASRS allows for approximately 20 years of collection growth. Librarians and computer support staff work in tandem to provide technological training and research assistance to students in the Information Commons, which contains over 150 workstations with specialized software. Students may also use the library's more than 35 group study rooms. The building has a seating capacity of over 2,000 for individual and group study, as well as dedicated library instruction classrooms.

Music books, scores, and CDs are located on the lower level of the building. DVDs and composer collected works are held in the multimedia area on the main floor, near viewing stations and study areas.

Services

The USU Libraries offers a full range of academic library services. Reference and instruction are provided by the Learning & Engagement Services Department. Individual assistance is offered in-person at the information desks as well as via chat, email, and phone. Instructional services are delivered in library learning labs, via librarian visits to classes throughout campus, and through library research guides and online tutorials within the University's learning management system, Canvas. Each university department has a subject librarian who serves as a liaison to faculty and students. The Music department liaison librarian offers personalized research consultations and library instruction to faculty, staff, and students and also provides input on music-related collection development. As of early 2017, the library staff comprised 92 FTE employees, including 24 faculty, 15 professionals, and 30 classified staff.

The Resource Sharing & Document Delivery department borrows from other libraries materials not held at USU. Average turnaround time for journal articles and books are 2 and 5 days, respectively. Course Reserves provides reserve materials in print and in electronic format for USU instructors to ensure timely availability of heavily used items. Photocopying, scanning, large format printing, data services, digitization services, and archival and government documents research assistance are also available in the library.

Collections

The USU Libraries provide access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library, in which the library is a charter partner), 480,000 government publications, and over 60,000 electronic journals, as well as many other document formats. The overall library collections budget for FY16 exceeded 5.4 million. A summary of the general library holdings by type is in Appendix A.

The general print music collection includes 8,937 book titles and 4,670 scores. The print collection compliments the library's e-book holdings in music, which includes content from ProQuest Ebook Central, the ACLS Humanities E-Book collection, EBSCO's eBook Collection, and HathiTrust. The library collects music materials through an approval profile from Yankee Book Peddler as well as through a dedicated fund for firm order purchases. A summary of music holdings by type and a list of music acquisitions and renewal for FY17 are in Appendices B, and C.

Journal and periodical holdings for music are modest, but support the active research agenda of university faculty and students when combined with Resource Sharing and Document Delivery (InterLibrary Loan) services. Journal holdings in music comprise 68 print journals (both active and closed subscriptions) and access to 444 electronic journals. This reflects the library's policy of preferring electronic journals to print journals while giving the library an adequate backfile in music. The annual music periodicals budget expenditure is over \$8,000. The total library periodical budget for the 2016 fiscal year was in excess of 3.9 million including access fees for electronic journal packages from Sage, Wiley, Elsevier, Springer, and Taylor and Francis.

The USU Libraries provides access to over 300 databases, ranging from general and multidisciplinary titles such as Academic Search Premier, Lexis/Nexis Academic, Scopus, and Proquest Dissertations & Theses, to more specialized tools. Many databases provide access to the full text of articles, in addition to citations and abstracts. The library licenses the music-specific databases RILM, Oxford Music Online, and IPA Source. JSTOR, Project MUSE, PsycINFO, and a variety of education and history databases support further interdisciplinary research in music history, theory, therapy, and education.

Access to audio and video resources is also provided by the USU Libraries in support of music scholarship and performance. The library owns over 9,000 recorded items in a variety of formats, primarily compact disc. Beginning in 2010, the library moved from purchasing CDs to securing streaming access to music through Naxos Music Library. The library currently purchases 10 seats in Naxos Music Library, making audio material readily available to the USU community on- and off-campus. CDs are still purchased at the specific request of students and faculty. Video resources include DVDs and other physical formats (housed in the Library Media Collection), as well as streaming educational, documentary, performance, and feature films (provided through Kanopy, Film Platform, and Swank Digital Campus, among others). Current streaming resources allow access to over 130,000 CDs and over 12,000 individual films.

Additional specialized resources include a robust institutional repository (DigitalCommons@USU), an extensive map collection, and the Art Book Collection, which has strong holdings modern and contemporary American art of the U.S. West and materials by and about the Beat generation of poets. The USU Special Collections and Archives contain rare book and manuscript collections, western and Mormon historical documents, the university archive of USU, and the Fife Folklore Archives, one of the largest repositories of American folklore in the United States.

The USU Libraries belong to several library consortia. The Utah Academic Library Consortium (UALC) is composed of 14 academic libraries throughout Utah. The consortium receives support from the State of Utah to help defray the cost of online journal and database purchases. The Merrill-Cazier Library receives a similar benefit from membership in the Greater Western Library Alliance (GWLA), a consortium of over 36 research universities spread across the western United States. Members of the Library staff serve on administrative boards and committees of these consortia.

Program Rationale

In the past it has been necessary for students to travel out of Cache Valley in order to gain the requisite graduate education in voice performance. Even then, voice programs in Utah that will train graduate voice students in pedagogy as well as performance are few. The majority of searches for tenure-track positions in voice at universities and conservatories indicate a preference not only for candidates who demonstrate high-level performance, but also for those who have received academic and applied training in pedagogy.

The current job market for singers is sympathetic to performers with a varied background in style. Employment favors those singers who are able to sing and teach in many genres. While there are many performance programs that cater to singers within a specific style (jazz or classical) it is rare to find a degree that can allow the student to explore several styles during their graduate studies by not existing as a style specific program. The proposed program and the voice faculty at Utah State University is unique in that the faculty have a varied background and can cater to graduate students who want to broaden their stylistic knowledge.

A natural extension of its nationally recognized undergraduate voice program, the graduate program in voice performance will be one of the few graduate programs in music offered at Utah State University. The Department of Music at Utah State University currently has both the nationally recognized faculty and collegiate resources to offer a graduate program in voice performance that fosters the highest standards of performance.

Given the expressed interest by current and former voice area graduates, and by professionals in the field, capacity enrollment in the proposed program is virtually a

certainty at the outset. Also, the high profile of the voice faculty itself will benefit recruiting. The limited number of programs in the state of this nature also ensure a full enrollment after program approval has been granted.

Below are the projected number of student FTE enrollments and the mean student FTE to faculty FTE ratio for each of the first five years of the program.

	2018–2019	2019–2020	2020–2021	2021–2022	2022–2023
Number of Students:	2	2	2	3	4
Student to Faculty Ratio:	1:1	1:1	1:1	1:1	4:3

Relationship between New and Existing Programs

The USU Music Department is a unit of the Caine College of the Arts, with 240 undergraduate music majors and a full time faculty of 35, of which 17 are tenured, including six at the rank of full professor. The department offers a full menu of undergraduate courses, including ensembles, private lessons, academic courses, and general education service. All four undergraduate programs of the department—Bachelor of Arts in Music (12 majors) Music Education (64 majors), Music Therapy (50 majors), Performance and/or Pedagogy (ca. 18 majors in piano, 32 in voice, 6 in guitar, 28 in strings, 14 in winds and percussion) and 15 Individualized Programs—consistently place over 90% of graduates in the profession or in graduate school. It is based on this success with its undergraduate students that the department presents this proposal for the Master of Music in Performance – Voice.

The current degree programs will be enriched by association with more advanced students, not only in the voice area, but also in all areas of the department through collaborative performances. Their participation in various ensembles greatly increases the variety of repertoire available for instrumentalists and, subsequently, audiences.

Graduate Administration

Prospective students of the proposed graduate program will apply for admission to the Utah State University School of Graduate Studies, which currently administers the following graduate degrees:

Master’s degrees: MS: 62; MA: 7; 45 Professional Master’s degrees

EdS degrees: 4 (Instructional Technology, Psychology, Special Education, Curriculum & Instruction)

Doctorate degrees: AUD, EdD, PhD: 40 degrees across 6 colleges, 26 departments

University policies that establish acceptable standards for these graduate programs are developed and maintained by the Dean of Graduate Studies with the advice of the University and College Graduate Councils. Within the Department of Music, the graduate program is governed by the Music Department Graduate Committee. The Department of Music is the final arbiter of who meets the standards, both for admission and graduation, in music.

Community

Utah State University places a strong emphasis on undergraduate research, and the several undergraduate honors students and research fellows in the music department would provide an intellectual atmosphere in which graduate students feel the support of their undergraduate colleagues. Also, through their affiliation with the Music Department, graduate students in voice performance represent an integral part of the Caine College of the Arts, an artistic and intellectual community of students and faculty from several departments (including Art & Design and Theatre Arts), which regularly hosts a broad spectrum of interdisciplinary events, such as performances, exhibitions, symposia, lectures, and readings. Representative opportunities for graduate students include guest master classes and performances with past and upcoming voice guest artists and teachers. Opportunities such as these serve to complement classroom and studio instruction for Utah State University students and to enrich the artistic and intellectual community of which they are a part.

Enrollment & Degrees Granted

The USU Music Department currently has 4 matriculated graduate students in M.M. programs; 2 are pursuing degrees in Piano Performance & Pedagogy and 2 are pursuing the Performance – Guitar degree.

During the period from July 1, 2014 through June 30, 2017, Utah State University awarded 10 M.M. degrees: 7 in Piano Performance & Pedagogy, 2 in Guitar Performance, and 1 in Conducting – Choral.

Music Research Techniques

Professor: Christopher Scheer, Ph.D.

Office: FA 210

Office Hours: Tuesday and Thursday 1-2 PM, and by appointment

E-mail: christopher.scheer@usu.edu

Course Objectives:

This course is structured around building skills in three interrelated areas:

1. Understanding the principles and methods of research.
2. Exploring the sources and tools used in music research, including library catalogs, periodicals indexes, literature about music, and editions of music.
3. The mechanics of writing a research paper, including developing a paper topic, formulating a research argument, and documenting sources.

In doing so, the student develops critical skills to assess and contribute to the world of ideas, which will deepen his or her growth as a performer, teacher, and thinker.

Course Expectations:

This is a graduate class that is worth 3 semester hours, therefore it is expected that you will be putting in at least 6 hours a week outside of our twice-weekly meetings in preparation. In that context, please bear in mind the following:

1. The quantity of reading for a graduate class in the humanities can be anywhere from ca.100-300 pages a week. Due to the performative aspect of your study, the expectation for this class will be somewhat less.
2. Some weeks will seem to have a lot of class preparation, other weeks will have less. At the same time you will find yourself having busy and less busy performing and practicing weeks. Each of you has different demands on your time, schedules, and temperaments, and you must figure out how to balance the challenges you have taken on. Sometimes this will mean reading a week or two ahead in this class, knowing the coming weeks will be dominated by practice. If you have used this syllabus correctly and planned ahead, AT NO POINT should your other commitments suffer because of this class. My commitment to you is that any changes to this syllabus will be announced no less than 2 weeks before the change.
3. Your final project presents another challenge for you in terms of planning, as it will require you to devote time throughout the semester to its completion.

Required Materials

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*, 3rd ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2008.

Sampsel, Laurie J. *Music Research: A Handbook*, 2nd ed. New York: Oxford University Press, 2013.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th ed., rev. by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2013.

Suggested Materials

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 6th ed. New York: Wadsworth Publishing, 2003.

Holoman, D. Kern. *Writing About Music: A Style Sheet*, 2nd ed. Los Angeles and Berkeley: University of California Press, 2008.

Williams, Joseph M. *Style: Toward Clarity and Grace*. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 1995.

Wingell, Richard. *Writing About Music*. 4th ed. New York: Prentice Hall, 2008.

Assignments

Please complete the assigned readings before the class on which they are listed in the syllabus. All assignments handed out in class are due at the beginning of the subsequent class unless otherwise stated.

Readings

There is no course pack for this class, however there are daily assigned readings. It is your responsibility to find all of the required readings using the bibliographic resources available through the Merrill-Cazier Library, and to bring a copy, either electronic or paper, to class. This will directly affect your attendance/participation grade. Those readings that are not available through the library can be found on CANVAS, as indicated in the schedule below.

Journal

Journal entries allow you to reflect on the readings of the week, and demonstrate your mastery of the topics discussed in class. They will take the form of discussion topics on CANVAS in which you write observations about the readings and resources discussed in class, as well as the class assignments outlined in this syllabus.

Writing Assignments (Program Notes/Editions Comparison)

These writing assignments allow you to demonstrate your growing mastery of bibliographic resources while also allowing you to get feedback on writing mechanics before the final project. These items should be between 3-5 pages, double-spaced Times New Roman Font. They should also include a bibliography of sources consulted, formatted according to the guidelines found in Turabian. More detailed assignments for each will be provided.

Midterm

The midterm will consist of questions drawn from the readings covered up to that point. It will also contain a substantial section of citation formatting.

Final project

This class consists of two components, one focused on the resources available to the music researcher, the other on the craft of scholarly writing. This assignment should unify these two endeavors. See below for details.

Grading

Attendance and participation	10%
Journal	10%
Program Notes	15%
Editions Comparison	15%
Midterm	20%
Final Project	30%

General Policies

Attendance in class is mandatory. Any exceptions must be discussed with the instructor before the absence occurs. Make-up quizzes will be offered only at the discretion of the instructor following the explanation of documented extenuating circumstances. Late papers will receive a zero.

The instructor reserves the right to amend this syllabus with no less than 2 weeks notice.

Schedule

Introduction

Week 1 Know thy Library!

Tuesday August 30
Library Tour

Readings: Sampsel, Chapter 1, 3-11
Sampsel, Library Catalogs, pp. 36-54.

Thursday September 1
Library Tour

Readings: Sampsel, Chapter 1, 3-11
Sampsel, Library Catalogs, pp. 36-54.

Week 2 Library Tour—Electronic Resources

Tuesday September 6
What is Bibliography?

Readings: Booth, *Craft of Research*, Part I, pp. 9-15

Sadie, Stanley, ed. *The New Grove Dictionary of Music and Musicians*. 2nd ed. New York: Grove, 2001. s.v. "Bibliography of Music," by Stanley Boorman. (Especially part 5 history of music bibliography)

Assignment: none

Bibliography

Thursday September 8

Reference Works—General Music Encyclopedias and Dictionaries

- Readings: Sampsel, *Comprehensive Music Encyclopedias and Dictionaries*, pp. 12-20.
- Music and Musicians*, 2nd ed. New York: Grove, 2001. s.v. "Dictionaries and Encyclopedias of Music," by James Cooper and John Franklin. (Skim parts I and II, read part III on dictionaries post 1835)
- Oestrich, James. "Review of the New Grove Dictionary. In *New York Times*, 21 Jan 2001.
- Sadie, Stanley. "Response to James Oestrich." In *New York Times*, 4 Feb, 2001.
- Rosen, Charles. "Within a Budding Grove." In *New York Review of Books*, 21 June 2001.

Assignment: In your journal, consider Charles Rosen's review of the Grove in light of Oestrich's review and Sadie's response. What does Rosen think of the arguments of Oestrich and Sadie? What does he like about the new edition? What problems, in his opinion, remain? What are new problems that have appeared?

Week 3

Tuesday September 13

Special Music Encyclopedias and Dictionaries

- Readings: Sampsel, *Specialized Dictionaries*, pp.20-35
- Randel, Don Michael. "Defining Music." *Notes* 43, no. 4 (June 1987): 751-66.
- Assignment: Using the chapter 2 evaluation checklist in Sampsel, evaluate 1 Encyclopedia or Dictionary discussed in Sampsel chapter 3 and held by the USU library in your journal. Each student should consider a unique source. There should be no duplication between students.

Thursday September 15
Periodical Indexes

- Readings: Sampsel, *Periodical Indexes for Music*, pp.55-69
- Mackenzie, Barbara Dobbs. "RILM at 40: A View from the Bridge." *Fontes artis musicae* 54, no.4 (Oct.-Dec. 2007): 421-39.
- Assignment: In your journal, compare and contrast the strengths and weaknesses of different periodical databases available at USU electronically (JSTOR, Project Muse, RILM)

Week 4

Tuesday September 20

Indexes to Music Dissertations, Theses, Conference Papers, and Festschriften

- Reading: Sampsel, pp.70-79
- Dougan, Kirstin. "Dissertations in the Electronic Age: Tapping into Emerging Musicology Research." *Music Reference Services Quarterly* 14, no.3 (2011): 109-130.
- Assignment: none

Thursday September 22

Index to Music in Complete Works Editions, Musical Monuments, Historical Sets, and Anthologies

- Reading: Sampsel, pp. 95-109
- Eisen, Cliff. "The Old and New Mozart Editions." *Early Music* 19, no. 4 (Nov. 1991): 513-32.

Week 5

Tuesday September 27
Thematic Catalogues

Reading: Sampsel, pp.80-94

Gossett, Philip. "The Rossini Thematic Catalogue: When Does Bibliographical Access become Bibliographical Excess?" *Music Reference Services Quarterly* 2, no.3 (1993): 271-80.

Assignment: In your journal, evaluate one single composer thematic catalogue owned by USU according to the checklist found on p. 93-94.

Thursday September 29

Music Histories, Source Readings, and Chronologies

Reading: Sampsel, pp.110-133

Kerman, Joseph. "A Few Canonic Variations," in *Write All These Down*. Berkley: University of California Press, 1994, 33-50.

Taruskin, Richard. "A History of Western Music? Well, It's a Long Story." Interview with James R. Oestreich, *Classical Music: Debriefing*, *New York Times*, sec. 2, 19 Dec. 2004.

Assignment: none

Week 6

Tuesday October 4

Bibliographies of Music and Music Literature

Reading: Sampsel, pp.134-162

Boorman, Stanley. "What Bibliography Can Do: Music Printing and the Early Madrigal." *Music and Letters* 72, no.2 (May 1991): 236-58.

Assignment: Editions Comparison Assignment Due

Citation

Thursday *October 6*
Citation Style

Reading: Turabian, *Manual for Writers*, pp.135-163.

Menand, Louis. "The End Matter: The Nightmare of Citation." *New Yorker* (6 Oct. 2003): 120-26.

Assignment: In class Citation Assignments

Week 7

Tuesday *October 11*
Citation Style Continues.

Reading: Turabian, *Manual for Writers*, pp. 164-215.

Assignment: In class citation Assignments

Thursday *October 13*
Program Notes

Week 8

Tuesday *October 18*
Program Notes

Thursday *October 20*
Fall Break *No Class*

Week 9

Tuesday *October 25*
Midterm

Making an Argument

Thursday *October 27*
Questions Researchers Ask, Your Audience

Reading: Booth, *The Craft of Research*, pp.16-27.

Assignment: Return to you journal, searching for a provisional topic for the final assignment

Week 10

Tuesday November 1
Topics to Questions

Reading: Booth, *The Craft of Research*, pp.35-50.

Assignment: In your journal, apply the techniques outlined in the reading to your research interest, developing some questions.

Thursday November 3
Questions to a Problem

Reading: Booth, *The Craft of Research*, pp.51-67.

Assignment: In your journal, apply the techniques outlined in the reading to your research questions, identifying a problem that needs further study.

Week 11

Tuesday November 8
No Class

From Problems to Sources

Reading: Booth, *The Craft of Research*, pp.68-83.

Assignment: Bring in three sources, properly cited, which apply to your thesis. Briefly explain how they apply.

Thursday November 10
Engaging Sources

Reading: Booth, *The Craft of Research*, pp.84-102.

Assignment: Annotate your three sources, briefly describing the nature and content of the source, and how each source relates to each other

Week 12

Tuesday November 15

Engaging Sources II

Reading: Booth, *The Craft of Research*, pp.105-129, 211-212

Assignment: Annotate your three sources, adding one more step: what is the importance of this source to your argument?

Thursday November 17

Editions: Dr. Jonathan Bellman, Professor of Music, University of Northern Colorado

Week 13

Tuesday November 22

Making a Claim and Abstracts

Reading: Booth, *The Craft of Research*, pp.105-129, 211-212

Assignment: Bring a draft of your abstract to class

Thursday November 24

NO CLASS (THANKSGIVING)

Week 14

Tuesday November 29

Individual Meetings with Students

Thursday December 1

Planning and Drafting

Reading: Booth, *The Craft of Research*, pp.171-202.

Assignment: Final Draft of Program Notes due

Week 15

Tuesday December 6

Revision

Reading: Booth, *The Craft of Research*, pp.232-248

Thursday December 8

Copyright and Plagiarism

Readings:

Howard, Jennifer. "Indiana U. Press Pulls Biography of Pianist Amid Charges of Plagiarism." *Chronicle of Higher Education* 53, no. 31 (Apr. 6, 2007): A24.

McLemee, Scott. "What is Plagiarism?" *Chronicle of Higher Education* 51, no. 17 (Dec. 17, 2004): A9.

Assignment: Final project and journals due in class.

Editions Comparison Assignment

Assignment:

Compare the following 3 editions of Bach's *Toccatas* using the evaluation checklist found on p. 108 in Sampsel.

Bach, Johann Sebastian. *Miscellaneous Keyboard Works*. Mineola, NY: Dover Publications, 1991, 1-68.

Bach, Johann Sebastian. *Toccaten BWV 910-916*. Rudolf Steglich and Hans-Martin Theopold, eds. Munich: H. Henle Verlag, 1971.

Bach, Johann Sebastian. *Toccaten BWV 910-916*. *Neue Bach Ausgabe* (you know how to find it in there.)

Then compose a 3-5 page double-spaced essay assessing the usefulness of each edition for the purposes of research, teaching, and performance. Please support your conclusions with evidence drawn from your comparisons using Sampsel's questions.

From your Syllabus, regarding writing assignments:

These writing assignments allow you to demonstrate your growing mastery of bibliographic resources while also allowing you to get feedback on writing mechanics before the final project. These items should be between 3-5 pages, double-spaced Times New Roman Font.

Due: 4 October in class.

Program Note Assignment

The writing of cogent and informative program notes is both a practical skill that every musician should possess, and one that allows the student of bibliography to demonstrate his or her mastery of the New Grove Dictionary of Music and Musicians and the contents of the Merrill-Cazier Library. These are the ONLY resources you will need to consult in completing this assignment.

Choose one piece of music you are preparing this semester for your lessons, and write two program notes for this piece. These program notes should consider the following:

Program Note #1

A 250-350-word note addressing a non-specialist audience, and preparing them for the experience of hearing your piece.

Program Note #2

A 500-700 word note addressing an audience versed in the language and history of western music.

Both notes should give insight into the music while also attempting to contextualize it in some way into a larger musical context.

Format

Please note, the word lengths are rigid, do not exceed them! Notes should be typewritten in 12 point, double-spaced, Times New Roman, Calibri, or Cambria font. Spelling and grammar will be assessed in grading. Please also include at the end of each a brief list of Grove articles and books consulted. For this assignment, you need only list the title and the author.

Resources

Program note packet handed out in class

Due

Bring a complete, grading ready draft to class on 18 October for workshopping.
Final Draft Due: 27 October

Music Research Techniques Final Assignment

This class consists of two components, one focused on the resources available to the music researcher, the other on the craft of scholarly writing. This assignment should unify these two endeavors.

Throughout the semester we will work on the development of a thesis to be examined and/or proved in a scholarly research paper. However, you will not be asked to write a paper. Rather you will need to develop three items:

1. An annotated bibliography of at least 25 non-internet based sources that examines the state of research for your thesis and demonstrates a committed effort to establish bibliographic control of your topic. Your task is to assess the scope and quality of what has been written on your topic, and to identify work yet to be done. (Identifying gaps is just as important as discovering what has already been said.) Please remember: you are *not* writing a standard term paper. Rather, your focus is on the sources themselves: describe, evaluate, and compare them with similar sources, and explain their importance to your project.
2. A one-paragraph abstract that succinctly states your thesis and what you hope to discover in your research paper.
3. A 1-2 page introduction for your research paper that lays out your argument and the direction that the rest of the research paper will take, if you were to write it. This document should provide a roadmap for the reader, clearly defining the problem how you are going to address it

These items will be due on the last day of class. If you wish feedback before grading then they will need to be handed in, complete (not a partial draft) on 22 November. The assignment will be returned with comments on 29 November, and your due date extended to 5 PM on the Friday of finals week. There will be no exceptions and incomplete work will not be granted the deadline extension.

MUSC 6600 Graduate Opera Theater Production

Fall 2017 – TR 3-5, W 3:30-5:30 – 1-3 credits

Professor Dallas K Heaton

dallas.heaton@usu.edu, 480.332.8614, FAV-129

Texts:

- *Various musical scores dependent on pieces being produced*

Course Description:

This course is intended to teach the techniques of staged opera and musical theater, through participation as cast or crew in musical or operatic stage productions or excerpts.

Course Objectives:

Students are expected to

1. Successfully learn and perform a role or ensemble part in a staged opera or musical theatre show or scene.
2. Understand the demands and skills required by singing actors through experience in a production.
3. Participate in an edifying staged work of art.
4. Gain deeper knowledge of performance practice and other production-specific areas of knowledge.

Course Structure:

This course will focus on the preparation and production of [piece or selections variable by semester]. Performances are [variable dates/times].

A detailed rehearsal schedule will be provided with weekly call times made available approximately one week in advance. Students are welcome to sit in on any rehearsal, but are only required to be at rehearsals to which they have been called. Students are expected to come to rehearsal on time and prepared so that they may perform their role accurately and artfully.

MUSC 6600 is designed with a variable-credit option. No instructor approval is required to register for higher than the default 1 credit, but if the student does so increased time and responsibility will be expected.

Grading:

The student's efforts and achievements will be assessed throughout the semester in the following ways:

1. *Attendance (30%)*: In the professional business, being on time and reliable is of great importance and reflects highly on one's reputation. Absences will not be penalized if excused in advance, but otherwise will penalize the student's grade and may cost them a role in the show. Consistently missing or being late to rehearsals is not acceptable for participation in this course.
2. *Effort & Attitude (20%)*: This will be a qualitative assessment of the interpersonal factor the student displays throughout the rehearsal process. Singers that always do their best, that are responsible, and that are easy to work with continue to get work. If necessary, musical spot-checks will be implemented throughout the semester to assure that adequate effort is being invested.
3. *Graduate Additional Project (20%)*: A semester-specific behind-the-scenes production-related assignment or research project with the goal of increased depth of understanding into the show or production process.
4. *Final Performance (30%)*: As no amount of good effort can compensate a poor performance, measuring the student's performance at his or her level will factor highly in the final grade. Students will not be judged against their peers, but rather their own capabilities.

Grading Scale:

A	>94	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<59

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."

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.

Contract:

In a regular class, not showing up one day or failing to be prepared generally affects no one besides yourself. In a staged musical endeavor, the same behavior can destroy a production, nullifying the work of many others. There are few things that are more collaborative than producing a show – it is dependent upon the successful effort and achievement of many individuals. When just a single person fails in their assigned responsibilities, things begin to unravel quickly. One singer forgetting a cue on stage can potentially ruin an otherwise powerful scene. A stage manager missing a sound effect cue or a spot operator aiming his spot in the wrong direction can do the same. Thus, it is imperative that all individuals commit and exert themselves to fulfill their responsibilities for a successful production.

The instructor understands that this class is far from being the only thing on your plate as a music student. It is one very important thing, however, and everyone else involved is depending on you to perform your role correctly, whatever it may be. Thus, students are expected to come prepared, be focused when in rehearsal, and responsible.

Consistent or habitual tardiness will not be tolerated, and if not remedied will result in the student being assigned to a different role and/or failing the course. Because not everyone is in every scene, occasional conflicts can be excused if requested sufficiently in advance. This is the exception, however, and not the norm. Not all release requests will be honored. It is on the student to responsibly manage his or her schedule and address all conflicts in advance.

Lack of effort or other factor resulting in an inability to perform an assigned role may also result in a different assignment. This will be a last recourse, as the instructor is willing to spend additional time assisting those that need extra help, but the instructor reserves the right to make casting or other similar decisions and changes as needed.

Just like with any job, when in rehearsal, you are on the clock. While in the professional world you would be receiving monetary compensation, in this academic setting you are receiving necessary credit towards your degree as well as invaluable experience. Please be mindful that you have 'sold' your time in this matter throughout the rehearsal process and honor your commitment.

Finally, being in a staged musical work is a tremendous amount of fun. There is little that can speak as powerfully and directly to the soul than music coupled with engrossing storytelling. It is hoped that this class can be a memorable highlight of your university career and that it can serve as a springboard to further opportunities. Your commitment, efforts, and positivity are already greatly appreciated!

By signing below, you acknowledge that you have read the syllabus, understand what is expected of your involvement in this semester's production, and commit to putting in the required effort to perform your role to the best of your ability.

Name

Date

Authenticity and Music

Professor: Christopher Scheer, Ph.D.

Office: FA 210

Office Hours: Tuesday and Thursday 1:30-2:30, and by appointment

Course Objectives:

This course is structured around building skills in three interrelated areas:

1. The understanding of how music and culture are intertwined.
2. The analysis of music in a theoretical and a cultural sense.
3. The research and composition of original research.

In doing so, the student develops critical skills to assess and contribute to the world of ideas, which will deepen his or her growth as a performer, teacher, and thinker.

Course Expectations:

This is a graduate class that is worth 3 semester hours, therefore it is expected that you will be putting in at least 4-6 hours a week outside of class in preparation. In that context, please bear in mind the following:

1. The quantity of reading for a graduate class in the humanities can be anywhere from ca.100-300 pages a week. Due to the performative aspect of your study, the expectation for this class will be around 60-80 pages a week, sometimes a little more, sometimes less, depending on the score study required.
2. Some weeks will seem to have a lot of class preparation, other weeks will have less. At the same time you will find yourself having busy and less busy performing and practicing weeks. Each of you has different demands on your time, schedules, and temperaments, and you must figure out how to balance the challenges you have taken on. Sometimes this will mean reading a week or two ahead in this class, knowing the coming weeks will be dominated by practice. If you have used this syllabus correctly and planned ahead, **AT NO POINT** should your other commitments suffer because of this class. My commitment to you is that any changes to this syllabus will be announced no less than 2 weeks before the change.

3. Your papers presents another challenge for you in terms of planning, as they will require you to devote time throughout the semester to their completion.

Required Materials

Online Coursepack

Haynes, Bruce. *The End of Early Music*. New York: Oxford University Press, 2007.

Free Membership in the online streaming service, Spotify.

Assignments

Please complete the assigned readings, score study, and listening before the class on which they are listed in the syllabus. Most scores will be available on the Blackboard site, and all listening is available through Spotify or the online NAXOS music library. Please familiarize yourself with these resources.

Tests

The midterm and final for this class will each consist of two sections: listening and essay. The listening portion of the test will be drawn from pieces discussed in class, and will be "drop the needle." For each listening example you will also be expected to answer no more than 5 contextual questions. The essay topics will be drawn from discussions in class, and are meant to not only demonstrate your mastery of the material, but also your ability to organize information and draw connections between topics and sources.

Grading

Attendance and participation	10%	
Short Paper (3-4 pages)	20%	
Midterm	25%	5 March
Editing Assignment (5-6 pages)	20%	due 24 March
Final Project	25%	due 26 April

General Policies

Attendance in class is mandatory. Any exceptions must be discussed with the instructor before the absence occurs. Four unexcused absences will result in a 0 for the class. Make-up exams will be offered only at the discretion of the instructor following the explanation of documented extenuating circumstances. Late papers will receive a zero.

Works Cited

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- Neumann, Frederick. *New Essays on Performance Practice*. Studies in Music. Ann Arbor: UMI Research Press, 1989.
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- Powers, Harold. "Is Mode Real?". *Basler Jahrbuch für historische Musikpraxis* 16 (1992 1992): 9-53.
- Scheibert, Beverly. *Jean-Henry D'anglebert and the Seventeenth-Century Clavecin School*. Bloomington: Indiana University Press, 1986.
- Schubert, Peter. "Authentic Analysis." *The Journal of Musicology* 12, no. 1 (1994): 3-18.
- Sherman, Bernard D. *Inside Early Music: Conversations with Performers*. New York: Oxford University Press, 1997.
- Strunk, W. Oliver, and Leo Treitler, eds. *Source Readings in Music History*. Rev. ed. New York: Norton, 1998.
- Taruskin, Richard. *Text and Act: Essays on Music and Performance*. New York: Oxford University Press, 1995.
- Treitler, Leo. *Reflections on Musical Meaning and Its Representations*. Bloomington: Indiana University Press, 2011.

Schedule

Week 1 (8 Jan)

On The Nature of Authenticity

Class II

Reading: None

Listening/
Score Study: None

Week 2 (13, 15 Jan)

Class I

Reading: Taruskin, "The Limits of Authenticity," *Text and Act*, 67-82.
Kivy, *Authenticities*, 1-46.

Listening/
Score Study: None

Class II

Reading: Mayer Brown, "Pedantry or Liberation," in *Authenticity and Early Music*, 27-56.
Tomlinson, "The Historian, The Performer, and Authentic Meaning in Music," in *Authenticity and Early Music*, 115-136.

Listening/
Score Study: TBA

Week 3 (20, 22 Jan)

Class I

Reading: Kerman, Joseph, et. al. "The Early Music Debate: Ancients, Moderns, Postmoderns." *The Journal of Musicology* 10, no. 1 (winter, 1992), 113-130.

Listening/
Score Study: TBA

Class II

Reading: Mead, "Renaissance Theory" in *A Performer's Guide to Renaissance Music*, 343-373. (On Reserve in the library and ebook on library website)

Listening: None

Week 4 (27, 29 Jan) "Authentic" Notation and Theory

Class I

Reading: Guido of Arezzo, "Prologue to his Antiphoner" and "Epistle Concerning an Unknown Chant" in *Strunk's Source Readings in Music History*, 211-17.

Pietro Aron, "From *Treatise on the Nature and Recognition of All the Tones of Figured Song*" in *Strunk's Source Readings in Music History*, 415-27.

Listening/
Score Study: TBA

Class II

Reading: Treitler, "What Kind of Thing is Music Notation?" in *Reflections on Musical Meaning and its Representations*, 107-160.

Listening/
Score Study: "Tout par compas suy composés" by Baude Cordier, Chantilly Codex, Musée Condé, MS 564. (In the reading)

"Belle, bonne, et sage," by Baude Cordier, Chantilly Codex, Musée Condé, MS 564. (In the reading)

Week 5 (3, 5 Feb)

Class I

Reading: Powers, "Is Mode Real? Piero Aron, the octenary system, polyphony," 9-53.

Listening/
Score Study: TBA

Class II

Reading: Collins Judd, "Reading Aron Reading Petrucci: The Musical examples of the *Trattato della natura et cognition di tutti gli tunoni de canto figurato* (1525)," 121-152.

Bent, "Diatonic Ficta," 1-48.

Listening/
Score Study: Josquin Des Prez, *Ave Maria*

Week 6 (10, 12 Feb)

Class I

Reading: Bent, "Diatonic Ficta," 1-48.

Listening/
Score Study: Josquin Des Prez, *Ave Maria*

Class II

Readings:

<http://www.mtosmt.org/issues/mto.96.2.5//mto.96.2.5.wibberley.html>

<http://www.mtosmt.org/issues/mto.96.2.6/mto.96.2.6.bent.html>

<http://www.mtosmt.org/issues/mto.96.2.7/mto.96.2.7.wibberley.html>

Listening/
Score Study: Josquin Des Prez, *Ave Maria*

Week 7 (17, 19 Feb)

Class I

Reading: Schubert, *Authentic Analysis*, 3-18.

Listening/
Score Study: TBA

Class II

NO CLASS

Week 7 (24, 26 Feb) "Authentic" Intonation

Reading: Duffin, *How Equal Temperament Ruined Harmony* (on reserve)

Listening/
Score Study: TBA

Week 8 (3, 5 March)

"Authentic Editing"

Class I

Reading: Caldwell, "The Principles of Transcribing and Editing," in *Editing Early Music*, 1-12.

Taruskin, "Down with the Fence," in *Text and Act*, 83-89.

Listening/
Score Study: TBA

Class II

MIDTERM

SPRING BREAK (10, 12 March)

Week 9 (17, 19 March)

Class I

Reading: Brett, "Text, Context, and the Early Music Editor," in *Authenticity and Early Music*, 83-114.

Listening/
Score Study: TBA

Class II

Reading: Bent, "Editing Early Music: The Dilemma of Translation," 373-74+376-92.

Listening/
Score Study: TBA

Week 10 (24, 26 March)

Class I

Editing Project Presentations

Hearing Authenticity

Class II

Guest Speaker: Baroque Band (meet in the Caine Performance Hall)

Week 11 (31 March, 2 April)

Class I

Reading: Taruskin, "The New Antiquity" in *Text and Act*, 202-234.

Listening/
Score Study: Beethoven Recordings discussed in the reading

Class II

Presentations

Week 11 (7, 9 April)

Presentations

Class I

Presentations

Class II

Presentations

Week 12 (14, 16 April)

No Class (Dr. Scheer away)

Week 13 (21, 23 April)

Wrap-Up

Class I

No Class

Class II

Taruskin, "The Modern Sound of Early Music," in *Text and Act*, 164-170.

Paper 1: "Authenticity!" Take a Side!

For your first paper, you are asked to adopt one of the three positions outlined by Joseph Kerman in the reading of 20 January (Ancient, Modern, or Postmodern) and write a polemic.

In this context it may be helpful to remember the definition of polemic offered by the Merriam Webster Collegiate Dictionary:

1. A: an aggressive attack or refutation of the opinion or principles of another.
B: the art or practice of disputation or controversy

Your paper should first lay out your viewpoint and how it relates to Kerman's formulation (the two need not necessarily be in lockstep, but they need to be related, and that relationship needs to be clear). From there you need to build a nuanced argument in favor of your viewpoint relying on the examples and arguments of others discussed in class and found in the scholarly literature, (These will need to be properly cited in footnotes. A separate bibliography is not necessary.) while at the same time calling into question the arguments of those with which you disagree. The result should be a short paper that convinces the reader of your viewpoint while meaningfully throwing the arguments of others into question.

Length: 750-1000 words

Format: Double-Spaced, Times New Roman, no more than 1 inch margins on the sides

Citation Style: Chicago (footnotes)

Optional First Draft Deadline¹: 27 January

Final Draft Deadline: 3 February

¹ If you take advantage of this option, I expect the paper handed in to read like a final draft, not a work in progress with sloppy organization, incomplete footnotes, or poor formatting. Such papers will be returned without comment, and your opportunity for feedback before the final draft is due will be lost.

Music Theory Pedagogy

MUSC 6140 | TR 1:30–2:45pm | FAC 222 | Fall 2017

Instructor: Dr. Bakker | sara.bakker@usu.edu
Office Hours: MF 8:30–10:20am | also by appointment | FAC 137A

Materials

We will read from a variety of current sources that address learning and music theory pedagogy, but the following three will be foundational for us. One copy of each is on course reserve in the library, although you may prefer to purchase your own.

- Peter C. Brown et al., *Make it Stick: The Science of Successful Learning* (ISBN 9780674729018)
- Michael R. Rogers, *Teaching Approaches in Music Theory: An Overview of Pedagogical Philosophies* (ISBN 978-0809325955)
- Gary S. Karpinski, *Aural Skills Acquisition* (ISBN 9780195117851)

Course Description

We will investigate the burgeoning field of music theory pedagogy, discussing how to structure courses, write lesson plans, articulate learning objectives, evaluate student work, and compare text books. We will draw on current readings, teaching observations, experiences teaching sample lessons, and discussion in class. Although one purpose of the class will be to become acquainted with current practices in music theory pedagogy, we will also question traditional methods of instruction and assessment.

Learning Objectives

All courses at USU are evaluated by students, based on their progress on goals, which are selected for each class by the professor. The following objectives have been chosen as particularly relevant to this course:

Essential: *Learning fundamental principles, generalizations, or theories.* You will become familiar with foundational perspectives on contemporary music theory pedagogy. Specifically, you will:

- Read current books and articles on both music theory pedagogy and the science of learning,
- Create quiz questions based on the reading
- Complete short, in-class quizzes after an assigned reading

Essential: *Learning to apply course material (to improve thinking, problem solving, and decisions).* You will gain practical teaching experience as you design your own lesson plans and execute them in a scaffolded setting, first in mini-lessons for our class, and later in partial or full music theory classes at USU. Specifically, you will:

- Learn what to include in a lesson plan
- Practice designing SOTL-inspired lesson plans
- Teach at least 4 mini-lessons to your peers

- Teach at least 2 theory classes at USU

Essential: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. Many people without advanced degrees in music theory end up teaching music theory courses, particularly at smaller institutions. Such situations are stressful for professors, and often less productive than they could be for students. Gaining basic pedagogy skills in advance will help you and your students excel. Specifically, you will:

- Design and critique assessments of students learning
- Describe the typical content of an undergraduate theory curriculum
- Identify common types of student problems and ways to help
- In aural skills, identify the mechanisms involved skills-development and ways to strengthen development
- Write a Philosophy of Teaching

Important: Developing skill in expressing oneself orally or in writing. Communication is the foundation of academia, but perhaps also of music and teaching. You will practice expressing yourself *orally* through teaching and class discussions, and *in writing* through teaching observations and reflections.

- Keep a semester-long “Reflections on Teaching” journal
- Debate theories we are learning
- Teach mini-lessons and theory classes
- Write at least four teaching observations of theory classes at USU

Evaluation*

Preparation and Participation	15 %
Teaching Observations x4	15 %
Journal “Reflections on Teaching”	40 %
Mini-Lesson Teaching x4	15 %
“Real” Teaching x2	10 %
Philosophy of Teaching	5 %

*All coursework must be completed in order to pass the class

A = 93	B+ = 87	C+ = 77	
A- = 90	B = 83	C = 73	F = 69 or less, academic
	B- = 80	C- = 70	dishonesty, or <u>any</u> NPs.

Preparation and Participation

You are expected to participate thoughtfully and attentively in all classes, whether listening critically, attending to a peer’s teaching demonstration, or sharing your thoughts in class discussions. On classes when readings are assigned, you will come up with and share on Canvas three quiz questions. You will have time to read and consider the other questions before we meet again, at which time I will select representative questions for a short quiz. Your daily participation, the quality of your quiz questions, and the accuracy of your quiz answers will all figure into this part of your grade.

Teaching Observations

Over the course of the semester, you will complete at least four teaching observations. You should contact the professor in advance to make sure your intended visit is on an appropriate day, not a test day, for example. One of your observations must be Aural Skills II, and another must be a Fundamentals course. Let me know immediately if you have time conflicts. The other two may be chosen freely, although you should keep in mind that before you do a “real” teaching class, you will need to observe that professor.

Your observation reports should include details of the class—name, professor, meeting time, date of observation—as well as a list of the class’s learning objectives, as far as you can tell. You may confirm these with the professor afterwards. Include a brief description (bullet points are fine) of the class’s structure, and an overview of what happened. After reporting on what happened, discuss any difficulties encountered in the class along with any other observations you care to share. Reports should be written in an objective, constructive style as they will be made available to the professor. Submit these as PDFs on Canvas.

Journal “Reflections on Teaching”

You will keep periodic reflections on teaching in an informal journal. You should use complete sentences, but your writing need not be polished. Focus instead on the content—make an effort to articulate issues you are confused or frustrated about, interested in, significant teaching or learning experiences, and so on. This will be extremely useful when you go to write your Philosophy of Teaching assignment. You may keep these writings online and share a link with me, or keep a physical document that you will submit. I will collect these at the end of each month for grading, and I will be looking primarily for evidence of engagement with relevant topics.

Mini-Lesson Teaching

You will prepare a short lesson (e.g., a melodic dictation) to teach to your peers. We will discuss and troubleshoot any problems that come up, and you will reflect on the process in your journal. Submit your lesson plan as a PDF on Canvas.

“Real” Teaching

It is imperative that in a class about teaching, you get some real opportunities to teach! You will cover all or part of at least two USU theory classes. You will first observe the professor for one of your teaching observations to get a sense of how the class is structured. Then, you will meet with that professor to discuss the class you will teach, write a lesson plan (to be approved by the professor or me, at the professor’s discretion), and teach the class. Afterward, you will reflect in your journal on how things went—what went well, what you were not happy with, and how you might do it differently if given another chance to teach this class. Your lesson plan must have at least two clearly worded learning objectives, as well as a way to measure them (this part is not necessary—I just need to see that you are considering elements of assessment in your lesson plan.) Submit your lesson plan as a PDF on Canvas at least 24 hours prior to teaching your class.

Teaching Philosophy

You will reflect on your approach to teaching and submit a polished document in which you clearly explain your perspectives on teaching and learning. Be prepared to use examples from your teaching experience to illuminate your points.

Attendance and Late Work

I expect that you will attend each class in its entirety. In situations of documented personal or medical emergency, please contact me to seek accommodation. Other late work will be accepted with a penalty of 25% per day. All work must be submitted in order to complete the class.

Academic Honesty

You are encouraged to find confirming and contrasting points of view on topics we are discussing. All graded work, however, must be your own, citing sources when appropriate.

Academic dishonesty is subject to disciplinary action with the university and will result in a failing grade in this class. Please see the *Student Code of Conduct* at www.usu.edu/studentservices/studentcode/article6.cfm.

Disability Resource Center

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) in Room 101 of the University Inn (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Drops, Incompletes, and Complete Withdrawals

If you need to drop this course, please do so as soon as possible. Depending on how early in the semester you do so, you may have no record of this course on your transcript and may be eligible for a tuition refund. catalog.usu.edu/content.php?catoid=8&navoid=2548

If extenuating personal, financial, or medical circumstances arise, consider pursuing an Incomplete (for this class alone), or a Complete Withdrawal (for all classes this semester). www.usu.edu/registrar/htm/registration/after/add_drop/

Unit Outlines—dates are approximate

1. Writing Lesson Plans: Weeks I–II

- a. What to include
- b. Read from *Teaching Approaches*
- c. Learning objectives vs. content goals
- d. Write and critique sample lesson plans

2. Teaching Aural Skills: Weeks III–V

- a. Read from *Aural Skills Acquisition*
- b. Explain purpose of dictation and sight reading
- c. Identify component skills of dictation and sight reading

- i. Describe ways to help students with each skill
 - d. Identify issues with assessment of aural skills
 - e. Guest lecture from local aural skills specialist Dr. Chenette (Sep. 28)
- 3. Scholarship of Teaching and Learning (SOTL): Weeks VI–IX**
 - a. Read from *Make it Stick*
 - b. Identifying myths of learning
 - c. Identifying best practices of learning
 - d. Ways to incorporate best learning-practices into lessons, assignments, and assessments
- 4. Evaluating Student Work: Weeks X–XI**
 - a. History of current US grading system
 - b. Fairness and Consistency
 - c. Goals in evaluation
 - d. Backward design
 - e. Ways to incentivize good work
- 5. Teaching Fundamentals: Weeks XII–XIII**
 - a. Typical course coverage
 - b. Textbooks and approaches
 - c. Challenges of class demographics
 - d. Benefits of being stylistically neutral
 - e. Is it really music theory?
- 6. Course Planning: Weeks XIV–XV**
 - a. Evaluating textbooks and materials
 - b. Using course evaluations and student work to improve future teaching
 - c. Trends in teaching
 - i. Technology, online learning, breadth vs. depth, skills vs. content
 - d. Presentation of topic of interest (time permitting)

MUSC 6650 Coaching/Advanced Repertoire Study

Fall 2017 – Time arranged by student and professor – 1 credit

Professor Dallas K Heaton

dallas.heaton@usu.edu, 480.332.8614, FAV-129

Texts:

- *Various musical scores dependent on pieces being studied*

Course Description:

This course is intended to teach the musicality, diction, and interpretation of applied art song and operatic/oratorio repertoire in a private coaching context. Course is repeatable and geared towards recital and operatic role preparation with specific content dependent upon the needs of the student and upcoming roles/recitals/other performances.

Course Objectives:

Students are expected to

1. Improve their ability to communicate through classical singing.
2. Understand advanced principles and techniques of musical interpretation and performance.
3. Gain deeper knowledge of applied repertoire, including provenance, context, and purpose.
4. Attain a pre-professional proficiency in diction and translation of Italian, German, and French.

Course Structure:

This course consists of a weekly hour-long private coaching. Repertoire is intended to be that which the student is already learning for other purposes, with the goal of increasing musicality and communicative ability through further refining of techniques of classical vocal performance.

A written, academic component will also be worked on throughout the semester, to be decided upon what is useful for the student through discussions with their coach. Examples of this project include but are not limited to historical research of the pieces being coached, program note writing for recitals, or accompanying lecture notes for lecture recitals.

A written and sung diction assessment on one of the common languages of singing (Italian, English, French, German) will be given at the end of each semester of study ensuring that the student has acquired the desired level of pre-professional proficiency in each of these languages.

Grading:

The student's efforts and achievements will be assessed throughout the semester in the following ways:

1. *Attendance and Preparation (20%)*: Presence and preparation are expected at each scheduled coaching. Consistently missing or being late will not be acceptable.
2. *Graduate Additional Project (20%)*: A semester-specific written essay or research document with the goal of increased depth of understanding into the repertoire being studied that is useful for the student's current needs.
3. *Growth and Final Performance (40%)*: Growth and the ability to incorporate notes received will be assessed either at a final performance at the end of the semester if the student will already be performing elsewhere, or in a qualitative assessment of improvements made over the course of the semester of study. Students will be judged according to their own capabilities.
4. *Written and Sung Diction Final Exam (20%)*: Pre-professional diction proficiency in one of the main languages of singing (English, Italian, German, and French) will be assessed at the end of each semester through a written and sung examination based on repertoire the student has coached and rotating through one language each semester. Failure to complete this requirement or attain a grade of 85 or higher will result in an incomplete for this course, only to be rectified when the necessary level of expertise is met.

Grading Scale:

A	>94	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	<59

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."

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.

VOICE AREA REQUIREMENTS/ MUSC 6630 SYLLABUS
MASTER OF MUSIC VOICE PERFORMANCE APPLIED LESSONS

INSTRUCTORS:

Errik Hood Cindy Dewey

LESSON ATTENDANCE/PREPARATION

Attendance is expected and required at all individual voice lessons. If you must miss a lesson due to illness, etc., you should notify your instructor PRIOR to your scheduled lesson time. Lessons you miss will be made up only at the discretion of the instructor. **Any unexcused absence will lower your final studio grade by a letter** (one letter for each unexcused absence). Any lessons missed by the instructor will be rescheduled.

Students are expected to have warmed up for at least 15 minutes prior to their voice lesson. If you have not warmed up, you may be asked to take the first 15 minutes of your lesson time to vocalize on your own, while your teacher has an unscheduled break.

Students are expected to have music learned (accurate pitches, rhythms, and text) by their next lesson. If you are assigned multiple pieces in one lesson, it is your responsibility to seek clarification about which pieces should be prepared for the next lesson. Students who come to lessons without having sufficiently prepared their music will be asked to leave and to spend their lesson time on their own, in study of the music, thus forfeiting the lesson.

Students are expected to have translated the texts to their songs (word-by-word literal translations AND poetic translations) within the first week that the song is assigned. There are a number of sources for help with translation. The USU Library has two volumes called, *Word-by-Word Translations of Songs and Arias*. One volume includes French and German texts, the other Italian texts, as well as a subscription to IPA Source. There are also a number of free online translation services, and there is nothing better than a big dictionary to get you started. If you have done all you can to translate your song/aria, and still cannot fill in all the blanks, then it is appropriate to ask your teacher for help at your next lesson.

Students are expected to have transcribed their songs into IPA symbols, and to have practiced the correct pronunciation of the texts to their foreign language songs. Students should be able to recite the poem of any song assigned by the following week. Every student should have *The Bantam New College Italian & English Dictionary*. This is the only Italian-English dictionary available for under \$100 that includes symbols to indicate whether the stressed e's and o's are open or closed. This dictionary is currently available at [Amazon.com](https://www.amazon.com) for as little as \$5.99 new.

DUE DATES for SONG ANALYSIS FORMS:

Fall Semester October 19, 2017 (last day before Fall Break)
Spring Semester March 2, 2018 (last day before Spring Break)

CREDIT HOURS AND MINIMUM PRACTICE REQUIREMENTS

All Master of Music Voice Performance majors must register for MUSIC 6630 and will receive 12 hour lessons each semester. Students must practice a minimum of 2 hours daily. Remember that this is the MINIMUM requirement. A dedicated student will need to spend more time than this.

Students should expect to spend about one hour in music study/preparation for each hour that they spend singing their music. Students should set time aside daily for vocalization, singing of repertoire, and repertoire study and memorization. All of the following activities may be counted towards meeting your minimum daily practice requirement:

1. Warming up the voice (W)
2. Working on specific vocalizes (V)
3. Singing the repertoire (S)
4. Translating the texts (T)
5. Transcribing texts into IPA (I)
6. Practicing recitation of texts (R)
7. Memorization of music (M)
8. Listening to artist-level singers (L)

Each student will keep a daily practice record (one template is provided with this handbook/syllabus) that indicates how much they practiced, and in which activities they were engaged in during that practice time. (Use the key given above.)

VOICE AREA RECITAL HOUR AND MASTER CLASS HOUR

Voice Recital Hour is held on Thursdays from 12:30-1:20 p.m. in FA 214. Performers should dress appropriately. No jeans, tennis shoes, or flip-flops. Women should wear dresses, skirts, or dress pants. Men should wear collared shirts. An accompanist is provided, but you may bring your own. You will receive an email at the beginning of each semester that outlines on which dates you are to perform at Voice Area Hour. You may also check the Voice Area Bulletin Board for the schedule. Scheduled singers must perform their selection from memory, unless they are singing an aria from an oratorio. All other singers in attendance at VRH should have music with them, and be ready to perform if called upon. If your music is not memorized (unscheduled singers only) you should have two copies with you-one for yourself, and one for the accompanist.

Voice Area Master Class will be held each Tuesday of the semester from 12:30-1:20 pm in FA 214. Voice majors are required to attend all Tuesday Master Classes. Music performed for the master class may be a 'work in progress', and need not be memorized. If you plan to perform with music, you will need to have **three** copies of your music, one for the accompanist, one for the master class facilitator, and one for you to perform from. You should be secure musically (pitches, rhythm, text) and should have your IPA and word-by-word translation work done prior to singing the piece in master class.

ATTENDANCE POLICY: The learning that takes place through participation and observation in these classes is irreplaceable. As a result, all voice majors are expected to attend all class meetings whenever possible. Voice Majors are allowed **three absences total** from VRH and Master Class. This includes both excused and unexcused absences. Each absence over three will result in the lowering of your applied studio grade by one degree (A to A-; A- to B+, etc.) unless an appropriate alternative assignment approved by Dr. Hood is completed, this includes class conflicts. These assignments might consist of written critiques of live performances, recording reviews, lesson observation reports, etc., and will vary in length and scope based upon the number of classes missed.

RECITAL/ CONCERT ATTENDANCE

It is expected that MM Voice Performance students attend ALL the vocal events (recital, concerts, operas, special vocal events) presented on campus. An up-to-date list of events will be posted by Dr. Hood's office (FA 208B) and updates on events will be included in email announcements. It is your responsibility to check regularly for updates and changes. Failure to attend the recitals/concerts/opera/events offered each semester may result in the lowering of your final grade. Students who have work/class conflicts must email Dr. Hood PRIOR to the event in order to be granted an excused absence. Dr. Hood or his designee will collect student IDs before the event, and will return IDs to students at the end of the event. If you forget to bring your student ID with you to the event, you may use your driver's license as a substitute.

VOICE AREA BULLETIN BOARD/ANNOUNCEMENTS

Students should check either the bulletin board outside Dr. Hood's office. Dr. Hood will also send regular updates and announcements via email. These emails are sent directly via the class roster, so be sure that you check that your preferred email is correct in the Banner system.

JURY POLICIES AND PROCEDURES

WHO? All MM Voice Performance students must present a jury at the end of each semester of study. The jury requirement will be waived in any semester in which the student has successfully completed a recital.

WHEN? Memorization deadline for jury pieces is in the 10th week of each semester. Students are required to bring an accompanist or have an accompaniment CD for each of their jury pieces for their memorization pass-off. Students will be required to recite the poems translations from memory, as well as sing each of their required pieces from memory at this lesson. If a student has not memorized all of the required repertoire by this lesson, then s/he cannot earn a grade higher than 85 for the studio portion of her/his semester grade.

Memorization deadlines:

Fall Semester	Week of November 6-10, 2017
Spring Semester	Week of March 19-23, 2018

Juries are generally scheduled in the first half of finals week. A sign-up sheet will be posted outside Dr. Hood's office three weeks before the end of the semester. Students should select a time in consultation with their accompanist. Your accompanist must sign your jury time to indicate that he/she is available and has received copies of all the music you will present. There will be a posted closing date for jury sign-up. If you have not signed up by that time- you FAIL.

WHAT? All MM Voice Performance students doing a jury must fulfill the following MINIMUM repertoire requirements. All music must be memorized. Minimum repertoire requirements must be met with solo vocal literature. Duets, etc. may be offered for juries but are to be in addition to minimum requirements. Any music presented but not memorized (with the exception of excerpts from oratorios and other chamber works normally performed with music) will not count towards the minimum repertoire requirement.

7 songs memorized / 5 of these offered for juries each semester

Students who have learned a major opera role may use up to two arias from the production in lieu of other jury repertoire.

Students are responsible for ensuring that they have enough pieces selected to satisfy the minimum repertoire requirements. If your teacher has not assigned you the minimum number of pieces, then it is your responsibility to bring additional repertoire suggestions to your lesson.

GRADING? Juries will be evaluated by a panel of judges consisting of Dr. Hood and at least two other voice instructors. Your jury performance will be assigned a grade by each of the jurors. The average of your jury scores will account for half of your final grade. The other half of your final grade will be determined by your instructor. Your studio grade (50%) may not be more than 5 points higher than your jury average. **Students must receive a final grade of B (83%) or better in order to progress in voice lessons. Students receiving a final grade of B- (82%) or lower must repeat that semester of lessons in order to advance.** The grading scale is as follows:

A = 93-100	A- = 90-93	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	

HOW? Students are expected to arrive for their jury at least 15 minutes before their assigned time. Students may forfeit (FAIL) their jury if they are not on time. If your accompanist is late we will fit you in when he/she arrives. Students must bring with them at least 5 copies of the jury repertoire/evaluation sheet, an electronic template of which will be provided each semester. The student will select the first piece to be performed and the judges will select subsequent pieces. You may be asked to sing only a portion of some of your repertoire. Appropriate dress is required for juries. (Women – dress/skirt with stockings/tights or pantsuit; Men – dress pants & collared shirt. No jeans, tennis shoes or flip-flops.) Students should introduce themselves and

announce their first selection, including title, larger work if applicable, and composer. Correct pronunciation is expected.

GRADUATE RECITAL REQUIREMENTS AND PROCEDURES

NO ENCORES ARE PERMITTED ON STUDENT RECITALS.

Encores will result in the student failing his/her recital.

MM Voice Performance students must present two recitals of 50-55 minutes of material. (This does not include pauses between numbers and intermission).

The first of these recitals should contain a variety of languages (such as German, French, English, Italian or Spanish). The program should be organized into 4-6 cohesive groups of songs (i.e. same composer or same period/style); it should represent a variety of periods (Baroque, Classical, Romantic, and Modern). 20th-century American or British art songs are required. No more than two operatic or concert arias may be included in the program. Students may include a group of musical theatre pieces, however at least half of the repertoire should be 'classical' in nature.

The second of these recitals may be more specific in focus and nature. Decisions about repertoire and format of these recitals will be made by the student in consultation with their applied instructor. Examples might include a full song cycle, a lecture recital, or the works of a specific composer or genre.

An MM Voice Performance student who performs TWO lead opera roles or major concert solo works may petition to have these performances replace the second recital. This request must be submitted to the voice area program coordinator with recordings of the appropriate performances. Decisions about what qualifies as a 'lead role' or 'major concert solo' will be made by the voice area program coordinator in consultation with the student's applied instructor.

Students should post information about their recitals to the Music Department website by going to: http://music.usu.edu/students/current_students and scrolling down to the link STUDENT RECITAL PUBLICITY.

Recital Program Approval

All Masters recital programs must be approved for content and length at least two months before the recital panel is scheduled. A copy of the program to be performed, along with the exact timings for each piece, should be turned into Dr. Hood, who will, in consultation with your instructor, suggest any necessary changes, as well as check the program for spelling, formatting mistakes, etc.

Recital Panels

All recitalists must perform their proposed recital in its entirety for a panel of voice faculty members. Recital panels should be scheduled with Dr. Hood at least 2 weeks in advance of the

panel date. Please make all scheduling requests via an email sent to Dr. Hood. The recital panel will grade this performance, and only if a passing grade is given, will the singer be allowed to schedule her/his graduate recital. Students must pass their recital panel at least one month before the date they wish to schedule their senior recital. All music must be memorized for this panel presentation.

Recital Scheduling

All voice recitals must be scheduled through Dr. Hood. A number of venues are available for recitals, including the Caine Room, FA 214, St. John's Episcopal Church, and The Caine Performance Hall. Students are responsible for turning in the appropriate paperwork to the Fine Arts Scheduling Office (for Caine Room and The Performance Hall) or to Dr. Evans for FA 214. Students are responsible for any costs associated with the rental of such venues.

Recital Recording

Students giving recitals in The Performance Hall will be provided with a house recording of their recital. FA 214 is equipped with recording equipment that may be used to record recitals. Students giving recitals at other venues must make their own arrangements for recording.

Recital Credits/Registration

MM Voice Performance students register for MUSC 6910 in the semester in which they plan to perform their recital. Students wishing to submit equivalent performance petitions for recital credit must still register for MUSC 6910 for a second semester during their course work.

Recital Programs

Please submit your printed recital program to Dr. Hood for proofreading one week before your recital date. Be sure to include your translations. Once the programs have been printed, students are required to turn in 4 copies to Dr. Hood for archiving.

Individual Instruction Fee: The individual instruction fee for this course in the amount of \$464.00 for MUSC 6630 is for instruction for your 12 lessons and studio class.

CONTRACT

Please bring this contract with you to your first voice lesson of the academic year.

I, _____, have read and understand the requirements and policies described in the Voice Student Handbook/MUSC 3670 Syllabus. I acknowledge that failure to comply with the terms of the handbook/syllabus may affect my success in this course.

Student Signature Date

Additional Course Requirements by Individual Instructor: (optional)

I, _____, have read and understand the additional requirements for this course as specified by my individual voice instructor. I acknowledge that failure to satisfy these additional requirements may affect my success in this course.

Student Signature Date

Instructor Signature Date

MUSC 6640 Graduate Vocal Pedagogy Seminar
Course Syllabus
Weekly Meetings By Appointment

Instructor: Dr. Errik M. Hood
Office: 208B Chase Fine Arts Center
Office Hours: By Appointment
Email: errik.hood@usu.edu

Purpose: This course is aimed to build upon the knowledge gained in undergraduate Vocal Pedagogy in order to aid voice performers, studio and classroom teachers, ensemble directors, music therapists, and other professional voice users in the advanced understanding of the structure and function of the vocal mechanism; to encourage a practical method through which to determine what standard vocal repertoire will aid in the development of voice students in varying stages of ability and experience; to provide a supervised opportunity to develop the skill set necessary to teach private voice; and to create a forum in which students can discuss their experiences as teachers and students of applied voice. To these ends, successful students will be able to complete the following:

Objectives:

1. Identify, locate, and utilize printed materials (i.e. relevant journals and textbooks) in order to enhance knowledge of the voice and established and emerging teaching methods.
2. Utilize knowledge of the vocal process in order to diagnose vocal faults and inefficiencies and implement strategies to correct these.
3. Use knowledge of a student's vocal deficiencies in conjunction with his or her ability and experience level to select repertoire that will aid the progress of said singer.
4. Establish a collection of resources such as repertoire guides, instructive academic articles, and proven teaching strategies.

Required Textbooks:

McCoy, Scott. (2015) *Your Voice: An Inside View*. Insideview Press. Columbus, OH
ISBN 978-0-9755307-8-8, paperback print edition

Arneson, Christopher. (2014) *Literature for Teaching: A Guide for Choosing Solo Vocal Repertoire from a Developmental Perspective*. Insideview Press. Columbus, OH.

An additional pedagogy textbook will be selected by the student, in coordination with the instructor, to be read and reviewed over the course of the semester.

Required Materials: Equipment to video record and play back voice lessons.

Voice Teaching Information: Students in this course will teach two voice students a minimum of five lessons each over the course of the semester. In order to begin teaching these voice students, they will need to fill out a Practicum Participation form (provided) explaining that these lessons are free of charge, will be recorded for learning purposes, and that they will receive no compensation for their participation. Voice students who are under 18 will need to provide the signature of a parent or legal guardian.

As a voice teacher, pedagogy students will keep a journal of the lessons they teach. This journal will include information about vocalizations performed, repertoire worked on, observations regarding the progress of the student, etc.

Videos of three lessons from each student will be submitted to the instructor electronically. Two lessons will be taught under the direct supervision of the instructor. Further details about this practicum experience will be discussed as needed.

Music therapy students may submit proposals for non-traditional voice instruction. If accepted, these students will work in conjunction with a music therapy or speech language pathology faculty member.

Course Requirements: Students enrolled in the Graduate Vocal Pedagogy Seminar will complete the following assignments over the course of the semester. Weekly meetings will occur to discuss the progress of these assignments. Assignments are described below.

Book Review: Students will select, in coordination with the instructor, a relevant pedagogy book to read. The student will write a review of this book, which should include discussions of the techniques covered, how these techniques were or were not helpful in working with his/her sample students, and to what extent such a book would be useful in further applied teaching.

Journal Reviews: Students will select, in coordination with the instructor, three articles from at least two different peer-reviewed journals in their respective fields. These journals might include the Journal of Singing, Journal of Voice, NATS bulletin, Vocapedia, etc. Students will write a review of each of these articles. These reviews will be turned in by MIDTERM.

Voice Students: As outlined above, each class participant will teach two voice students a total of five voice lessons each. Three of these will be video recorded for submission, two will be taught in the presence of the instructor. A journal will be kept of these lessons outlining exercises used, repertoire studied, successes and opportunities for improvement, etc. This journal will be turned in before the beginning of finals week.

Lesson Observation: Each class participant will observe a total of five lessons taught by at least **three different** voice instructors. Any voice faculty member of USU or a comparable university will be allowed. Instructors not affiliated with a university may be used upon approval of the instructor for this course. A reflection for each observed lesson will be written and submitted to the instructor before final exam week. Reflections should include exercises used, repertoire studied, successes and opportunities for improvement, etc.

GRADING

Final Grade Break Down

Pedagogy Book Review:	20%
Journal Reviews:	20%
Teaching Videos:	20%
Teaching Journal:	20%
Lesson Observation Reflections:	20%

Late Assignments: ... will not be accepted. In the event of anticipated delays due to family obligations, performances, etc., assignments and exams may be completed early. All assignments will be submitted to the instructor on or before the date specified in this syllabus.

Writing: Students will be expected to submit written assignments in a clean legible font, double-spaced, that is demonstrative of a solid understanding of the assigned material. Spelling and grammar will factor in to the grade for all written assignments. Students are encouraged to make use of the university writing center if academic writing is a challenge.

Academic Misconduct: Plagiarism and cheating will not be tolerated. Consult the university policy on academic misconduct to familiarize yourself with what constitutes a violation and what the consequences will be. This policy can be found at: <https://studentconduct.usu.edu/studentcode/article6>

Appendix B

Errik M. Hood
266 Rosewood Circle
Logan, UT 84321
(937) 750-0618 ♦ errik.hood.baritone@gmail.com

ACADEMIC PREPARATION

- 2015 **D.M.A. Voice Performance**
The Ohio State University
Columbus, OH
DMA Document Title: *Teaching the Songs of Ivor Gurney:
An Applied Studio Guide to the Utilization of Fourteen Songs*
- 2010 **M.M. Performance and Literature, Voice and Opera**
Bienen School of Music, Northwestern University
Evanston, IL
- 2008 **B.Mus. Voice Performance**
Magna Cum Laude
Wright State University
Dayton, OH

PROFESSIONAL APPOINTMENTS

- 2016-current **Utah State University, Department of Music**
Assistant Professor, Voice Area Program Coordinator
- 2013-2014 **Northern Kentucky, Department of Music**
Interim Lecturer of Voice

ADJUNCT APPOINTMENTS

- 2014-2016 **University of Dayton, Department of Music**
- 2011-2013 **Wright State University, Department of Music**

UPCOMING PERFORMANCES

Recital and Master Class	Brigham Young University	October 2017
Soloist, Beethoven's 9 th Sym. (excerpts)	Utah State University	October 2017
Soloist, <i>Soldier's Mass</i> (Martini)	American Festival Chorus	November 2017
Melchior, <i>Amahl ... Night Visitors</i>	Ogden, UT	December 2017
Soloist, <i>Dona Nobis Pacem</i> and <i>Sancta Civitas</i> (Vaughan Williams)	American Festival Chorus	April 2018

OPERA/MUSICAL THEATRE PERFORMANCE EXPERIENCE

Sharpless	Madama Butterfly	Utah Festival Opera & Musical Theatre	2017
Cardinal Wolsey	Rex (Rodgers/Harnick)	UFOMT	2017
Mayor Shinn	The Music Man	UFOMT	2017
Montano	Otello	Dayton Opera	2016
Torado	DreamLovers(Coleridge-Taylor)	Univ. of Dayton Faculty Performance	2016
Germont	La Traviata (abridged)	Opera Columbus(Opera on the Edge)	2015
Motorcycle Cop/Prison Guard 1	Dead Man Walking	Dayton Opera	2015
Melchior	Amahl and the Night Visitors	Cincinnati Chamber Orchestra	2014
Scottish Soldier 3	Silent Night	Cincinnati Opera	2014
Melchior	Amahl and the Night Visitors	Cincinnati Chamber Orchestra	2013
Simone	Gianni Schicchi	Opera Project Columbus	2013
Escamillo	Carmen (abridged)	The Ohio State University Opera	2013
Unnamed Bass	Too Many Sopranos	Opera Project Columbus	2012
Melchior	Amahl and the Night Visitors	Cincinnati Chamber Orchestra	2012
Ford	Falstaff	The Ohio State University Opera	2012
3 rd Cardinal/Priest	Galileo Galilei	Madison Opera	2012
Vice Principal Paunch	25 th Annual...Spelling Bee	The Dayton Playhouse	2011
Soloist	Musical Theatre Cabaret	Chautauqua Opera	2010,2011
Figaro	The Ghosts of Versailles	Northwestern University Opera	2010
Figaro	The Marriage of Figaro	NU Opera	2010
Bartolo	Il barbiere di Siviglia	NU Opera	2009
Pish Tush (cover)	The Mikado	Opera New Jersey	2009
Soloist	Musical Theatre Cabaret	Opera New Jersey	2009
Secret Police Agent (cover)	The Consul	NU Opera	2009
Baron Zeta	The Merry Widow	NU Opera	2009
Notary	Don Pasquale	NU Opera	2008
Big Jim	Flight of the Lawnchair Man	Encore Theatre Company	2008
Private Willis	Iolanthe	Wright State University Opera	2008
Balthazar	Amahl and the Night Visitors	Springfield, Ohio	2007
Morito/Husband/CPA	See What I Wanna See	Encore Theatre Company	2007
Jim	The Gift of the Magi	Dayton Playhouse	2006
Gianni Schicchi	Gianni Schicchi	WSU Opera	2006
Pooh-Bah	The Mikado	WSU Opera	2005

CONCERT AND ORATORIO SOLOIST EXPERIENCE

Stabat Mater	Dvorak	Reno Chamber Orchestra	2017
Requiem	Brahms	Springfield Symphony Orchestra	2017
Song Recital	WWI-Era British Songs	USU Faculty Recital	2017
Mass in G	Schubert	Dayton, OH	2016
Messa di Gloria	Puccini	Bexley, OH	2016
Song Recital	Joseph Summer	Univ. of Dayton Faculty Performance	2016
Requiem	Fauré	Bach Society of Dayton	2016
Magnificat	J.S. Bach	Bach Society of Dayton	2016
Messiah	Handel	Dayton Philharmonic Orchestra	2015
Messiah	Handel	Lebanon Symphony Orchestra	2015
Operatic Excerpts	Donizetti, Rossini, Mozart	University of Dayton Rec. Series.	2015
Excerpt from Carmen	Bizet	Dayton Philharmonic Concert Band	2015
Mass in C Major	Schubert	Bach Society of Dayton	2014
Missa Brevis in A Major	J. S. Bach	Bach Society of Dayton	2014
Petite Messe Solennelle	Rossini	Yellow Spring Comm. Chorus	2014
Ein deutsches Requiem	Brahms	NKU Orchestra and Chorus	2014
Judas Maccabaeus	Handel	Yellow Springs Orchestra/Chorus	2013

Judas Maccabaeus	Handel	Miami Valley Symphony Orchestra	2013
Messa di Gloria	Puccini	Capriccio Vocal Ensemble	2013
Kindertotenlieder	Mahler	The Ohio State University	2013
Messiah	Handel	Galion, OH	2012
Te Deum	Bruckner	Worthington, OH	2012
Duet from Pearl Fishers	Bizet	Ohio State University Sym. Orch.	2011
Messiah	Handel	Galion, OH	2011
Art Song Recital	Gurney, Schubert	Chautauqua Opera	2011
Excerpt from The Tempest	Hoiby	Chautauqua Symphony Orch.	2011
Art Song Recital	Butterworth, Poulenc	Chautauqua Opera	2010
Rejoice in the Lamb	Britten	Kenilworth, IL	2010
Coronation Mass	Mozart	Kenilworth, IL	2009
Domine... Festina	Martini	Northwestern University Chorus	2008
Vesperae Solennes	Mozart	Wright State University Chorale	2008
Messiah	Handel	Kettering, OH	2006

OPERA DIRECTION

2017	Stage Director	Amahl...Night Visitors	Utah State University (upcoming)
2017	Stage Director	Opera Scenes	Utah State University
2013	Co-Director	Opera Scenes	Northern Kentucky University
2013	Assistant to the Director	Too Many Sopranos	Wright State University
2012	Co-Director	Opera Scenes	Wright State University
2012	Assistant to the Director	Trial By Jury	Wright State University
2012	Assistant to the Director	H.M.S Pinafore	Wright State University
2011	Co-Director	Opera Scenes	Wright State University

PUBLICATIONS

Articles

“Endangered Species: A Case for Art Song Activism.” *Classical Singer Magazine* (April 2016).

“A Pedagogical Discussion of Ivor Gurney’s Art Songs.” *The Ivor Gurney Society Journal* (Volume 21, 2015).

YOUNG ARTIST PROGRAMS

2011	Chautauqua Opera Studio Artist
2010	Chautauqua Opera Studio Artist
2009	Opera New Jersey Studio Artist

AWARDS AND HONORS

- 2016, 2017 **Caine College of the Arts Faculty Travel Grant**
Utah State University
- 2012 **Wilson Award for Continued Graduate Studies**
The Ohio State University
- 2011 **Career Encouragement Grant**
Chautauqua Opera
- 2008-2010 **Eckstein Scholar, Graduate Studies**
Bienen School of Music, Northwestern University
- 2006 **Tri-State Aria Competition, Finalist**
Dayton Opera Guild

INVITED PRESENTATIONS

- 2018 **Idaho State University**
(upcoming) Masterclass
- 2017 **University of Utah School of Music**
(upcoming) Masterclass
- 2017 **Brigham Young University School of Music**
(upcoming) Lecture Recital and Masterclass
- 2017 **University of Nevada Reno Dept. of Music**
Guest Masterclass
- 2017 **University of Dayton Dept. of Music**
Guest Masterclass
- 2017 **Wittenberg University Dept. of Music**
Guest Masterclass
- 2017 **Wright State University School of Music**
Guest Lecture, Dramatic Preparation of Vocal Repertoire

CONFERENCE PARTICIPATION

- 2018 **NATS National Conference(upcoming)**

Lecture Recital (abridged): "Do not forget me quite: A Lecture Recital Concerning the Performance and Teaching of Art Songs of Ivor Gurney"

- 2017 **Northern Utah NATS Meeting (upcoming)**
Workshop: Preparing Classical Repertoire from a Dramatic Perspective
- 2017 **College Music Society Great Lakes Regional Conference**
Lecture Recital: "Do not forget me quite: A Lecture Recital Concerning the Performance and Teaching of Art Songs of Ivor Gurney"
- 2017 **College Music Society Great Lakes Regional Conference**
Lightning Talk: "IMPROVe Your Teaching: How the Lessons of Long Form Improvisational Comedy Made Me a Better Voice Teacher"
- 2017 **NATS Cal-Western Regional Conference**
Lecture Recital: "Do not forget me quite: A Lecture Recital Concerning the Performance and Teaching of Art Songs of Ivor Gurney"
- 2017 **Northern Utah NATS Meeting**
Masterclass Facilitator
- 2014 **Ohio NATS Fall Meeting, Dayton OH**
Recital Performer, Settings of Paul Lawrence Dunbar texts
- 2013 **Society of Composer, Inc. National Convention, Columbus OH**
Panelist/Performer, Nigerian Yoruba Music

CAMPUS LECTURES

- 2017 **Madama Butterfly Pre-Performance Lecture, Fry Street Chamber Festival**
Historical and compositional background for festival participants
- 2016 **Dramatic Preparation of Vocal Repertoire, USU Dept. of Music**
Acting technique for arias and art songs presented to SNATS Chapter
- 2016 **Dramatic Preparation of Vocal Repertoire, Univ. of Dayton Dept. of Music**
Department-wide lecture presenting acting technique for arias and art songs
- 2015 **Lecture Recital Concerning the Performance and Teaching of the Art Songs of Ivor Gurney, University of Dayton**
Presented DMA research as a part of campus-wide series entitled "Rights, Rites, Writes"
- 2014 **Understanding Vowel Formants, University of Dayton Dept. of Music**
Department-wide lecture presenting information in the context of vocal pedagogy

TEACHING EXPERIENCE

Utah State University

Applied Voice (Fall 2016; Spring 2017; Fall 2017)
Voice Area Masterclass Facilitator (Fall 2016; Spring 2017; Fall 2017)
Opera Workshop Stage Director (Spring 2017; Fall 2017)
Vocal Pedagogy (Fall 2017)

University of Dayton

Applied Voice (Fall 2014; Spring 2015; Summer 2015; Fall 2015; Spring 2016; Summer 2016)
Voice Area Masterclass Facilitator (team taught. Fall 2014; Spring 2015; Fall 2015; Spring 2016)

Northern Kentucky University

Applied Voice (Fall 2013; Spring 2014)
Opera Workshop Stage Director (Fall 2013)
Voice Area Performance Workshop Coordinator (Spring 2014)

Wright State University

Applied Voice (Quarters: Winter 2011; Fall 2011; Winter 2012; Spring 2012. Semesters: Fall 2012; Spring 2013)
English and Italian Diction (Quarters: Winter 2011; Fall 2011; Winter 2012; Spring 2012. Semesters: Fall 2012; Spring 2013)
Operatic Stage Technique Workshop (Winter 2011)
Opera Workshop Assistant Director (Winter 2011; Fall 2011; Spring 2012)

The Ohio State University, Graduate Teaching Assistant

Applied Voice, instructor of record. (Quarters: Winter 2011; Fall 2011; Winter 2012; Spring 2012. Semesters: Fall 2012; Spring 2013)
Group Voice Class, instructor of record. (Quarters: Winter 2011; Fall 2011; Winter 2012; Spring 2012. Semesters: Fall 2012; Spring 2013)

Northwestern University, Graduate Teaching Assistant

Applied Voice, instructor of record. (Fall 2009, Winter 2010, Spring 2010)
Opera Theatre, production assistant. (Fall 2009, Winter 2010, Spring 2010)
Opera Repertoire, teaching assistant. (Fall 2009, Winter 2010, Spring 2010)

SERVICE TO PROFESSION

2016-current **NATS**

Student NATS Outreach Committee member; SNATS Chat Facilitator

2017-current **Northern Utah NATS Chapter**

Membership Secretary

2016-current **Northern Utah NATS Chapter**
Auditions Committee

DEPARTMENTAL SERVICE

2016-current **Utah State University**
Voice Area Program Coordinator

2016-current **Utah State University**
Co-Chair, Recruitment Committee

2017-current **Utah State University**
Audition Coordinator

2017-current **Utah State University**
Social Media Liaison

2016-current **Utah State University**
Member, Curriculum Committee

2016-current **Utah State University**
Member, Visiting Artist Committee

2017-current **Utah State University**
Member, Scholarship Committee

2016-current **Utah State University**
SNATS Chapter Advisor

2016 **University of Dayton**
SNATS Chapter Co-Advisor

2013-2014 **Northern Kentucky University**
Member, Recruitment Committee

NON-ACADEMIC WORK

2017 **Instructor, Broadway Bound Camp, Utah Festival Conservatory**
Teach classes on Vocal Health and Anatomy, Master Class Facilitator

2015-2016 **Director of Music, Grace United Methodist Church, Dayton OH**
Music Staff Supervisor, Conductor of Choirs, Coordinator of Instrumental Music

2014-2016 **Instructor, Voice Performance Institute, University of Dayton**
Auditioned summer program servicing high school students

- 2015-2016 **Instructor, Black Box Improv Theatre, Dayton OH**
Teach classes on improvised comedy and musical improvisation
- 2013-2015 **Director of Music, Southminster Presbyterian Church, Centerville OH**
Music Staff Supervisor, Conductor of Choirs, Coordinator of Instrumental Music
- 2005-2008 **Director of Vocal Music, Oak Creek United Church of Christ, Kettering OH**
Conductor of Choir, Coordinator of Service Music

PROFESSIONAL MEMBERSHIPS

- 2012-current **National Association of Teachers of Singing**
- 2013-current **College Music Society**
- 2015-current **Ivor Gurney Society**
- 2017-current **North American British Music Studies Association**
- 2013-2016 **American Choral Directors Association**

STUDENT SUCCESSES

Kaylyn Baldwin

USU 2017-current

2nd Place, Lower College Musical Theatre, Northern Utah NATS Competition 2017

Sydney Creer

USU 2016-current

Honorable Mention, Cal-West Regional NATS Competition 2016

Rosa Gardener

Private Student 2016-current

Jane, *The Secret Garden*, The Playhouse, San Antonio, TX

Mom/June/Marissa/Primp, *The Emperor's New Threads*, Magik Children's Theatre, San Antonio, TX

Shelley, *Hairspray*, The Playhouse, San Antonio, TX

Squeaky Fromme, *Assassins*, The Playhouse, San Antonio, TX

Kevin Nakatani

Private Studio 2016-current

Don Quixote (cover), *Man of La Mancha*, Utah Opera

Frollo, *The Hunchback of Notre Dame*; Sergeant of Police, *The Pirates of Penzance*;
Commus/King Francis, *Rex*. Utah Festival Opera and Musical Theatre

Hillary Place

USU 2016-2017

Soloist, Bach Cantata 147, Orange Coast College Symphony Orchestra
Poster Presenter, Utah State Citizen Scholar Conference

Brad Summers

USU 2016-2017

Finalist, Michael Ballam Concorso Lirico International Opera Competition 2017
2nd Place, Upper College Musical Theatre, Northern Utah NATS Competition 2017
Yamadori (cover), *Madama Butterfly*, Utah Festival Opera and Musical Theatre
MM Voice Performance Candidate, University of Tennessee Knoxville
Il Conte, *Le nozze di Figaro*, University of Tennessee Knoxville

COURSES PREPARED TO TEACH

Applied Voice

Group Voice Class

Vocal Pedagogy

Diction (German, French, Italian, English)

Art Song Repertoire (German, French, Italian, English, American)

Opera Workshop

Choral Ensembles

Improvvisational Comedy

Cindy Dewey, DMA

Associate Professor of Music
 Department Head, Music
 Caine College of the Arts
 Utah State University

4015 Old Main Hill
 Logan, UT 84322-4015
 435-797-3055
cindy.dewey@usu.edu

Education

(BS)*	Speech Language Pathology	Utah State University	2008	GPA 4.0
	*Second Bachelor's in preparation for entrance into MS program in Speech Language Pathology			
DMA	Voice Performance	Louisiana State University	1994	GPA 4.0
MM	Voice Performance	University of Texas at San Antonio	1985	GPA 4.0
BM	Voice Performance	Louisiana State University	1980	GPA 3.8

Academic Positions

Department Head	Utah State University	2015-
Associate Professor (tenured)	Utah State University	1996-
Interim Department Head	Utah State University	2009-2010
Assistant Department Head	Utah State University	2000-2011, 2012-2015
Associate Professor (tenured)	West Virginia University	1994-1996
Assistant Professor	West Virginia University	1988-1994
Graduate Teaching Fellow	Louisiana State University	1985-1988
Instructor, Director of Choral Activities	International Bible College	1981-1985

Teaching Specializations

Applied Voice (Individual Instruction in Voice)
 Vocal Pedagogy
 Diction

Other Courses Taught

Vocal Repertory
 Opera Workshop
 Fundamentals of Music
 Voice for Theatre

Other Professional Activities

Metropolitan Opera Lindemann Young Artist Development Program, Voice Instructor, Summer 2015
 Senior Editor, Co-Author, Educational Advantage online courses in Applied Voice Instruction 2015-
 Vocal Pedagogy Summit, Ohio State University, one of 22 university professors from across the US and Canada
 invited to participate in first Vocal Pedagogy Summit March 2015
 Inaugural Keynote Speaker, Wasatch Voice Forum, National Center for Voice and Speech, January 8, 2013
 Research Affiliate, National Center for Voice and Speech, 2013
 Faculty (Classical Voice Specialist) Summer Vocology Institute, National Center for Voice and Speech, July 2011

Awards/Honors

Mortar Board, Top Prof
 KSL Teacher Feature Winner
 MEC Young Scholar Award
 Cleveland Art Song Festival Award
 National Association of Teachers of Singing, Artist Award, Regional Finalist
 National Opera Association National Competition Semi-Finalist
 Louise D McMahon International Music Competition Semi-Finalist
 Stewart Opera Awards Competition, Semi-Finalist
 Lucille J Blum Award (outstanding achievement in scholarship and music)

Gertrude B Saucier Scholarship (outstanding graduate student in music)
Phi Kappa Phi
Pi Kappa Lambda

Presentations and Professional Leadership (Vocal Pedagogy)

Presenter	International Congress of Voice Teachers, Stockholm (Aug 2017)
Presenter	Xi'an International Choral Festival, Xi'an China (July 2017)
Presenter	NATS CWR Conference, Phoenix (Jan 2017)
Program Chair	NATS CWR Conference, San Diego (Jan 2016)
Panelist	International Vocal Pedagogy Summit, Columbus (Mar 2015)
Program Chair	NATS CWR Conference, Sacramento (Jan 2015)
Program Chair	NATS National Convention, Orlando (July 2012)
Conference Chair, Program Committee Member	NATS National Convention, Salt Lake City (July 2010)
Plenary Session Panel Member	NATS National Convention, Minneapolis (July 2006)
Lecture Recitalist	NATS National Convention, New Orleans (July 2004)
Guest Presenter	Puget Sound NATS (February 2004)
Plenary Session Presenter	MTNA National Convention/NATS Workshop (Mar 2003)
Faculty, Coordinator	International Voice Seminar (Summer 1999, Summer 2000)
Voice Science Advisory Committee	National Association of Teachers of Singing

Guest Lectures in Vocal Pedagogy

The Ohio State University
University of Nebraska, Lincoln
Palm Beach Atlantic University
Southern Methodist University
Arizona State University
The University of Texas at El Paso
Stephen F Austin University
Puget Sound NATS

Publications

Author, Voice Essentials, Educational Advantage, 2017- (accredited online course)
Senior Editor, Voice Basics, Educational Advantage, 2016- (accredited online course)
Oren Brown's Discover Your Voice, The Classical Singer, November 2004
Report on the First International Voice Seminar, VASTA Journal, 2000
Pedagogical Concepts in James McKinney's 'The Diagnosis and Correction of Vocal Faults', The Classical Singer, forthcoming

Research in Progress

Gender Differences in Nasal Emission in the Cardinal Vowels, study design completed, data collection to begin Summer 2018.
Efficacy of the Facilitator Model 3500 for Singers, completing study design phase, data collection to begin Summer 2018.
Quantifying Legato Technique in Western Classical Singing, completing study design with research mentor, Abby Benninghoff.

Professional Affiliations

Pan-American Vocology Association	Charter member, 2014-
National Association of Teachers of Singing	Cal-Western Regional Governor, 2014- Program Chair, 2012 National Conference Conference Chair, 2010 National Conference Voice Science Advisory Committee

National Opera Association

Northern Utah Chapter President, 2008-2010

Utah Governor, 1996-1998

West Virginia Governor, 1994-1996

West Virginia Governor, 1992-1994

Dallas K Heaton

480.332.8614 ~ dallasheaton@gmail.com
3250 S. Main St., Nibley, UT 84321

EDUCATION

- College Conservatory of Music, University of Cincinnati**, Cincinnati, Ohio 2011
Artist Diploma – Opera Coaching (3.97 GPA)
Studied with: Marie-France Lefebvre, Terry Lusk (Opera Coaching), Kenneth Griffiths (Collaborative Piano), Annunziata Tomaro (Conducting), Vivian Montgomery (Harpsichord)
- Arizona State University**, Tempe, Arizona 2009
Master of Music – Collaborative Piano (4.00 GPA)
Received Joseph & Ida Klatzkin Memorial Contemporary Solo Keyboard Award, Apr 2008
Studied with: Eckart Sellheim, Russell Ryan (Collaborative Piano), Christina Hutten (Harpsichord)
- TOP Opera**, Maurach am Achensee, Austria July/Aug 2008
Studied with: Kathy Wright, Elizabeth Bachmann
- Brigham Young University - Idaho**, Rexburg, Idaho 2005
Bachelor of Musical Arts cum Laude – Composite Emphasis, Mathematics minor (3.91 GPA)
Studied with: Stephen Allen (Solo Piano), Kristine Ciesinski (Vocal Coaching)

TEACHING EXPERIENCE

- Utah State University**, Logan, Utah 2014-present
Opera/scenes Producer/Director, Diction courses, Vocal Repertory course, Coach/Accompanist, Recruiting/Website Committee Chair, Collaborative Piano course
- Utah Festival Conservatory**, Logan, Utah 2012-present
Voice Techniques class, Accompanist for Spotlight Musical Theatre and other youth courses and programs
- Mesa Community College**, Mesa, Arizona 2007-2009
Staff Accompanist (worked in private lesson, classroom, and choral settings)
- BYU-Idaho**, Rexburg, Idaho 2004-2007
Staff Accompanist (played for opera scenes, choirs), Co-taught group beginning piano
- Freelance Pianist**, Ohio, Arizona, Idaho & Utah 2003-present
Accompanist/Vocal Coach/ Recitalist

MUSICAL DIRECTION/CONDUCTING

- Utah State University**, Logan, Utah
Amahl and the Night Visitors (Musical Director, Pianist) *Dec 2017
Big Fish (Musical Director, Conductor/Pianist) April 2017

<i>Opera/Musical Theatre Scenes Program</i> (Musical Director, Pianist)	Mar 2017
<i>La finta giardiniera</i> (Musical Director, Continuo)	Feb 2017
<i>The Boy who Grew too Fast</i> (Musical/Stage Director, Pianist)	Nov 2016
<i>Songs for a New World</i> (Musical Director, Conductor/Pianist)	April 2016
<i>Dogfight</i> (Musical Director, Conductor/Pianist)	April 2016
<i>Trial by Jury</i> (Musical/Stage Director, Conductor)	Nov 2015
<i>Help, Help, the Globalinks!</i> (Musical Director, Conductor)	Mar 2015
<i>Opera/Musical Theatre Scenes Program</i> (Musical Director, Pianist)	Nov 2014
<i>The Merry Wives of Windsor</i> (Musical/Stage Director, Pianist)	April 2014

Utah High School Musical Theater Awards, Logan, Utah (Musical Director, Pianist) April 2014-2017

Music Theater West, Logan Utah

Guys and Dolls (Conductor) Oct 2014

Utah Festival Opera, Logan, Utah

Rex (Musical Director/Conductor/Pianist) July 2017

The Hunchback of Notre Dame (Assistant Conductor/Pianist) July 2017

Peter Pan (Musical Director/Conductor/Pianist) July 2016

Ragtime (Assistant Conductor) July 2016

How to Succeed... (Assistant Conductor) July 2015

Joseph and the Amazing... (Assistant Conductor) July 2014

COLLABORATIVE PIANIST

Met Opera Nat'l Council Auditions Idaho/Montana Dist. Official Accompanist , Pocatello, Idaho	Nov 2014-2017
Road to Broadway with Stephen Karam , Logan, Utah	*Oct 2017
Recitals with Errik Hood, baritone , Arizona, Utah	Feb 2017
Road to Broadway with Andrew Samonsky , Logan, Utah	Sept 2016
Road to Broadway with Jenn Colella , Logan, Utah	Oct 2015
Utah Opera Guest Coach/Accompanist , Salt Lake City, Utah (<i>see show listing below</i>)	2012-2014
Opera Idaho Guest Coach/Accompanist , Boise, Idaho (<i>see show listing below</i>)	2012-2017
El Paso Opera Guest Coach/Accompanist , El Paso, Texas (<i>see show listing below</i>)	2012-2013
St. Croix Landmark Society Recital with Shawn Mlynek, tenor , Frederiksted, St. Croix	Feb 2015
Road to Broadway with Aaron Galligan-Stierle , Logan, Utah	Dec 2014
Featured pianist in Utah Festival Opera's 8 Hands 2 Pianos Recital , Logan, Utah	July 2010-2017
Recitals with Kristine Ciesinski, soprano , Washington, Idaho	Nov 2013, June 2015, Dec 2015
Guest Accordionist for Towne Singers Concert , Logan, Utah	April 2014
Candlelight Baroque Cabaret , Logan, Utah, harpsichord	Aug 2014
Utah Opera Chorus substitute pianist , Salt Lake City, Utah	2012, 2013
Recital with Andrew Peck, tenor , Boise, Idaho	Oct 2011
Recital with Alisa Jordheim, soprano (Scandinavian Society of Cincinnati) , Cincinnati, Ohio	May 2011

In addition to highlights listed above, numerous other professional & student recitals at CCM, Utah State University, Arizona State University, Mesa Community College, Idaho State University, and BYU-Idaho

GUEST LECTURER

<i>Behind the Scenes with the Pianists</i>	Utah Festival Academy	July 2017
<i>Technology in the Pit</i>	Utah Festival Academy	Aug 2017
<i>Ragtime, just in time!</i>	Utah Festival Academy	July 2016
<i>UFOMT 2016 Season in-depth</i>	Road Scholars (Elderhostel)	July 2016

<i>Italian and French and Middle High German... oh my!</i>	Utah Festival Academy	July 2015
<i>How to Prepare your Musical Theatre Audition</i>	NATS Cal-Western Reg. Conference	Jan 2015
<i>UFOMT 2015 Season in-depth</i>	Road Scholars (Elderhostel)	July 2015
<i>UFOMT 2014 Season in-depth</i>	Road Scholars (Elderhostel)	July 2014

CHORUS MASTER/CHORAL PIANIST

Utah Festival Opera , Logan, Utah		
Chorus Master		Summers 2012-2017
Carmina Burana (coach, sub. reh. accompanist & pianist)		Aug 2015
St. Matthew Passion (coach, reh. pianist)		Aug 2012
Utah Opera/Utah Symphony Chorus , Salt Lake City, Utah		2012, 2013
Substitute Chorus Master (Handel's Messiah, Berlioz' La Damnation de Faust, Miss Saigon)		
American Festival Chorus , Logan, Utah		
Mass in B Minor (continuo harpsichord)		Aug 2016
St. John Passion (sub reh. accompanist, continuo portative organ)		April 2015
St. Nicholas (pianist)		Nov 2014
Messiah (continuo harpsichord)		April 2012
Mesa Community College , Mesa, Arizona		2007-2009
Accompanist for Red Mountain Campus Choirs		
Arizona State University , Tempe, Arizona		2007-2009
Accompanist for Concert Choir (auditioned mixed ensemble)		
Including performances of Messiah, Elijah, Verdi's Requiem		
BYU-Idaho , Rexburg, Utah		2002-2007
Accompanist for Collegiate Singers (auditioned mixed ensemble)		
Including recording "A Carol to our King"		

PRODUCTIONS LIST

OPERA

<i>Dido and Aeneas</i>	Coach/Accompanist	Utah State University	*April 2018
<i>Amahl and the Night Visitors</i>	Producer/Mus. Director/Pianist	Utah State University	*Nov 2017
<i>Tosca</i>	Guest Coach/Accompanist	Opera Idaho	Feb 2017
<i>La finta giardiniera</i>	Producer/Mus. Dir./Coach	Utah State University	Feb 2017
<i>The Boy who Grew too Fast</i>	Producer/Director/Accompanist	Utah State University	Nov 2016
<i>La liberazione di Alcina...</i>	Coach/Continuo	Utah State University	Mar 2016
<i>Trial by Jury</i>	Producer/Director/Conductor	Utah State University	Nov 2015
<i>The Raspberry War</i>	Producer/Director/Accompanist	Utah State University	Nov 2015
<i>Die Zauberflöte</i>	Guest Coach/Accompanist	Opera Idaho	Oct 2015
<i>La Bohème</i>	Assistant Chorus Master	Utah Festival Opera	July 2015
<i>Rose in Flames</i>	Principal Coach/Accompanist	Utah Festival Opera	July 2015
<i>Help, Help, the Globalinks!</i>	Producer/Mus. Director/Conductor	Utah State University	March 2015
<i>Madama Butterfly</i>	Guest Coach/Accompanist	Utah Opera	Oct 2014
<i>The Merry Wives of Windsor</i>	Producer/Mus. Director/Accompanist	Utah State University	Apr 2014
<i>Carmen</i>	Guest Coach/Accompanist	Opera Idaho	Feb 2014
<i>Salome</i>	Guest Coach/Accompanist	Utah Opera	Oct 2013

<i>Il Barbiere di Siviglia</i>	Guest Coach/Accompanist	Utah Opera	May 2013
<i>Il Barbiere di Siviglia</i>	Ass. Conductor/Coach/Accompanist	El Paso Opera	March 2013
<i>Il Trovatore</i>	Guest Coach/Accompanist	Utah Opera	Oct 2012
<i>Tosca</i>	Assistant Chorus Master	Utah Festival Opera	July 2012
<i>Faust</i>	Assistant Chorus Master	Utah Festival Opera	July 2012
<i>Of Mice and Men</i>	Guest Coach/Accompanist	Utah Opera	May 2012
<i>Le Nozze di Figaro</i>	Coach/Accompanist	El Paso Opera	March 2012
<i>La Bohème</i>	Coach/Accompanist	Opera Idaho	Feb 2012
<i>Dialogues of the Carmelites (English)</i>	Coach/Accompanist/Pianist (in pit)	CCM	May 2011
<i>L'île de Tulipatan</i>	Coach/Accompanist/Pianist (in pit)	CCM	March 2011
<i>La Traviata</i>	Assistant Chorus Master	Utah Festival Opera	July 2010
<i>Of Mice and Men</i>	Coach/Accompanist	CCM	May 2010
<i>Rape of Lucretia</i>	Coach/Accompanist	CCM	Feb 2010
<i>Amahl and the Night Visitors</i>	Coach/Accompanist	Clermont Philharmonic	Dec 2009
<i>Carmen</i>	Assistant Chorus Master	Utah Festival Opera	July 2009
<i>Don Pasquale</i>	Accompanist	ASU	Dec 2008
<i>Dido and Aeneas</i>	Accompanist/Harpsichordist (in pit)	ASU	May 2008
<i>Pirates of Penzance</i>	Accompanist	BYU-Idaho	May 2006
<i>Iphigénie en Tauride</i>	Accompanist/Harpsichordist (in pit)	BYU-Idaho	March 2006

Additional various scenes from *Peter Grimes, Das Rheingold, Così fan tutte, The Mikado, Rigoletto, Les contes d'Hoffman, Ariadne auf Naxos, Giulio Cesare, Hänsel und Gretel*

MUSICAL THEATER

<i>Once Upon a Mattress</i>	Mus. Dir./Cond./Key.	Utah State University	*Feb 2018
<i>Rex</i>	Mus. Dir./Cond./Key.	Utah Festival Opera	July 2017
<i>The Hunchback of Notre Dame</i>	Ass. Cond./Coach/Pianist	Utah Festival Opera	July 2017
<i>Ragtime</i>	Chor. Master/Ass. Cond./Coach/Acc.	Utah Festival Opera	July 2016
<i>Dogfight</i>	Mus. Dir./Cond./Key.	Utah State University	April 2016
<i>Songs for a New World</i>	Mus. Dir./Cond./Key.	Utah State University	April 2016
<i>How to Succeed in Business...</i>	Chor. Master/Ass. Cond./Coach/Acc.	Utah Festival Opera	July 2015
<i>Carousel</i>	Assistant Chorus Master	Utah Festival Opera	July 2015
<i>Man of La Mancha</i>	Assistant Chorus Master	Utah Festival Opera	July 2015
<i>Les Misérables</i>	Chorus Master/Key. Programmer	Utah Festival Opera	July 2014
<i>Oklahoma</i>	Chorus Master/Coach/Accompanist	Utah Festival Opera	July 2014
<i>The Plain Princess</i>	Pit Pianist	UF Youth Conservatory	May 2014
<i>Joseph & the Amazing T. Dreamcoat</i>	Coach/Accompanist/Chorus Master	Utah Festival Opera	July 2013
<i>My Fair Lady</i>	Coach/Accompanist/Chorus Master	Utah Festival Opera	July 2012
<i>Kiss Me Kate</i>	Pit Pianist	Utah Festival Opera	July 2012
<i>South Pacific</i>	Coach/Accompanist/Chorus Master	Utah Festival Opera	July 2011
<i>Oliver!</i>	Pit Pianist	Utah Festival Opera	July 2011
<i>Evita</i>	Accompanist/Pit Pianist	CCM	Nov 2010
<i>Guys and Dolls</i>	Chorus Master/Coach/Accompanist/	Utah Festival Opera	July 2010
<i>George M!</i>	Coach/Accompanist/Pit Pianist	Utah Festival Opera	July 2010
<i>Sound of Music</i>	Assistant Chorus Master	Utah Festival Opera	July 2010
<i>Camelot</i>	Coach/Accompanist/Pit Pianist	Utah Festival Opera	July 2009
<i>West Side Story</i>	Accompanist/Pit Pianist	ASU	Jan 2009
<i>Little Shop of Horrors</i>	Keyboards	Mesa Arts Center	April 2008
<i>Spitfire Grill</i>	Accordion	BYU-Idaho	Oct 2006
<i>Les Misérables</i>	Musical Director/Pianist	South Fremont HS	April 2007
<i>Bye Bye Birdie</i>	Musical Director/Pianist	South Fremont HS	April 2006
<i>Music Man</i>	Musical Director/Pianist	South Fremont HS	April 2005
<i>Crazy for You</i>	Musical Director/Pianist	South Fremont HS	April 2004

LANGUAGES

Spoken: English, Portuguese

Diction/Text translation: Italian, French, German, Spanish

Diction: Russian, Czech, Finnish, Swedish

Other studied: Irish Gaelic, Icelandic

CONDUCTORS

Nicolas Giusti, Craig Jessop, Steven Crawford, Mark Gibson, Robert Tweten, Annunziata Tomaro, Barbara Day Turner, Karen Keltner, Jerry Steichen, Susanne Sheston, James Lowe, William Reber, David Schildkret, Robert Tueller, Kevin Brower

DIRECTORS

Nic Muni, Daniel Helfgot, Robin Guarino, Ben Spierman, Brad Carroll, Elizabeth Bachmann, Steven Goldstein, Garnett Bruce, Kristine McIntyre, Kevin Newbury, David Grabarkewitz, Valerie Rachele, Stefan Espinosa, Dale Dreyfoos, Maggie Harrer

MASTERCLASSES/WORKSHOPS

Graham Johnson (CCM Schubert songs), Christine Brandes (CCM Handel arias), Joel Revzen, Menahem Pressler (ASU Beethoven chamber music), Katherine Ciesinski, Stanford Olsen (BYU-Idaho), Lynn Holding (USU), Thomas Glenn (USU), Michael Chioldi (El Paso), Angela Brown (CCM), Tom Cipullo (CCM), Craig Jessop (Utah Festival Opera), Steven Crawford (Opera Idaho)

ADDITIONAL SKILLS

Sight Reading

Conducting

Stage Direction

Opera/Musical Production

Stage Management

Supertitles (writing/operation)

Harpsichord

Accordion

Organ

Keyboard Programming (Mainstage 3.0)

Graphic Design

Writing

Finale Music Notation Software

Lilypond Music Notation Script

SARA BAKKER

CURRENT POSITION Assistant Professor of Music (Music Theory), Utah State University
ADDRESS 319 N 200 E, Logan UT, 84321
TELEPHONE 435.363.6530
EMAIL Sara.Bakker@usu.edu

EDUCATION

- 2005 – 2013 PhD in Music Theory, Indiana University Jacobs School of Music
- Minor in Music History and Literature
 - Minor in Central Eurasian Studies, including Hungarian language study
 - Dissertation: “Playing with Patterns: Isorhythmic Strategies in György Ligeti’s Late Piano Works” (Julian Hook, research director)
- 2003 – 05 MA in Music Theory, University of Western Ontario (Canada)
- Research portfolio prepared and defended under direction of Richard Parks, Catherine Nolan, and Kevin Mooney
- 1999 – 2003 BA in Music, *Magna cum laude*, Eastern Michigan University
- Minor in German Language and Literature
 - Studied piano with Dady Mehta and euphonium with Donald Babcock

RESEARCH

- FORTHCOMING “Incomplete Rhythmic Cycles in Ligeti’s Fanfares and Fém,” in *György Ligeti Symposium*, eds. Benjamin Dwyer and Wolfgang Marx, University of Rochester Press.
- IN PREPARATION “Extended Strategies of Repetition and Form in Late Ligeti.” (Spring 2018)
- MARCH 2018 Invited paper at conference *Dislocations: Reassessing Ligeti’s Many Worlds in the 21st Century*; University of Chicago.
- MAY 2017 “Assessing Assessments: Research-Based Methods to Improve your Grading Practices.” *Pedagogy into Practice: Teaching Music Theory in the 21st Century*; Cleveland, TN.
- NOVEMBER 2016 “Interpreting Flexible Reptition in the Late Works of György Ligeti.” Society for Music Theory; Vancouver, Canada.
- JANUARY 2016 “The Problem of Repetition and Ligeti’s Solutions,” in *Form and Process in Music, 1300-2014: An Analytic Sampler*, ed. Jack Boss, Newcastle-upon-Tyne: Cambridge Scholars Publishing.

JANUARY 2016	Invited lecture on Music of Ligeti, University of Utah, Salt Lake City, UT.
FEBRUARY 2015	"Text-Setting in Hungarian Art Song." West Coast Conference of Music Theory and Analysis; Fullerton, CA.
JULY 2014	"Writing Across the Music Theory Curriculum," in <i>Engaging Students: Essays in Music Pedagogy</i> , vol. 2, flipcamp.org. Coauthored with colleague Timothy Chenette.
MARCH 2014	"The Problem of Repetition and Ligeti's Solutions." West Coast Conference of Music Theory and Analysis; Salt Lake City, UT.
OCTOBER AND APRIL 2013	"Incomplete Rhythmic Cycles in Ligeti's <i>Fanfares</i> and <i>Fém</i> ." György Ligeti Symposium; Tallahassee, FL; Music Theory Midwest; Norman, OK.
MARCH 2012	"Rhythm, Meter, and Form in György Ligeti's Piano Etude No.4." Music Theory Lecture Series at UMASS Amherst; Amherst, MA.
MAY 2011	"Playing with Patterns: Regularity and Chaos in Ligeti's <i>Fanfares</i> (1985)." Music Theory Midwest; Lincoln, NE.
NOVEMBER 2009	"Teaching Ternary Forms." Joint session for Professional Development Committee and Music Theory Pedagogy Interest Group of the Society for Music Theory; Montreal, QC.
FEBRUARY AND MAY 2009	"Parsing Time with Harmony." Dutch-Flemish Society for Music Theory; Leuven, Belgium and Music Theory Midwest; Minneapolis, MN.
MARCH AND MAY 2008	"Hungarian Text-Setting Principles in the Choral Music of Bartók and Kodály." Central Eurasian Studies Conference, Bloomington IN; Music Theory Midwest; Bowling Green, OH.
MAY 2005	"Interval Quality Inversions in the <i>Finale</i> of Bartók's Sixth String Quartet." Canadian University Music Society; London, ON.

TEACHING

Written Music Theory

POST-TONAL MUSIC AND ANALYSIS	Indiana University (Visiting Lecturer) SP and SU 2009; Indiana University SU 2007, SP and SU 2008 <ul style="list-style-type: none"> ▪ Designed all aspects of course ▪ Taught three to five times per week ▪ Supervised graduate teaching assistant
CHROMATIC	Utah State University, FA 2013-FA 2016; Indiana University, SP 2006;

- HARMONY University of Western Ontario, SP 2005
- Coordinated and designed all aspects of course
 - Supervised undergraduate teaching assistants
- ROMANTIC MUSIC AND ANALYSIS Indiana University, SP 2007
- Taught twice weekly
- FORM AND ANALYSIS Utah State University, SP 2014 and SP 2015
- Designed all aspects of course
 - Supervised undergraduate teaching assistant
- DIATONIC HARMONY Indiana University, FA 2005; University of Western Ontario, FA 2004
- Wrote some lesson plans
 - Taught twice weekly
- RENAISSANCE AND CLASSICAL MUSIC AND ANALYSIS Indiana University, FA 2007 and FA 2006
- Taught twice weekly
- GRADUATE REVIEW Indiana University, SU 2006
- Wrote all lesson plans
 - Taught biweekly

Aural Skills

- SIGHT SINGING IV University of Western Ontario, SP 2004
- Wrote all lesson plans
 - Taught twice weekly
- SIGHT SINGING III University of Western Ontario, FA 2003
- Wrote all lesson plans
 - Taught twice weekly

Music Theory for Nonmusic Majors

FUNDAMENTALS	Utah State University, FA 2015–Present <ul style="list-style-type: none"> ▪ Designed all aspects of course ▪ Asynchronous online offering ▪ Coordinated with face-to-face sections
INTRODUCTION TO MUSIC THEORY	Indiana University, FA 2008–SP 2011 <ul style="list-style-type: none"> ▪ Coordinated and designed all aspects of course ▪ Created online diagnostic exam ▪ Mentored instructors with less teaching experience
CHROMATIC HARMONY	Indiana University, SP 2011 <ul style="list-style-type: none"> ▪ Designed all aspects of course ▪ Taught three times per week

SERVICE

2017	Article reviewer for <i>Indiana Theory Review</i> and <i>Engaging Students: Essays in Music Pedagogy</i>
2017	Program committee member, Rocky Mountain Society for Music Theory
2015 - 2018	Member of Committee on the Status of Women (Society for Music Theory)
2013 - 2014	Collaborator on “Best Family Practices in the Workplace” document (WorkFam, Society for Music Theory)
2011	Textbook reviewer for Oxford University Press
2011	Invited presenter at Teaching Portfolio Workshop for Center for Innovative Teaching and Learning (Indiana University)
2011	Session chair for Music Theory Annual Research Symposium (Indiana University)
2006 – 2011	Production manager for <i>Indiana Theory Review</i>
2006 – 08	Student representative on the Music Theory Colloquium committee (Indiana University)
2007 – 08	Vice president for Graduate Theory Association (Indiana University)
2006 – 07	Public-relations coordinator for Graduate Theory Association (Indiana University)

2005 – 06 Program committee and session chair for Music Theory Special Symposium (Indiana University)

WORKSHOPS

2014 Led session, “Flipping the Analytical Paper” at FlipCamp Music Theory; Newark, DE.

2013 “Music Theory Pedagogy and the Academic Job Interview,” led by Gary Karpinski and Rachel Lumsden. Music Theory Midwest; Norman, OK.

2012 “Harmony and Voice Leading in Rock and Pop Music,” led by Walt Everett. Society for Music Theory; New Orleans, LA.

2011 “Theorizing Musical Affect,” led by Arnie Cox. Music Theory Midwest; Lincoln, NE.

HONORS

2008 “Wennerstrom Music Theory Associate Instructor Fellowship” for outstanding achievement in teaching music theory (Indiana University)

2006 – 09 “Canada Study Grant,” a national competition for women pursuing doctorates in underrepresented disciplines

2003 – 04 “Ontario Graduate Scholarship,” a prestigious, province-wide competition; proposed transformational analysis of Bartók string quartets

2003 – 05 “Special University Scholarship” (Western University)

2003 “Jack Möller German Proficiency Award” (Eastern Michigan University)

1999 – 2003 “Regents Scholarship” and “National Scholars Program” awards for academic achievement (Eastern Michigan University)

REFERENCES

JULIAN HOOK Dissertation Advisor
Associate Professor of Music (Music Theory), Jacobs School of Music
juhook@indiana.edu
(812) 855-5716

CINDY DEWEY Music Department Head, Utah State University
Associate Professor of Music (Voice) and chair of music department, Utah

State University, Caine College of the Arts
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CHRISTOPHER SCHEER

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Associate Professor of Music (Musicology), Utah State University, Caine
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MARIANNE KIELIAN-GILBERT

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Timothy Chenette, Ph.D.

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Education

Ph.D in Music Theory, Indiana University Jacobs School of Music, 2007-2013. Doctoral minors in Music History and Literature and in Voice Performance; studied voice with Prof. Alan Bennett.

M.M. in Music Theory, Indiana University Jacobs School of Music, 2005–2007. Minor in Piano Performance; studied piano with Dr. Karen Shaw.

B.A. in Music, Phi Beta Kappa, *magna cum laude* with high honors and distinction, Kenyon College, 2001–2005. Minor in Religious Studies. Studied piano with Prof. John Reitz and voice with Dr. Nancy Jantsch.

Teaching/Research Positions

Assistant Professor and Director of Music Theory and Aural Skills, Utah State University, 2013–present.

Full-Time Lecturer: Music Theory, University of Massachusetts Amherst, 2011–2013.

Adjunct Lecturer: Music Theory, Indiana University, 2010–summer 2011.

Course Coordinator and Associate Instructor: Music Theory, Indiana University, 2005-2010.

Other Employment

Fall 2010: Indiana University Music Theory Software Developer. Wrote computer-graded pretest and consulted on content for Music Fundamentals Online software project.

Spring 2010: Center for the History of Music Theory and Literature (CHMTL) Book Preparation Assistant. Transcribed examples for published translation of Galeazzi's *Elementi teorico-pratici di musica* in the series Studies in the History of Music Theory and Literature, using Finale and Adobe Illustrator.

2008-2009: Center for the History of Music Theory and Literature (CHMTL) Transcription Assistant. Transcribed the text of music-theoretical treatises in French and Latin into digital text files, and proofread others' transcriptions.

2007-2010: Aural skills tutor for individual students.

Summer 2005: Music Engraver for composer Stephen Paulus. Digitally engraved handwritten scores into Finale.

Research and Other Scholarly Activity

Publications (peer reviewed except where noted with an asterisk)

Submitted. "A Performance Analysis of Dynamics in Palestrina's Missa Papae Marcelli, Agnus dei." *Music Theory and Analysis*. Submitted August 2016.

Accepted pending revisions. "Incorporating Popular Music in Teaching: Ideas for the Non-Expert." *Journal of Music Theory Pedagogy*. Accepted July 2017.

Accepted pending revisions. "Order Within Disorder: What Kinds of Tonal Plans Exist in Gesualdo's *Tenebrae Responsories*?" *Early Music*. Accepted August 2017.

Published. “Bringing Jazz Repertoire, Improvisation, and Active Thinking into the Study of Motives.” *Engaging Students: Essays in Music Pedagogy* 4 (2016).
<http://flipcamp.org/engagingstudents4/essays/chenette.html>.

Published. “Creativity in the College Music Classroom: Guidelines for Effective Integration.” *College Music Symposium* 56.
<http://dx.doi.org/10.18177/sym.2016.56.sr.11145>. Read 748 times as of July 11, 2017.

Published. “Metrical Consonance, Metrical Dissonance, and Greater Metrical Dissonance in the *Ars subtilior*” (2016). *Form and Process in Music, 1300–2014: An Analytic Sampler*, Jack Boss et al., eds. Cambridge Scholars Publishing, 3–19.

Published. *Review of Woodley, Ronald (director), *Johannes Tinctoris: Complete Theoretical Works*. *Music Theory Online* 21/3 (2015).
<http://www.mtosmt.org/issues/mto.15.21.3/mto.15.21.3.chenette.html>.

Published. * “The State of Online Post-Secondary Music Education in Utah and Surrounding States” (co-authored with Tyson Cazier). *Utah Music Educators Association Journal* 60, No. 3 (Spring 2015). Circulation around 900.

Blog. *Music Theory Bridges: blog dedicated to integrating rock, pop, and jazz into the traditional music theory classroom. <https://musictheorybridges.wordpress.com>. Active from September 2014 to the present. 277 views in March 2015, 278 views in April 2015.

Published. “Writing Across the Music Theory Curriculum” (co-authored with Dr. Sara Bakker). *Engaging Students: Essays in Music Pedagogy* 2 (2014).
<http://www.flipcamp.org/engagingstudents2/essays/bakkerchenette.html>. 545 page views, the most of any essay in the volume, as of 8/5/2015.

Published. “Hearing Counterpoint Within Chromaticism: Analyzing Harmonic Relationships in Lassus’s *Prophetiae Sibyllarum*.” *Music Theory Online* 18/4 (2012),
<http://www.mtosmt.org/issues/mto.12.18.4/mto.12.18.4.chenette.php>. 30% acceptance rate; *MTO* had 264,000 unique page views in 2012.

Conference/Workshop Presentations

“Teaching Pitch-Class Sets Intuitively and Efficiently” (poster).

- Pedagogy into Practice: Teaching Music Theory in the Twenty-First Century, Lee University, Cleveland, TN.

“Improving Attention and Working Memory Instead of Doing Dictation Again and Again.”

- Pedagogy into Practice: Teaching Music Theory in the Twenty-First Century, Lee University, Cleveland, TN.
- SMT Goes To High School, special session at Society for Music Theory Annual Meeting, Vancouver, BC sponsored by the SMT Committee on Diversity and Pedagogy Interest Group.

“Using Popular Music in the ‘Traditional’ Classroom.”

- Ann Arbor Symposium IV: Teaching and Learning Popular Music, November 2015.

- “A Performance Analysis of Palestrina’s Pope Marcellus Mass, Agnus Dei.” Part of special session The Council of St. Louis: Broadening the Discussion of the Pope Marcellus Mass.
- Society for Music Theory Annual Meeting, St. Louis; November 2015. 30% acceptance rate.
- “What Can We Learn About *Ars subtilior* Temporality from Mala Punica’s Performances?”
- Performance and Analysis Interest Group meeting, Society for Music Theory, St. Louis, November 2015.
 - Fridays With Faculty Lecture Series, University of Utah; January 2015.
- “Graduate Student-Centered Teaching.”
- Engaging Students: An Unconference on Music Pedagogy, UC Boulder; July 2015.
- “Do/Should Music Theory Classes Prepare Students for Music Careers?”
- Engaging Students: An Unconference on Music Pedagogy, UC Boulder; July 2015.
- “Making Connections to Pop, Rock, and Jazz.”
- FlipCamp Music Theory 2014, University of Delaware; June 2014.
- “Metric Dissonance and Greater Metric Dissonance in Late Fourteenth-Century Music.”
- West Coast Conference of Music Theory and Analysis, Salt Lake City; March 2014.
 - Utah State University Music Theory Symposium; March 2014.
- “Order Within Disorder: What Kinds of Tonal Plans Can We Find in Gesualdo’s *Tenebrae Responsories*?”
- Gesualdo 400th Anniversary Conference, University of York, England; November 2013.
- “Expressive and Formal Functions of Rhythm in the *Ars subtilior*.”
- Society for Music Theory Annual Meeting, Charlotte, NC; October 2013.
 - New England Conference of Music Theorists, Tufts University; April 2013.
- “The Contrapuntal Correctness of Lassus’ Prologue to the *Prophetiae Sybillarum*.”
- Society for Music Theory Annual Meeting, Minneapolis, MN; October 2011.
 - Music Theory Midwest, University of Nebraska Lincoln; May 2011; awarded Honorable Mention for Komar Award for best student paper.
- “Confounding the Medieval Listener: The Role of Complexity in Medieval Rhythm.”
- Society for Music Theory Annual Meeting, Indianapolis, IN; November 2010.
 - Colloquium Series, Indiana University, Bloomington, IN; February 2010.
- “Diatonic and Chromatic Musical Spaces in the Renaissance.”
- Music Theory Midwest, Oxford, OH; May 2010.
- “Projective Meter in Gesualdo’s *Tenebrae Responsories*.”
- Music Theory Midwest, Minneapolis, MN; May 2009.
 - Florida State University Music Theory Forum, Tallahassee, FL; January 2009.
- “The Analysis of Rhythm and Meter in Early Music.”

Timothy Chenette, Ph.D.

319 N 200 E • Logan, UT 84321

(435)227-1551 • timothy.chenette@usu.edu

- Indiana University Special Symposium on Performance and Analysis, Bloomington, IN; February 2009.

Workshops Attended

Utah State University Teaching Portfolio Workshop. Logan, UT, May 2016.

Council on Undergraduate Research (CUR) Creative Inquiry in the Arts and Humanities Institute. Greensboro, NC, November 2015.

Empowering Teaching Excellence. Utah State University, August 2015.

Workshops in Aural Skills Pedagogy, led by Gary S. Karpinski. University of Utah, September 2013.

Theorizing Musical Affect, led by Arnie Cox. Music Theory Midwest Conference, University of Nebraska Lincoln; May 2011.

Analyzing Early Music, led by Cristle Collins Judd. Society for Music Theory Conference, Baltimore, MD; November 2007.

Awards and Grants

April 2016: USU Student Association Classroom Improvement Funds awarded to update technology in music theory classrooms FAC 118 and 123.

May 2014: USU Student Association Classroom Improvement Funds awarded to update technology in music theory classrooms FAC 218 and 220.

February 2014: USU Caine College of the Arts Tanner Series grant to organize USU Symposium on Hip Hop and Technology to enrich our curriculum in March 2015.

May 2011: Honorable Mention for Komar Award for best graduate student paper at Music Theory Midwest annual conference.

Spring 2010: Indiana University Wennerstrom Music Theory Associate Instructor Fellowship.

Spring 2007: Indiana University Jacobs School of Music Graduate Fellowship.

Spring 2005: David B. Perry Senior Music Major Award, Kenyon College.

Fall 2004: First place, Knox County (Ohio) Concerto Competition, college division.

Spring 2004: Thomas B. and Mary M. Greenslade Award in Music Performance, Kenyon College.

Classes Taught

Graduate seminars: Music Theory and Aural Skills Pedagogy (USU), Rhythm and Meter (USU), Performance and Analysis (UMass), Post-Tonal Theory (UMass)

Diatonic harmony and part-writing (USU, IU)

Chromatic harmony (IU)

Form and analysis (USU, UMass, IU)

Post-1900 theory for undergraduates (USU, UMass, IU)

Timothy Chenette, Ph.D.

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First-year aural skills: introduction and diatonic materials (USU, IU)

Second-year aural skills: chromatic materials (USU, UMass)

Upper-level aural skills: chromatic, form, post-tonal (USU, UMass, IU)

Fundamentals of music for non-music majors (UMass, IU)

Fundamentals of music for music majors (USU, IU)

USU Connections: First-year experience course (USU)

Graduate review in music theory (UMass)

Recent Student Evaluation Data Averages (all from USU IDEA ratings, on a 5-point scale)

“Overall, I rate this instructor an excellent teacher.”

Spring 2016 (Aural Skills 1, Aural Skills 3, Theory 3): **5.0**

Fall 2015 (20th-Century Theory): **5.0**

Spring 2015 (Aural Skills 1, Aural Skills 3, Theory 3): **5.0**

Fall 2014 (20th-Century Theory): **4.8**

“Overall, I rate this course as excellent.”

Spring 2016 (Aural Skills 1, Aural Skills 3, Theory 3): **4.8**

Fall 2015 (20th-Century Theory): **5.0**

Spring 2015 (Aural Skills 1, Aural Skills 3, Theory 3): **4.9**

Fall 2014 (20th-Century Theory): **4.65**

“The instructor demonstrated the importance and significance of the subject matter.”

Spring 2016 (Aural Skills 1, Aural Skills 3, Theory 3): **4.8**

Fall 2015 (20th-Century Theory): **4.6**

Spring 2015 (Aural Skills 1, Aural Skills 3, Theory 3): **4.9**

Fall 2014 (20th-Century Theory): **4.7**

“The instructor displayed a personal interest in students and their learning.”

Spring 2016 (Aural Skills 1, Aural Skills 3, Theory 3): **4.9**

Fall 2015 (20th-Century Theory): **5.0**

Spring 2015 (Aural Skills 1, Aural Skills 3, Theory 3): **4.97**

Fall 2014 (20th-Century Theory): **4.8**

Selected Performances

December 2015: Music Director and Choir Conductor, Advent Lessons and Carols at St. John’s Episcopal Church, Logan, UT.

December 2014: Conductor, *Imaginary Landscape No. 4* by John Cage. Performed at Nora Eccles Harrison Museum of Art, Utah State University, as part of Museum + Music series.

Fall 2011–Spring 2013: Vocal performances with UMass Medieval and Renaissance ensembles.

October 2009: Masters-level voice recital, IU Bloomington Jacobs School of Music.

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Fall 2005–Spring 2011: Performances in choirs and as tenor soloist for composition recitals, Pro Arte early music choir (IU), Concentus early music ensemble (IU), Contemporary Vocal Ensemble (IU), Voces Novae (Bloomington, IN), et al.

Summer 2007: Co-Director, Indiana University Concentus early music ensemble.

Spring 2005: Piano senior recital, Kenyon College.

Service to Department/College/University

Fall 2017–present: faculty advisor to “Dynamic Affairs” a cappella group

Fall 2016–present: USU Music Department BA Program Coordinator and Music Studies Minor Coordinator.

Fall 2016–present: Faculty Advisor to USU Choral Scholars early music chamber ensemble.

Spring 2016–present: USU Music Department Social Media Liaison.

Spring 2016: Led the redesign and successful NASM approval of USU BA program in music.

Fall 2015–present: Caine Scholars for Excellence (fine arts honors program) faculty mentor.

Fall 2013–present: Wrote proposals for student government and differential tuition grants to upgrade classroom technology.

Spring 2015: Participated in the design of USU music studies minor, and had a leadership role in its financial and educational analysis.

March 2015: Host and Moderator, USU Symposium on Hip-Hop and Technology.

Fall 2014–present: Caine College of the Arts Instructional Technology Committee liaison.

Fall 2014: Music Therapy search committee, Utah State University.

Fall 2013–present: Music Dept. Curriculum and Graduate Committees, Utah State University.

2012–2013: Music dept. Library Liaison, University of Massachusetts Amherst.

2011–2012: Summer Music Camp committee, University of Massachusetts Amherst.

Service to the Discipline of Music Theory

Summer 2017: Article Reviewer for *Engaging Students: Essays in Music Pedagogy*, Vol. 5.

June 2017: Program Committee Member, Society for Music Theory Performance and Analysis Interest Group Annual Meeting

Spring 2016: Program Committee Member, Analysis of Early Music Conference, Bloomington, IN

Fall 2014–fall 2015: founder and chair, SMT Early Music Analysis Interest Group

March 2014: Session Chair, West Coast Conference of Music Theory and Analysis, University of Utah.

Fall 2009–spring 2011: Publicity Manager, *Indiana Theory Review*.

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Spring 2009–spring 2011: Proofreader, *Indiana Theory Review*.

February 2011: Technology Coordinator, Graduate Theory Association Symposium of Research in Music Theory, Indiana University.

February 2010: Technology Co-Coordinator, Graduate Theory Association Symposium of Research in Music Theory, Indiana University.

February 2010: Program Committee, Graduate Theory Association Symposium of Research in Music Theory, Indiana University.

February 2009: Program Committee, “The Musical Ear” conference on aural skills, Indiana University, September 2009.

Spring 2008–Fall 2009: Article Reviewer, *Indiana Theory Review*.

February 2008: Program Committee, Graduate Theory Association Symposium of Research in Music Theory, Indiana University.

CHRISTOPHER M. SCHEER, Ph.D. — musicologist

294 W 100 S
Logan, UT 84321 USA

(734) 474-0400
christopher.scheer@usu.edu

Education

UNIVERSITY OF MICHIGAN

- Doctor of Philosophy, Historical Musicology 2007
Dissertation Title: *Fin-de-siecle Britain: Imperialism and Wagner in the Music of Gustav Holst*
- Master of Arts, Historical Musicology 2002
- Master of Music, Oboe Performance 2002

UNIVERSITY OF IOWA

- Bachelor of Music, Oboe Performance 2000

Employment

ASSOCIATE PROFESSOR OF MUSICOLOGY 2015–

ASSISTANT PROFESSOR OF MUSICOLOGY 2008–2015

UTAH STATE UNIVERSITY

- Graduate Seminar in Musicology
- Research Techniques for Graduate Students
- Performance Practice Institute
- Music History Sequence (I, II, III, included World Music)
- Music in Cultural Context: The Legacy of Beethoven (interdisciplinary)
- Music Theory I
- Music Theory for non-Majors

LECTURER 2007–2008

UNIVERSITY OF MICHIGAN-DEARBORN

- Introduction to the Humanities, music module
- Music Appreciation
- History of Jazz

INSTRUCTOR 2006

UNIVERSITY OF MICHIGAN-ANN ARBOR

- The Worlds of Gilbert and Sullivan

GRADUATE STUDENT INSTRUCTOR 2001–2006

UNIVERSITY OF MICHIGAN-ANN ARBOR

- Introduction to Music/World Music for Majors
- History of Western Music Sequence
- Music Appreciation for Non-Majors

- Music History and Literature

Publications

Edited Books

- *Enchanted Modernities: Mysticism, Landscape, and the American West*, co-edited with Sarah Victoria Turner and James Mansell, (London: Fulgur Press, 2017).
- *The Sea and the British Musical Imagination*, co-edited with Dr. Eric Saylor (Woodbridge: Boydell and Brewer, 2015).

Articles

- “The Importance of Cheltenham: Liminality and Gustav Holst,” *Journal of Victorian Culture* 19, no.3 (Fall 2014): 365–382.

Book Chapters

- “A Statutory Creation? *The Grand Duke* and Intertextuality in the Performance of the Savoy Operas,” in *Musical Theatre in Europe 1830–1845*, ed. Clair Rowden and Michela Niccolai (Turnhout: Brepols, 2017).
- “Theosophy and Wagner Reception in England and the United States, 1886–1911: Some Preliminary Findings,” in *The Legacy of Richard Wagner*, ed. Luca Sala (Turnhout: Brepols, 2012).
- “Holst and Significant Form,” in *British Music and Modernism*, ed. by Matthew Riley (London: Ashgate, 2010), 109–124.
- “For the Sake of the Union: The Nation in Stanford’s Fourth *Irish Rhapsody*,” in *Europe, Empire, and Spectacle in Nineteenth Century British Music*, ed. by Julian Rushton and Rachel Cowgill (London: Ashgate, 2006), 159–170

Dictionary Entries

- “Salt Lake City,” *The New Grove Dictionary of American Music*, ed. Charles Hiroshi Garrett (London: Macmillan, 2014).

Contracted Publications

Monograph

- *Gustav Holst and British Operatic Culture in the Early Twentieth Century*, Ashgate *Interdisciplinary Opera Series*, projected completion: August 2017.

Articles

- “Enchanted Music, Enchanted Modernity: Theosophy, Maud MacCarthy, and John Foulds,” *Journal of Musicological Research*, Occult and Music Special Volume, early 2018.

Publications Under Consideration

Journal Article Cluster

- “Modes of Memorialization,” co-edited with Rachel Cowgill, and including an article entitled: “Aesthetic Discordance in the Post-War Dialogue of Gustav Holst and Ralph Vaughan Williams,” (awaiting contributions of other contributors, projected date: 2018).

Book Chapters

- “Irishness and Authenticity in the Reception of Sir Arthur Sullivan’s *Symphony in E*,” solicited for inclusion in a collection on British music and identity edited by Rachel Cowgill and Aidan Thomson, under review by the Boydell Press.
- “Self and Other: Robert Hichens’ *The Garden of Allah* and Gustav Holst’s *Beni Mora Suite*, solicited for inclusion in a collection on Britishness edited by Jennifer Oates and Brooks Kuykendall, under review by the Boydell Press.

Curatorial Experience

NORA ECCLES HARRISON MUSEUM OF ART

- Visiting Assistant Curator, Museum + Music Series 2014–
- Co-Curator, International Exhibition, “Enchanted Modernities: Mysticism, Landscape, and the American West” 2014

BORTHWICK INSTITUTE, UNIVERSITY OF YORK [UK]

- Co-Curator, International Historical Exhibition, “Enchanted Modernities: Maud MacCarthy, Theosophical Musician” 2014

Artistic Direction

LEVERHULME NETWORKING GRANT

- Fry Street String Quartet Tour of England, Summer 2014
“Enchanted Modernities: Theosophy Through Music”

UTAH STATE UNIVERSITY-CAINE COLLEGE OF THE ARTS

- College-wide interdisciplinary Project, March 2016 2016
“Craft, Performance, and Drama: Francesca Caccini’s *La liberazione di Ruggiero dall’isola d’Alcina*”
- Special Orchestral Project, November 23 2013
“Enchanted Modernities: Scriabin’s *Prometheus*, Holst’s *Hymn of Jesus*”

Reviews

- Review of the Online Imogen Holst Archive, RMA Research Chronicle, forthcoming.
- Review of *Joseph Holbrooke: Composer, Critic, and Musical Patriot*, NABMSA Reviews, forthcoming.
- Review of *Samuel Barber Remembered: A Centenary Tribute*, ed. by Peter Dickinson. *Music and Letters* 92 (August 2011): 504–506.
- Review of *Imogen Holst: A Life in Music*, ed. by Christopher Grogan. *Music and Letters* 91 (August 2010): 455–457.

CD Notes

- *Nancy Ambrose King Plays Oboe Concertos: Mozart, Goossens, Vaughan Williams, and Martinů*, Cala compact disc 1035, 2003.

Program Notes

- “Imperial Pomp and Pastoral Nostalgia.” Bard Festival: Elgar and His World. Annandale-on-Hudson, NY: Bard College, August 12, 2007.
- “Tower Perspective,” *Yeomen of the Guard*. Ann Arbor, MI: University of Michigan Gilbert and Sullivan Society, 2002.

Keynote Presentations

- Performance Practice and Public Musicology: The Place of Musicology in Contemporary Academia. *Iowa Day of Musicology*. Drake University, 2016.

Invited Papers and Presentations

- “Panelist: Interdisciplinary Research.” Annual Meeting of the Rocky Mountain Chapter of the American Musicological Society. University of Utah: Salt Lake City, April 2017.
- “Respondent for the Panel Entitled: ‘Self and Affect.’” *Theosophy and the Arts: Texts and Contexts of Modern Enchantment*. Columbia University: New York, 2015.
- “Enchanted Modernities: Theosophical Thought in the History of 20th Century Art and Music.” Nora Eccles Harrison Museum of Art: Logan, UT, 2014.
- “Enchanted Modernities: Theosophical Thought in the History of 20th Century Art and Music.” Sun Valley Center for the Arts: Ketchum, ID, 2014.
- “Vaughan Williams’s *Sancta Civitas*, Memory and the Great War.” Stanford University: Palo Alto, CA, 2014.

- “Holst’s *Hymn of Jesus*: Symphony of Movement.” Part of Enchanted Modernities: Scriabin’s *Prometheus* and Holst’s *Hymn of Jesus*, Special Orchestral Project, Utah State University, Logan, UT, 2013.
- “Searching for Unity in Diversity: Theosophy and *Fin-de-Siècle* British Musical Culture.” University of York Music Research Seminar, University of York: York, UK, 2010.
- “Searching for Unity in Diversity: Theosophy and *Fin-de-Siècle* British Musical Culture.” Social History of Music in Britain Seminar. Institute for Historical Research: London, 2010.
- “‘Significant Form’: Gustav Holst on the Composer and Music in the Modern World.” Musicology-Music Theory Graduate Student Forum, University of Michigan: Ann Arbor, 2007.

Peer-Reviewed Conference Papers

2017

- “Enchanted Music, Enchanted Modernity: Theosophy, Maud MacCarthy, and John Foulds.” American Literary Critics Association, University of Amsterdam: Amsterdam, July 2017.
- “‘Come Lovely and Soothing Death’: Regeneration and Rebirth in the Wartime Music of Gustav Holst.’ A ‘Great Divide’ or a Longer Nineteenth Century? Music, Britain and the First World War, Durham University: Durham, January 2017.

2016

- “Theosophy, Music, and Enchanted Modernity.” Modernist Studies Association, Pasadena, November 2016.

2015

- “A Statutory Creation? *The Grand Duke* and Intertextuality in the performance of the Savoy Operas.” *The théâtre musical léger in Europe: From the Operetta to the Music-hall*, Complesso Monumentale di San Michele: Lucca, 2015.
- “Dancing at the Rebirth of the World: Gustav Holst’s *Hymn of Jesus* and the Great War.” *The State We’re In: Directions in Post-1900 British Music Research*. University of Surrey: Guilford, UK 2015.

2014

- “Dancing at the Rebirth of the World: Gustav Holst’s *Hymn of Jesus* and the Great War.” American Musicological Society: Milwaukee, WI 2014.

- “Dancing at the Rebirth of the World: Gustav Holst’s *Hymn of Jesus* and the Great War.” *The Music of War: 1914–1918*. British Library: London, UK 2014.

2013

- “Locating Music in Theosophical Thought: Maud MacCarthy, John Foulds, and Music from Beyond the Veil.” *Enchanted Modernities: Theosophy and the Arts in the Modern World*. University of Amsterdam: Amsterdam, NL 2013.
- “Enchanted Wagnerism: Recovering the Theosophical Strand of Wagner Reception in *fin-de-siècle* Britain.” Ninth Biennial Conference for Music in Nineteenth-Century Britain. Cardiff University: Cardiff, UK, 2013.
- “Aesthetic Discordance in the Post-War Dialogue of Gustav Holst and Ralph Vaughan Williams.” Annual Conference of the Rocky Mountain Chapter of the American Musicological Society. University of Northern Arizona, Flagstaff, 2013.

2011

- “A Statutory Creation? *The Grand Duke* and Intertextuality in the performance of the Savoy Operas.” Fifty-Second Annual Conference of the American Musicological Society, University of California: San Francisco, 2011.
- “Irishness and Authenticity in the Reception of Sir Arthur Sullivan and his *Symphony in E*.” Eighth Biennial Conference for Music in Nineteenth-Century Britain. Queen’s University: Belfast, UK, 2011.
- “Searching for Unity in Diversity: Syncretism, Agency, and Music at London Theosophical Headquarters, 1910–1917.” Annual Conference of the Rocky Mountain Chapter of the American Musicological Society. Colorado College: Colorado Springs, 2011.

2010

- “Searching for Unity in Diversity: Syncretism, Agency, and Music at London Theosophical Headquarters, 1910–1917.” *Enchanting Modernity: Theosophy and the Arts in the Making of Early Twentieth Century Culture*. Liverpool Hope University: Liverpool, UK, 2010.
- “Aesthetic Discordance in the Post-War Dialogue of Gustav Holst and Ralph Vaughan Williams.” *Conflict, Memory, and Memorialisation: War and European Culture in the Twentieth Century*, Liverpool Hope University, Liverpool, UK, 2010.
- “Irishness and Authenticity in the Reception of Sir Arthur Sullivan and his *Symphony in E*.” Sixteenth Biennial Conference on 19th Century Music. University of Southampton: Southampton, UK, 2010.

2009

- “A Perfect Wagnerite? *Fin-de-siècle* British Wagnerism and the Creation of Gustav Holst’s *Sita*.” Sixth Biennial Conference on Music Since 1900. University of Keele: Keele, UK, 2009.

- “A Perfect Wagnerite? *Fin-de-siècle* British Wagnerism and the Creation of Gustav Holst’s *Sita*.” Seventh Biennial Conference on Music in 19th Century Britain. University of Bristol: Bristol, UK, 2009.

2008

- “A Perfect Wagnerite? *Fin-de-siècle* British Wagnerism and the Creation of Gustav Holst’s *Sita*.” Third Biennial Conference of the North American British Music Studies Association. York University: Toronto, 2008.
- “‘Significant Form’: Gustav Holst on the Composer and Music in the Modern World.” Spring Conference of the Midwest Chapter of the American Musicological Society. Western Michigan University: Kalamazoo, 2008.

2007

- “‘Pitch’d betwixt Heaven and Charing Cross:’ The Expectations of National Opera and Employment of Popular Traditions in Gustav Holst’s *The Perfect Fool*.” Fifth Biennial Conference on Music Since 1900. University of York: York, UK, 2007.

2006

- “Born of Bicycling or Brothels? The Genesis of Gustav Holst’s *Beni Mora* in Algeria.” Second Biennial Conference of the North American British Music Studies Association. St. Michael’s College: Burlington, VT, 2006.
- “‘Significant Form’: Gustav Holst on the Composer and Music in the Modern World.” Study Day on Modernism and British Music 1901–1939. University of Birmingham: Stratford-Upon-Avon, 2006.

2005

- “Gustav Holst and the East: Medievalism, Imperialism, and the Construction of the ‘Other’ in *King Estmere*.” Fifth Biennial Conference on Music in 19th Century Britain. University of Nottingham: Nottingham, UK, 2005.

2004

- “‘Savitri, Savitri, I am Death’: The Conquest of Wagnerian influence in the music of Gustav Holst.” First Biennial Conference of the North American British Music Studies Association. Oberlin College: Oberlin, OH, 2004.

2003 and before

- “For the Sake of the Union: The Nation in the Music of Sir Charles Villiers Stanford,” Fourth Biennial Conference on Music in 19th Century Britain, Leeds, 2003.
- “Dalua’s Shadow: The Public and *The Immortal Hour*.” Graduate Student Symposium. University of Iowa: Iowa City, 2000. (cited for excellence)

Pre-Concert Lectures

- Fry Street Quartet: Hearing Music Theosophically, Cardiff University: Cardiff, UK, 2014.
- Fry Street Quartet: Hearing Music Theosophically, Theosophical Society Headquarters: London, UK, 2014.
- Fry Street Quartet: Hearing Music Theosophically, University of York: York, UK, 2014.
- Fry Street Quartet: Hearing Music Theosophically, Nora Eccles Harrison Museum of Art: Logan, UT, 2014.
- On Mozart's *Requiem*, Panel Discussion, Utah Festival Opera and Musical Theatre: Logan, UT, 2011.
- *Elijah* and the British Oratorio Tradition. American Festival Chorus: Logan, UT, 2011.
- Words, Words, Words: Musings on the Reception of Beethoven's *Symphony no.9*. USU Symphony with the American Festival Chorus: Logan, UT, 2009.
- Hearing the Past in Orff's *Carmina Burana*. American Festival Chorus: Logan, UT, 2009.

Peer Review

ASHGATE

BRILL

JOURNAL OF THE ROYAL MUSICAL ASSOCIATION

UNIVERSITY OF TASMANIA

Conference Organization

UTAH STATE UNIVERSITY

- Organizer, August, Biennial Meeting of the North American British Music Studies Association 2018
- Organizer, International Symposium, April 17 "Exploring Theosophy's Influence on Art and Music" 2014

UNIVERSITY OF AMSTERDAM

- Co-organizer, International Conference, September 25–27 "Enchanted Modernities: Theosophy and the Arts in the Modern World" 2013

LIVERPOOL HOPE UNIVERSITY

- Co-organizer, International Colloquium, December 3 2010

“Enchanting Modernity: Theosophy and the Arts in the Making of Early Twentieth-Century Culture”

Television Credits

UTAH PUBLIC TELEVISION

- Historical Consultant, Handel’s *Messiah*, Documentary produced by Lee Groberg, for national distribution at Utah Public Television, 2013.

Editorial Experience

MUSIC OF THE UNITED STATES OF AMERICA (MUSA)

- Editorial Assistant 2001–2004

Fellowships and Awards

LEVERHULME FOUNDATION (UK)

- Leverhulme International Network, “Enchanted Modernities” 2012–2015
- Leverhulme Research Fellow, Liverpool Hope University 2010

UTAH STATE UNIVERSITY

- Travel Grants, Caine College of the Arts 2011–2015
- Undergraduate Research Mentor of the Year, Caine College of the Arts 2012
- Travel Grant, Caine College of the Arts 2011
- Gardner Travel Fellowship 2011
- Dean’s Travel Grant, College of Humanities Arts and Social Sciences 2009
- Music Department Research Grant 2009

UNIVERSITY OF MICHIGAN

- Dissertation Completion Grant 2006
- Rackham Travel Grant Summers 2005, 2006
- Regents Fellowship 2002–2004, 2006
- Rackham Humanities Dissertation Fellowship 2004–2005
- D’Arms Summer Research Grant 2004
- International Institute Travel Grant Summer 2003
- Rackham Summer Research Grant Summer 2002, 2003

CARTHUSIAN TRUST (UK)

- Vaughan Williams Fellowship 2004

ALDEBURGH FESTIVAL

- Hesse Student Summer 2002

Languages

German and French (reading proficiency only)

Undergraduate Student Mentorship

UTAH STATE UNIVERSITY

• Kaylee Ann Simmons (Vibrato in Early Music: A Resource Guide)*	2016
• Gavon Peck (Mediating Performer and Composer: Larsen's <i>Viola Sonata</i>)*	2015
• Marie Smith (Music Administration and a Performance Career)*	2015
• Ali Snow (Italian <i>Ottocento</i> Guest Concerts)*	2014
• Brynn Seegmiller (British Violin Pedagogy)*	2014
• Brian Daurelle (Pedagogical Institutional Models)*	2013
• Carly Ewell (Britten's <i>Ceremony of Carols</i> , Performance Comparison)*	2013
• Nathan Southwick (Authenticity and Mozart's Violin Concertos)*	2012
• Jeff Lyon (Frances Winton Champ and Cache Valley Musical Culture)	2011
• Greg Newbold (Models and Meaning in Frankel's <i>Violin Concerto</i>)	2011
• Andrea Decker (Politics and Sexuality in Britten's <i>Owen Wingrave</i>)	2011
• Corey Clawson (Imperialism and Music)	2009
• Catherine Hatch (The Clarinet in Mahler's <i>Symphony no. 1</i>)	2008

*Indicates URCO (Undergraduate Research and Creative Opportunity Grant) Recipient

Service

UTAH STATE UNIVERSITY

Ongoing

• Music Department Visiting Artists Committee	2016–
• Tenure Committee for Errik Olson	2016–
• Tenure Committee for Sara Bakker, chair	2016–
• Tenure Committee for Tim Chenette	2015–
• Caine Scholar Mentor	2014–
• Head, Academic Area, Music Department	2011–
• Music Department Curriculum Committee	2009–
• Music Department Graduate Committee	2009–
• Music Department Library Liaison	2008–

Completed

• University Libraries Advisory Committee	2010–2016
• Promotion Committee for Brad Ottesen, chair	2015
• England Art and Music Study Abroad	2013
• Music Theory Search Committee	2012
• Vice Provost's Panel: The Third Year Review	2011
• Music Theory Taskforce	2009–2010
• British and Commonwealth Studies Committee	2008–2011

NATIONAL ENDOWMENT FOR THE HUMANITIES

• Individual Grant Application Panelist	2012
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NORTH AMERICAN BRITISH MUSIC STUDIES ASSOCIATION

• Chair, Local Arrangements Committee, Utah State University	2018
• Chair, Program Committee, Biennial Meeting, Syracuse University	2016
• Program Committee, Biennial Meeting, Las Vegas, 2014	2014
• Board of Directors	2009–2011, 2015–

SOCIETY FOR ETHNOMUSICOLOGY MEETING, DETROIT	
• Local Student Concerns Committee	2001
• Local Arrangements Committee	2001

Professional Memberships

MODERNIST STUDIES ASSOCIATION	2015–
NORTH AMERICAN BRITISH MUSIC STUDIES ASSOCIATION	2004–
AMERICAN MUSICOLOGICAL SOCIETY	1997–

Performance Experience

UNIVERSITY OF MICHIGAN-DEARBORN	
• Music Director, University of Michigan-Dearborn Arts Chorale	2007–2008
UNIVERSITY OF MICHIGAN GILBERT AND SULLIVAN SOCIETY	
• Music Director, <i>The Grand Duke</i>	Spring 2007
• Music Director, <i>Princess Ida</i>	Spring 2004
• Music Director, <i>Ruddigore</i>	Fall 2003
• Assistant Music Director, <i>Pirates of Penzance</i>	Spring 2003
• Assistant Music Director, <i>Yeomen of the Guard</i>	Fall 2002
• Principal Oboe	2000–2002, 2006
PONTIAC (MI) SYMPHONY ORCHESTRA	
• Solo English horn	2002–2007
UNIVERSITY OF MICHIGAN SYMPHONY BAND	
• Solo English horn and oboe	2000–2001
UNIVERSITY OF IOWA SYMPHONY ORCHESTRA	
• Oboe and English horn	1998–2000
OSKALOOSA (IA) SYMPHONY ORCHESTRA	
• Solo English horn and oboe	1997–2000
OTTUMWA (IA) SYMPHONY ORCHESTRA	
• Solo English horn and oboe	1996–2000

R. DENNIS HIRST

1466 East 800 North

Logan, UT 84321

Phone: (435) 512-1842

Email: dennishirst@gmail.com

EDUCATION

- 1998-1999 M.M. Piano Performance and Pedagogy, 4.0 GPA, The University of Oklahoma, Norman, OK, Jewel Nelson Luccock Memorial Scholarship
- 1990-1992 B.M. Instrumental Performance – Bassoon, Summa Cum Laude, 3.93 GPA, Bowling Green State University, Bowling Green, OH, Music Department Performance Scholarship, ProMusica Performance Grant Recipient
- 1988-1990 University of Utah, 3.97 GPA, Salt Lake City, UT, National Merit & Presidential Scholar, Music Department Performance Scholarship
- 1987-1988 Utah State University, 4.0 GPA, Logan, UT

PRIVATE INSTRUCTORS - BASSOON

- 1993-1999 John Miller, Principal Bassoon, Minnesota Orchestra
- Summer 1992 Robert Barris, Associate Professor, Northwestern University, Evanston, IL
- 1990-1993 Robert Moore, Professor, Bowling Green State University, Bowling Green, OH
- 1988-1990 Mitchell Morrison, Co-Principal Bassoon, Utah Symphony

Guest Lessons with: John Hunt, Mark Popkin, & Roger Kantner

Masterclass Performances for: Anders Engstrom, Per Hannevold, William Winstead, & K. David van Hoesen

EMPLOYMENT

- 2007-Present *Associate Professor*, Music Department, Utah State University
- 2001-2007 *Assistant Professor*, Music Department, Utah State University
- 1999-2001 *Lecturer*, Music Department, Utah State University
Responsibilities include studio instruction in both piano and bassoon; teaching undergraduate and graduate courses in piano pedagogy, collaborative artistry, form & analysis, music theory, aural skills, keyboard harmony, and recital; coordinating the Music Department's UTF program; supervising piano maintenance and restoration
- 2008-Present *Director of Graduate Studies*, Music Department, Utah State University
- 1996-Present *Artistic and Administrative Director*, Wassermann Festival & Concert Series
The Wassermann Festival, held on the campus of Utah State University, provides pianists the opportunity to work with prominent guest artists in lecture and master class settings studying both piano literature and performance techniques.
- 2014-Present *Director*, Utah State University Youth Conservatory
- 1993-2014 *Administrative Director*, Utah State University Youth Conservatory
The Youth Conservatory is the pre-college division of the USU piano program that provides education for young pianists ages 3 through 18. The YC operates concurrently with the USU academic year, offering weekly private instruction as well as group musicianship/theory classes.

- Summer 2014* Festival Director, Heifetz International Music Institute, Staunton, VA
Responsible for all aspects of 6-week intensive summer music training program with approximately 75 students and 34 faculty members.
- 2010-2012* Director of the Gaylen Rust Endowment, Caine College of the Arts, Utah State University
- 2010-2011* Assistant Department Head, Music Department, Utah State University
- 2007-2010* Associate Director, Heifetz International Music Institute, Wolfeboro, NH

PERFORMANCE HIGHLIGHTS

- December 2016* Concerto Soloist in collaboration with John Miller, Drake University, Des Moines, IA
- October 2016* Bassoon, Logan Canyon Winds, Brigham City, UT
- June 2016* Solo & Collaborative Performances with Marc Fink and Yoshiyuki Ishikawa; Shanghai Conservatory, Chongqing Symphony Orchestra, Sichuan Double Reed Festival – Sichuan Conservatory of Music, China
- July 2015* Principal Bassoon, American Festival Orchestra, Salt Lake City, UT
- March 2015* Bassoon, Bach *St. John Passion*, Performance Practice Institute, Logan, UT
- September 2014* Solo & Collaborative Performances with Frank Morelli, Beijing Central Conservatory, Sichuan Double Reed Festival – Sichuan Conservatory of Music, Shanghai Conservatory, China
- Summer 2013* Bassoon, Utah Festival Opera and Musical Theater, *Otello*, Logan, UT
- March 2013* Bassoon, Bach *Mass in b minor*, Performance Practice Institute, Logan, UT
- April 2012* Concerto Soloist & Featured Guest Artist, Nordic Bassoon Symposium, Grieg Academy, Bergen, Norway
- April 2012* Bassoon, Bach *St. John Passion*, Logan, UT
- July 2011* Bassoon, Mozart *Grand Mass in C Minor*, Logan, UT
- March 2009* Principal Bassoon, American Festival Orchestra, *Carmina Burana*, Logan, UT
- July 2008* Featured Concerto Soloist, Opening Concert, 2008 International Double Reed Society Conference, Brigham Young University, Provo, UT
- January 2006* Musica Viva, World Premiere of *Ophelia in Seville*, Manon Caine Russell Kathryn Caine Wanlass Performance Hall

ADDITIONAL PROFESSIONAL ACTIVITY HIGHLIGHTS

- 2014-present* Bassoon Editor for the National Federation of Music Clubs
- November 2015* Judge for EIMTA Sonata/Sonatina Festival, Idaho Falls, ID
- November 2013* Judge for EIMTA Sonata/Sonatina Festival, Idaho Falls, ID
- August 2013* Judge for *SummerArts 2013*, University of Utah, SLC
- May/June 2013* Attended 14th Van Cliburn International Piano Competition in Fort Worth, TX as an artist presenter
- May 2013* Judge for MusicWest Festival Competition in Pocatello, ID
- March 2013* Presented USU Bassoon Workshop featuring Joseph Jones, Principal Bassoon, Minnesota Sinfonia
- March 2013* Attended MTNA National Convention, Anaheim, CA
- January 2013* Produced ArtWorks for Kids, A Musical Thank You to Beverley Taylor Sorenson
- November 2012* Judge for IMTA Sonatina Festival, Boise, ID
- August 2012* Judge for *SummerArts 2012*, University of Utah, SLC
- April 2012* Featured Guest Artist, Nordic Bassoon Symposium, Grieg Academy, Bergen, Norway
- March 2012* Attended MTNA National Convention, New York City
- February 2012* Produced, Directed, Performed for Musical Tribute to Betty Beecher, Professor Emeritus, Utah State University
- February 2012* Produced All-Steinway Celebration program for Utah State University

July 2011 Presented USU Bassoon Workshop featuring John W. Miller, Jr., Principal Bassoon, Minnesota Orchestra
 Summer 2011 Festival Manager, USU Summer Choral Workshop, Logan, UT
 June 2011 Attended IDRS Convention, Tempe, AZ
 April 2011 Judge for UMTA Music Competition in Vernal, UT
 November 2010 Judge for IMTA Music Competitions in Idaho Falls, ID
 January 2010 Judge for Idaho State Civic Symphony Young Artist Competitions, Pocatello, ID
 October 2009 Joint presentation with USU Music Department Graduate Students at the Utah Music Teachers Association State Convention, Layton, UT
 May/June 2009 Attended 13th Van Cliburn International Piano Competition in Fort Worth, TX as an artist presenter
 April 2009 Judge for UMTA Music Competitions in Vernal, UT
 March 2009 Judge for UMTA concerto competitions in Salt Lake City, UT
 February 2009 Coordinated USU master class by Fred Child, Host of *Performance Today*
 November 2008 Judge for IMTA competitions in Twin Falls, ID
 November 2007 Coordinated USU master class by Jeffrey Sharkey, Director of the Peabody Institute
 November 2007 Judge for IMTA competitions in Idaho Falls, ID
 May 2007 Judge for MusicWest Festival Competition in Pocatello, ID
 April 2007 Judge for UMTA Music Competitions in Vernal, UT
 January 2007 Judge for MTNA Northwest Division Music Competitions in Pocatello, ID
 October 2006 Presentation at 11th World Piano Pedagogy Conference in Atlanta, GA
 Town Hall Meeting: *The Intermediate Student from 7-70: College Freshman*
 August 2006 Judge for *SummerArts 2006*, University of Utah, SLC
 August 2006 Attended 2006 Las Vegas Music Festival
 June 2006 Attended 2006 Gina Bachauer International Piano Competition
 June 2006 Attended 2006 Sarasota Music Festival
 February 2006 Presentation for the Sandy Chapter of the Utah Music Teachers Association
 Lecture Topic: *Help, I Don't Know What to Practice!*
 January 2006 Attended the 1st Bösendorfer USASU International Piano Competition
 September 2005 Judge for the Idaho Falls Symphony Young Artist Competition
 August 2005 Attended 2005 Las Vegas Music Festival
 August 2005 Attended Final Round of the 2005 Cleveland International Piano Competition as an artist presenter
 May/June 2005 Attended complete 12th Van Cliburn International Piano Competition in Fort Worth, TX as an artist presenter
 October 2004 Attended 9th World Piano Pedagogy Conference in Las Vegas, NV
 September 2004 Judge for the Idaho Falls Symphony Young Artist Competition
 August 2004 Attended 2004 Las Vegas Music Festival
 February 2004 Lecture and Masterclass for the Idaho Falls Chapter of the Idaho Music Teachers Association
 January 2004 Attended MTNA Southwest Division Convention and Student Competitions in Honolulu, HI
 October 2003 Presentation for the Salt Lake Chapter of the Utah Music Teachers Association
 August 2003 Attended 2003 Las Vegas Music Festival
 July 2003 Attended International Keyboard Institute & Festival in New York City
 June 2003 Jury Member for the Gina Bachauer International Amateur Piano Competition, SLC
 June 2003 Masterclass Presentation for the 2003 Gina Bachauer International Piano Festival, SLC
 March 2003 Attended 2003 Music Teachers National Conference in Salt Lake City, UT
 March 2003 Masterclass Presentation for the Bridgerland Chapter of the Utah Music Teachers Association
 November 2002 Judge for Idaho Music Teachers Performance Competitions – Woodwind Division in Boise, ID
 October 2002 Presentation at the 7th World Piano Pedagogy Conference in Las Vegas, NV
 Lecture topic: “Teaching Theory as a Musical Pathway from the Mundane to the Sublime.”
 Interactive session with Ralph van der Beek
 August 2002 Guest Artist Faculty at the 2002 Las Vegas Music Festival
 June 2002 Artist Faculty at the 62nd Annual USU Summer Music Clinic
 June 2002 Attended complete XIII Gina Bachauer International Artists Piano Competition in Salt Lake City, UT

<i>January 2002</i>	Presentation and Masterclass for the Idaho Falls Music Teachers at BYU-Idaho
<i>January 2002</i>	Attended MTNA Southwest Division Convention and Student Competitions in Las Cruces, NM
<i>October 2001</i>	Presentation at 6 th World Piano Pedagogy Conference in Orlando, FL Lecture topic: "Can Musicality Be Taught?" Joint presentation with Gary Amano and Ralph van der Beek
<i>May/June 2001</i>	Attended complete 11 th Van Cliburn International Piano Competition in Fort Worth, TX as an artist presenter
<i>June 2001</i>	Attended 15 th TCU/Cliburn Institute masterclass featuring Claude Frank
<i>Fall 2000-2003</i>	President, Utah Music Teachers Association Northern Chapter UMTA Lectures: October 2002 – "Teaching Theory as a Musical Pathway from the Mundane to the Sublime." October 2001 – "Can Musicality Be Taught?" November 2000 - "Listening: A Tool for Creative Development" November 1999 - "Turning Desire into Success"
<i>November 2000</i>	Attended Third Esther Honens International Piano Competition in Calgary, Canada as an artist presenter
<i>October 2000</i>	Attended 5 th World Piano Pedagogy Conference in Las Vegas, NV
<i>March 2000</i>	Attended Music Teachers National Association Convention in Minneapolis, MN
<i>October 1998</i>	Attended 3 rd World Piano Pedagogy Conference in Fort Worth, TX
<i>June 1998</i>	Attended Gina Bachauer International Piano Competition in Salt Lake City, UT

PUBLICATIONS

<i>Pending</i>	<i>Concerto Concertant No. 1 for Two Bassoons & Orchestra</i> , Christian Ludwig Dietter, ed. R. Dennis Hirst; accepted for publication by Trevco Music, Tallavast, FL
<i>April/May 2003</i>	Polyphony Column in <i>American Music Teacher</i> magazine

RADIO AND TELEVISION BROADCASTS

<i>November 2015</i>	Access Utah, Utah Public Radio, Interview with Mahan Esfahani
<i>April 2013</i>	Access Utah, Utah Public Radio, Interview with Amit Peled
<i>March 2010</i>	Access Utah, Utah Public Radio, Joint Interview with Stephen Hough
<i>March 2009</i>	Wassermann Festival Concert Broadcast with Spencer Myer
<i>March 2009</i>	Access Utah, Utah Public Radio, Joint Interview with Kevin Kenner
<i>March 2009</i>	Access Utah, Utah Public Radio, Joint Interview with Spencer Myer
<i>October 2006</i>	Utah Public Radio, Broadcast of <i>Concerto Concertant No. 1</i> , Christian Ludwig Dietter
<i>March 2004</i>	Access Utah, Utah Public Radio, Joint Interview with Misha Dichter
<i>March 2004</i>	Cache Valley Today, KUTN

WASSERMANN FESTIVAL & CONCERT SERIES

<i>March 2016</i>	Curtis on Tour featuring the Aizuri Quartet with Michael Rusinek, clarinet
<i>March 2016</i>	Richard Goode
<i>January 2016</i>	Spencer Myer
<i>December 2015</i>	Dr. Lonnie Smith, jazz organ
<i>November 2015</i>	Mahan Esfahani, harpsichord
<i>February 2015</i>	Windscape with Adam Nielsen, piano
<i>November 2014</i>	Norman Krieger
<i>March-April 2014</i>	Daniil Trifonov, Sergei Babayan, Vadym Kholodenko, Sean Chen, Stephen Hough
<i>February-March 2013</i>	Amit Peled, cello with Noreen Polera, piano
<i>February 2012</i>	Marc-André Hamelin, Kevin Kenner, Norman Krieger
<i>February-March 2010</i>	Stephen Hough, Haochen Zhang, Bill Mays
<i>March-April 2009</i>	Stephen Beus, Kevin Kenner, Spencer Myer, Roberto Plano

<i>February-March 2008</i>	Jonathan Bellman, Randall Faber, Stephen Hough, Yundi Li, Robert McDonald, The Fry Street Quartet
<i>February-April 2006</i>	Norman Krieger, Spencer Myer, Roberto Plano, The Fry Street Quartet, Alexander Kobrin, Krystian Zimmerman
<i>March 2004</i>	Misha Dichter, Emilio del Rosario, Sophia Gilmsen, Olga Kern, Jerome Lowenthal, The Fry Street Quartet
<i>March 2002</i>	Stewart Gordon, Olga Kern, Marina Lomazov, Antonio Pompa-Baldi
<i>March 2001</i>	Katherine Chi, Marina Lomazov, Ralph Votapek
<i>February 2000</i>	E. L. Lancaster, Charles Rosen, Eugene Watanabe
<i>March 1999</i>	Leon Fleisher, Jane Magrath, Eugene Watanabe
<i>April 1998</i>	André-Michel Schub, Russell Sorensen, Eugene Watanabe
<i>February 1997</i>	Douglas Humpherys, Edward Kottik, Panayis Lyras, Eugene Watanabe

DEVELOPMENT HIGHLIGHTS

<i>December 2016</i>	\$7,100	Sandra Rigby in support of USU Piano Maintenance
<i>January 2016</i>	\$1,500	Kelly Hubbard in support of the Wassermann Festival
<i>December 2015</i>	\$1,000	David Coppin in support of the Wassermann Festival
<i>November 2015</i>	\$500	Bonnie Slade in support of the Wassermann Festival
<i>July 2015</i>	\$5,500	Sandra Rigby in support of 2015-2016 Rigby Scholar
<i>May 2015</i>	\$7,500	RGS Equipment Grant for restoration of Steinway Model B Grand Piano
<i>February 2015</i>	\$25,000	Karla Axtell gift of Willard Martin Harpsichord
<i>February 2015</i>	\$1,000	David Coppin in support of the Wassermann Festival
<i>December 2014</i>	\$500	Bonnie Slade in support of the Wassermann Festival
<i>July 2014</i>	\$5,500	Sandra Rigby in support of 2014-2015 Rigby Scholar
<i>May 2014</i>	\$10,000	RGS Equipment Grant for restoration of Steinway Model D Grand Piano
<i>February 2014</i>	\$1,000	David Coppin in support of the Wassermann Festival
<i>January 2014</i>	\$1,000	Karla Axtell in support of the Wassermann Festival
<i>December 2013</i>	\$500	Bonnie Slade in support of the Wassermann Festival
<i>Fall 2013</i>	\$5,500	Sandra Rigby in support of 2013-2014 Rigby Scholar
<i>June 2013</i>	\$500	Kelly D. Anderson in support of the Wassermann Festival
<i>Spring 2013</i>	\$13,000	Marie Eccles Caine – Russell Family Foundation Grant for Scholarships in Collaborative Artistry
<i>Spring 2013</i>	\$4,000	Marie Eccles Caine – Russell Family Foundation Grant for Irving Wassermann Scholarship
<i>January 2013</i>	\$1,000	David Coppin in support of the Wassermann Festival
<i>December 2012</i>	\$500	Bonnie Slade in support of the Wassermann Festival
<i>Fall 2012</i>	\$334,000	Sorenson Legacy Foundation in support of All-Steinway program
<i>August 2012</i>	\$5,500	Sandra Rigby in support of 2011-2012 Rigby Scholar
<i>Spring 2012</i>	\$500	Kelly Hubbard in support of the Wassermann Festival
<i>Spring 2012</i>	\$13,000	Marie Eccles Caine – Russell Family Foundation Grant for Scholarships in Collaborative Artistry
<i>Spring 2012</i>	\$3,500	Marie Eccles Caine – Russell Family Foundation Grant for Irving Wassermann Scholarship
<i>January 2012</i>	\$1,000	David Coppin in support of the Wassermann Festival
<i>January 2012</i>	\$1,000	Bonnie Slade in support of the Wassermann Festival
<i>January 2012</i>	\$25,000	Florence Butler for Steinway piano restoration in honor of Professor Betty Beecher
<i>Fall 2011</i>	\$5,500	Sandra Rigby in support of 2011-2012 Rigby Scholar
<i>May 2011</i>	\$334,000	Sorenson Legacy Foundation in support of All-Steinway program
<i>Spring 2011</i>	\$50,000	Bruce Bastian in support of All-Steinway program
<i>Spring 2011</i>	\$30,000	Gerald Daynes in support of All-Steinway program
<i>Spring 2011</i>	\$30,000	Eugene Hansen in support of All-Steinway program
<i>Spring 2011</i>	\$500	Kelly D. Anderson in support of All-Steinway program

<i>Spring 2011</i>	\$200,000	Sorenson Legacy Foundation in support of All-Steinway program
<i>Spring 2011</i>	\$13,000	Marie Eccles Caine – Russell Family Foundation Grant for Scholarships in Collaborative Artistry
<i>Spring 2011</i>	\$3,500	Marie Eccles Caine – Russell Family Foundation Grant for Irving Wassermann Scholarship
<i>Fall 2010</i>	\$5,500	Sandra Rigby in support of 2010-2011 Rigby Scholar
<i>Spring 2010</i>	\$900	UMTA Northern Chapter in support of 2010 Wassermann Festival
<i>Spring 2010</i>	\$1,000	City of Logan in support of 2010 Wassermann Festival
<i>Fall 2009</i>	\$13,200	Marie Eccles Caine – Russell Family Foundation Grant for Stipends in Collaborative Artistry
<i>Fall 2009</i>	\$3,500	Marie Eccles Caine – Russell Family Foundation Grant for Irving Wassermann Scholarship
<i>Fall 2009</i>	\$5,500	Sandra Rigby in support of 2009-2010 Rigby Scholar
<i>Spring 2009</i>	\$10,000	Marie Eccles Caine – Russell Family Foundation Grant for Stipends in Collaborative Artistry
<i>Spring 2009</i>	\$2,000	Comstock Clayton Foundation in support of 2010 Wassermann Festival
<i>Spring 2009</i>	\$3,430	Private Donations in support of the 2010 Wassermann Festival
<i>January 2009</i>	\$30,000	Sandra Rigby in support of Rigby Musical Event
<i>Spring 2008</i>	\$500	Dana Gossner in support of the Wassermann Festival
<i>Spring 2008</i>	\$500	Bonnie Slade in support of the Wassermann Festival
<i>Spring 2008</i>	\$5,000	Marie Eccles Caine Foundation Grant in support of 2009 Wassermann Festival
<i>Spring 2008</i>	\$5,500	Sandra Rigby in support of 2008-2009 Rigby Scholar
<i>Fall 2007</i>	\$10,000	Skip Daynes/Daynes Music in support of the USU Piano Program
<i>Fall 2007</i>	\$1,500	Gift of Karla Axtell in support of Wassermann Festival
<i>Spring 2007</i>	\$170,000	Gift of Bruce Bastian for two Steinway Model D Concert Grand pianos
<i>Spring 2007</i>	\$3,500	Marie Eccles Caine Foundation Grant for Irving Wassermann Scholarship
<i>Spring 2007</i>	\$5,000	Marie Eccles Caine Foundation Grant in support of Yundi Li recital
<i>Spring 2007</i>	\$13,200	Marie Eccles Caine Foundation Grant for Stipends in Collaborative Artistry
<i>Spring 2007</i>	\$5,000	Sandra Rigby in support of 2007-2008 Rigby Scholar
<i>1996-2006</i>	\$313,019	Additional Grants and Gifts to the USU Music Department and Piano Program; Details available upon request.

REFERENCES

Available upon request



Kyle Dobbeck
NASM
11250 Roger Bacon Drive, Suite 21
Reston, VA 20190

To the Members of the NASM Commission on Accreditation:

Please find a revised application for Plan Approval for the MM in Voice Performance degree at Utah State University.

As with the initial application, this revised application contains a detailed appraisal of the current voice area and music department at Utah State, a detailed proposal for the new MM Degree, syllabi for all courses in the degree, and Curriculum Vitae for all faculty members associated with the degree program.

The revision included responds to this concern raised by NASM:

With regard to the Master of Music in Performance (Voice), it is not clear how the institution will ensure that all "voice majors [will be] proficient in English, German, French, and Italian diction...have general phonetic knowledge and skills that can be applied to other languages"

In response to this concern, we have updated the requirements for MUSC 6650, Coaching and Advanced Repertoire Study. The syllabus now contains the following:

- Under Course Objectives:
 - Attain a pre-professional proficiency in diction and translation of Italian, German, and French.
- Under Course Structure:
 - A written and sung diction assessment on one of the common languages of singing (Italian, English, French, German) will be given at the end of each semester of study ensuring that the student has acquired the desired level of pre-professional proficiency in each of these languages.
- Under Grading:
 - Written and Sung Diction Final Exam (20%): Pre-professional diction proficiency in one of the main languages of singing (English, Italian, German, and French) will be assessed at the end of each semester

UtahStateUniversity

through a written and sung examination based on repertoire the student has coached and rotating through one language each semester. Failure to complete this requirement or attain a grade of 85 or higher will result in an incomplete for this course, only to be rectified when the necessary level of expertise is met.

The Advanced Repertoire Study and Coaching course is an opportunity for graduate students to work one-on-one with full-time faculty to improve their knowledge of vocal repertoire, their musicality, and also to refine their language skills. Integrating a diction assessment to this course is the most natural way to ensure the NASM requirements are being met while giving the students the best opportunity to practically apply this knowledge in their study. The one-on-one nature of the coaching course also allows the instructor to confirm that not only are students capable of utilizing IPA and other diction resources for these major languages, but are also equipped to apply this knowledge to other languages in their performance and teaching careers.

Respectfully submitted,



Errik M. Hood, DMA
Assistant Professor and Voice Area Program Coordinator
Utah State University
937.750.0618
errik.hood@usu.edu

ITEM FOR ACTION

Utah State University's Department of Nursing Bachelor of Science (BSN) program, in the Emma Eccles Jones College of Education and Human Services submits the attached accreditation program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

As a part of USU, the nursing program embraces the University's mission and the mission, vision, and goals of the Emma Eccles Jones College of Education and Human Services (CEHS). To participate in the achievement of the University, college, and department ambitions, USU nursing seeks to provide a quality education for nursing students, thereby improving health services for individuals, families, and communities.

The mission of the nursing program is to enrich regional, national, and global communities through evidence-based nursing education. Our curriculum, which reflects USU's core values of learning, discovery, and engagement, prepares students to demonstrate professionalism while providing holistic care" (BSN Student Handbook, p. 5; Faculty Handbook, p. 3). Core values for the nursing program are caring, nursing judgment, holistic care, professionalism, and safety and quality.

The BSN concept-based curriculum prepares students to achieve the program student learning outcomes (SLOs) consistent with contemporary nursing practice. The BSN program curriculum was developed by applying the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), Quality and Safety Education for Nurses (QSEN) competencies, and National Council of State Boards of Nursing (NCSBN) NCLEX-RN Test Plan Client Needs and Integrated Processes categories. The eight end-of -program student learning outcomes (EOPSLOs) guide the first and second level student learning outcomes, course student learning outcomes, delivery of instruction, learning activities, and evaluation methodologies.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Nursing Bachelor of Science (BSN) program.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department Nursing Bachelor of Science (BSN) program 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 accreditation program review for the Department of Nursing Bachelor of Science (BSN) program, 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: Nursing Bachelor of Science (BSN) Program

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

Department(s) or Area(s) Location: Department of Nursing

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 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.

Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher



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Savannah, Georgia

JOHN H. RUSSELL, PHD
St. Augustine, Florida

April 26, 2019

Carma Miller, DNP, MPH, RN
Department Head
Utah State University
2695 Old Main Hill
Logan, UT 84322-5035

Dear Dr. Miller:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in March 2019. The Board of Commissioners granted initial accreditation to the baccalaureate nursing program and scheduled the next evaluation visit for Fall 2023. Based on ACEN Policy #34 Candidacy for a Governing Organization/Nursing Program Seeking Initial Accreditation, the effective date for initial accreditation of the baccalaureate nursing program is November 10, 2017.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the site visit team and the Evaluation Review Panel.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer

Accreditation Commission for Education in Nursing

Has Awarded
Accreditation
to

Utah State University Baccalaureate Nursing Program

For Achievement of Quality and Excellence in Nursing Education
Initial Accreditation November 10, 2017 through Fall 2023



Catherine McJannet
Catherine McJannet, MN, RN, CEN
Chair, ACEN

Marsal P. Stoll
Marsal P. Stoll, EdD, MSN
Chief Executive Officer, ACEN

EMMA ECCLES JONES
COLLEGE *of* EDUCATION
and HUMAN SERVICES

UtahStateUniversity™

**Baccalaureate of Science
in Nursing Program**

**Self-Study Report for Initial Accreditation
Accreditation Commission for Education in Nursing**

October 16-18, 2018

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SECTION ONE: EXECUTIVE SUMMARY

GENERAL INFORMATION

Program type:	Baccalaureate
Dates of visit:	October 16-18, 2018
Governing organization:	Utah State University 1400 Old Main Hill Logan, UT 84322
Chief executive officer:	Noelle Cockett, PhD, President
Governing organization accrediting body:	Northwest Commission on Colleges and Universities Date of last review: January 8-9, 2014 Outcome: Reaffirmation of accreditation Date of next review: Spring 2018
Nursing education unit:	Nursing Programs Department of Nursing and Health Professions 2695 Old Main Hill Logan, UT 84322
Nurse administrator:	Carole Grady, EdD, WHNP-BC, CNE Director, Nursing Programs Telephone: 435.652.7736 Fax: N/A carole.grady@usu.edu
State regulatory agency for nursing:	Utah State Board of Nursing Date of last review: June 15, 2017 Outcome: Initial approval Date of next review: Pending ACEN accreditation outcome
Year nursing program established:	2017
ACEN accreditation history:	Currently seeking initial accreditation
Program types offered:	Practical Nurse Certificate, Associate Degree, Baccalaureate Degree
Length of program:	120 semester credits, eight (8) 15-week semesters
Transfer credits allowed:	68 semester credits

Total number of currently enrolled students: 56 FT, 0 PT

Total number of exclusive faculty teaching in the nursing program: 3 FT, 5 PT

Total number of shared faculty teaching in the nursing program: 0 FT, 0 PT

Distance education: One (1) 4-credit course offered 80% online/20% face-to-face; one (1) 2-credit course offered 100% online

Program location: Logan, UT

ACEN Standards and Criteria used to prepare the Self-Study Report: 2017

INTRODUCTION

During the Civil War, President Abraham Lincoln signed the Morrill Land-Grant Colleges Act, providing funding for the establishment of a new college in each state and territory. These schools were to promote higher education and practical learning to people of all classes and walks of life, especially rural life. In 1888, the Agricultural College of Utah was founded as Utah's land-grant institution. It became Utah State University (USU) in 1957. Since its founding, Utah State University has evolved from a small-town college tucked away in the Northern Utah mountains to a thriving research university respected around the world. In fall 2017, 27,679 undergraduate and graduate students were enrolled in an array of academic programs. These students represented all 29 counties in Utah, the 50 states, and 78 countries. Although representative of every state and many countries around the globe, USU lacks a diverse student population as shown in Table 1. Of degree-seeking students at USU during 2017-2018, 53.4% were female and 46.6% were male.

The ethnic and racial diversity of current BSN student enrollment is reflective of USU enrollment. Of the first cohort of students who self-reported their ethnicity/race on applications to the BSN program, 80% are white; 1% are Asian; and 1% are Hispanic while 83% are female and 17% male.

Table 1: USU Enrollment by Racial/Ethnic Category 2017-2018

Category	Number	Percentage of Total Enrollment
Nonresident Alien	245	1%
Hispanic	1454	6%
African-American	205	.08%
American Indian	493	2%
White	20,320	82.5%
Asian	264	1%
Native Hawaiian/Other Pacific Islander	89	.04%
2 or more races	510	2%
Unknown	1038	4%

USU is one of eight state-supported colleges and universities in the Utah System of Higher Education (USHE) governed by the Board of Regents. USU's Board of Trustees functions and responsibilities are derived from the law of the State of Utah and delegated by the Board of Regents. USU's president is supported in her administrative duties and responsibilities by nine vice-presidents. The PN, ADN, and BSN programs are situated within the Department of Nursing and Health Professions (NAHP) in the College of Education and Human Services (CEHS), one of nine academic colleges/schools at USU. USU and BSN program organizational structure charts are available in the evidence room.

With the merger of the College of Eastern Utah in 2010, Utah State University (USU) obtained ACEN-accredited nursing programs. Since then, students have been able to prepare to become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's associate of applied science (AAS) degree program at regional campuses throughout the state. As a land grant institution, Utah State University has the responsibility to provide education across the state and maintains a presence in every county in the state of Utah. In keeping with this mission and to fulfill rural community needs for nurses, the practical nursing certificate program is offered in Blanding, Price, and Moab, and the associate degree nursing program in Blanding, Price, Moab, Tooele, and Vernal.

A USU nursing program was not offered on the main campus in Logan until fall 2017 when the university began its baccalaureate of science in nursing (BSN) program. Since 1971 USU had a collaborative agreement with Weber State University (WSU) to offer an associate degree in nursing (ADN) enabling students to take nursing courses on the USU Logan campus and graduate with a Weber State University degree. The collaborative agreement with WSU ended with the graduation of the final cohort of WSU ADN students on the Logan campus in May 2017.

The BSN program was implemented in response to community needs for additional RNs to provide high quality health care. Furthermore, the two acute care facilities in Logan—Logan Regional Hospital and Cache Valley Hospital—are moving toward hiring only baccalaureate-prepared registered nurses. Only two other USHE institutions have four-year pre-licensure bachelor's of nursing programs—University of Utah and Southern Utah University—both located at a significant distance from Logan. Other USHE universities and colleges offer associate's degrees and/or baccalaureate completion programs in nursing. Student demand also was a factor in beginning the USU BSN program. Currently almost 400 students on the Logan campus have declared themselves as pre-nursing majors. Following the required approval processes, the USU BSN program entered its first cohort of 23 students in fall semester 2017. The cohort is anticipated to complete the program and graduate in May 2019. A second cohort of 33 students is entering the program in fall semester 2018.

STANDARD 1 MISSION AND ADMINISTRATIVE CAPACITY

The mission and values of the BSN program clearly reflect the the mission of Utah State University as the governing organization and demonstrate congruency with USU's core themes of learning, discovery, and engagement. Students, faculty, and administrators are involved in governance of USU and the BSN program. Communities of interest have input into program processes and decision-making through the Advisory Committee, clinical facility alliances, student surveys, and campus faculty involvement in the curriculum approval process. The program has no parterships as defined by ACEN. The BSN program is administered by Dr. Carole Grady, who has over 30 years of experience as a nurse and 17 years experience as a nurse educator. She has authority and responsibility for the program including budgetary processes with faculty input. BSN program policies for faculty and staff are consistent with USU policies with the exception of policies that are justified by goals of the nursing unit and requirements of clinical agencies. An online format for NURS 4010 Leadership, Management, and Policy in Health Care and NURS 4015 Leadership, Management, and Policy in Health Care Practicum is congruent with the mission and goals of USU and the BSN program.

STANDARD 2 FACULTY AND STAFF

Four (4) full-time faculty are employed in the BSN program. One (1) full-time faculty is not teaching during fall semester 2018. Therefore, three (3) full-time faculty who possess graduate degrees in nursing currently teach in the BSN program. Five (5) part-time faculty teach in the Utah State University baccalaureate degree program, four (4) have a master's degree in nursing and a BSN. The one (1) part-time faculty with a BSN is enrolled in a MSN in nursing education program with expected date of completion February 2019. All full- and part-time faculty fulfill USU's qualification requirements. The number and utilization of faculty is appropriate as evidenced by faculty workload and student-to-faculty ratios in classroom, skills laboratory, and clinical settings. Faculty performance is evaluated systematically on at least an annual basis according to professional practice or tenure track/tenure status. New full- and part-time faculty are mentored into their roles, and evaluation of faculty indicates that their performance reflects scholarship as well as evidence-based teaching and nursing practice. Staff members—a coordinator of programs III (administrative assistant/lab manager), business manager, business assistant, advisor, and student peer advisor—are sufficient to meet program goals and support faculty and students. Orientation and support for the use of instructional and distance technologies are available to faculty.

STANDARD 3 STUDENTS

Student policies and services at USU support the goals and promote the achievement of outcomes for the BSN program. Student policies for nursing and USU are accessible, non-discriminatory, consistently applied, comprehensive, and congruent with differences justified by goals and outcomes of the program and clinical agency requirements such as admission criteria, progression criteria, and health requirements. USU student services meet

the needs of nursing students. Financial aid and educational records are in full compliance with state and federal guidelines and laws. Accurate and consistent information is accessible to the public including the program's ACEN accreditation status and ACEN contact information. Changes in policies and procedures are clearly and consistently communicated to students through various methods including verbally in class, email, learning management system, and program website. All BSN students have access to technology services and information. Technology requirements and policies specific to online courses are addressed through Canvas, the USU learning management system.

STANDARD 4 CURRICULUM

The BSN concept-based curriculum prepares students to achieve the program student learning outcomes (SLOs) consistent with contemporary nursing practice. The BSN program concept-based curriculum was developed by applying the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), Quality and Safety Education for Nurses (QSEN) competencies, and National Council of State Boards of Nursing (NCSBN) *NCLEX-RN Test Plan Client Needs and Integrated Processes* categories. The eight (8) end-of-program student learning outcomes (EOPSLOs) guide the first and second level student learning outcomes, course student learning outcomes, delivery of instruction, learning activities, and evaluation methodologies. Faculty regularly review the curriculum in monthly faculty meetings and at annual faculty retreat. General education and prerequisite courses provide a foundation for the program curriculum. The curriculum includes cultural, ethnic, and socially diverse concepts as evidenced in concepts and exemplars, course outcomes, course content, and clinical experiences. The curriculum and instruction reflect educational theory including constructivism, conceptual learning, Bloom's taxonomy, and adult learning. Evaluation methodologies utilized in classroom, skills laboratory, simulation, and clinical settings are varied and support achievement of student learning outcomes. The program is 120 semester credits of which 68 credits are general education/prerequisite courses and 52 credits are nursing courses. Students are able to complete the program in eight (8) 15-week semesters of full-time study. Program length is consistent with Utah Board of Regents guidelines for a baccalaureate degree.

The BSN program practice learning environments are appropriate for student learning across the curriculum and for achievement of end-of-program student learning outcomes. The program provides a breadth of clinical experiences across the health care continuum with exposure of students to acute care, community, ambulatory care, long term care, and other facilities. Current written agreements with clinical sites are in place and include expectations for all parties. Clinical sites are evaluated by faculty and students. Most BSN courses are offered face-to-face. The program utilizes an online delivery format for one (1) didactic course and one (1) practicum course in the curriculum. Faculty also use a learning management system for web-enhancement of face-to-face courses.

STANDARD 5 RESOURCES

The fiscal resources allocated to the Utah State University Department of Nursing and Health Professions (NAHP) are sufficient to support the mission of the department and ensure the achievement of nursing student learning and program outcomes. The fiscal resources allocated to NAHP reflect an equitable distribution of the total academic budget for the university among the academic departments with the NAHP budget comparable to similar educational units within USU.

With the move of the program to the Sorensen Legacy Foundation Center for Clinical Excellence on March 6, 2018, the BSN program faculty and students now benefit from being located in a beautiful, state-of-the-art teaching-learning and clinical facility. Four (4) BSN program faculty offices, dual purpose classroom/nursing skills laboratory, four (4) simulation rooms, simulation control room, storage areas, workroom, and utility room occupy 4,420 square feet on the fourth floor of the Center.

Learning resources are comprehensive, current, and accessible to faculty and students; and selected by faculty. Examples include but are not limited to high-fidelity simulation manikins; standardized testing and remediation package; textbook package with online resources; skills laboratory equipment; and library resources. Learning resources are appropriate for all delivery methods including face-to-face and online instruction.

STANDARD 6 OUTCOMES

The Utah State University BSN program has a written plan for systematic evaluation of end-of-program student learning outcomes and program outcomes. The Systematic Plan of Evaluation (SPE) includes specific, measurable expected levels of achievement for each end-of-program student learning outcome and program outcomes. The SPE also is organized around components, frequency of assessment, methods of assessment, results, and action plans. The nursing program director developed the SPE in preparation for the ACEN accreditation candidacy presentation. Program faculty reviewed and approved the SPE at the Nursing Faculty Organization (NFO) meeting on September 25, 2017.

Faculty will use the SPE to assess students' achievement of end-of-program student learning outcomes in an ongoing process for program decision-making beginning with the first graduating cohort in May 2019. In the meantime, faculty will evaluate individual courses to provide an indication of progress toward achieving the end-of-program SLOs. Faculty also will use the SPE to monitor achievement of program outcomes in licensure examination pass rates, program completion rates, and job placement rates. Faculty will analyze sufficiency of data obtained to inform program decision-making, and ensure documentation is thorough and accurate regarding the use of assessment data in decision-making for program improvement. .

STRENGTHS:

- Small cohort sizes
- Talented faculty with a commitment to student success
- Diversity of faculty in ethnicity, gender, and nursing experience
- Strong community support
- Abundance of scholarship funds for nursing students
- USU commitment to sustaining the program
- New, state-of-the-art physical facility

AREAS NEEDING DEVELOPMENT:

- Inexperienced faculty
- Access to clinical learning sites
- Use of high-fidelity simulation
- Delineation of department head and nursing director responsibilities
- Comprehensive use of ATI standardized testing and remediation package
- First use of concept-based curriculum

FUTURE PLANS:

- Ensure availability of faculty development funds at university and department levels.
- Enhance simulation used as clinical learning experiences.
- Explore distant clinical sites for greater depth and breadth.
- Provide opportunities for faculty to attend simulation workshops and conferences.
- Request full-time faculty position as skills laboratory and simulation coordinator.
- Restructure administrative roles with department head as BSN program nurse administrator; nursing director as PN and ADN programs nurse administrator.
- Support faculty and students in use of standardized testing and remediation package; identify a full-time faculty member as ATI champion.
- Continue ongoing curriculum review with major review after one full cycle of concept-based curriculum and with first graduating cohort in May 2019.

SECTION TWO: STANDARDS 1-5

STANDARD 1

Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

- 1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

As a part of USU, the nursing program embraces the University's mission and the mission, vision, and goals of the Emma Eccles Jones College of Education and Human Services (CEHS). To participate in the achievement of the University, college, and department ambitions, USU nursing seeks to provide a quality education for nursing students, thereby improving health services for individuals, families, and communities. Nursing joins other CEHS disciplines in a commitment to "doing good work that benefits others" (www.cehs.usu.edu/about-us/mission-statement). The mission of Utah State University "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" (www.usu.edu/about/). USU's accreditation core themes of learning, discovery, and engagement further reflect its mission.

The mission of the nursing program is to enrich regional, national, and global communities through evidence-based nursing education. Our curriculum, which reflects the core values, prepares students to demonstrate professionalism while providing holistic care" (BSN Student Handbook, p. 5; Faculty Handbook, p. 3). Core values for the nursing program are caring, nursing judgment, holistic care, professionalism, and safety and quality. Table 1.1 provides a comparison of USU, CEHS, and nursing program missions, core themes, vision, goals, and/or values.

Table 1.1: Congruency of USU, CEHS, and BSN Program Missions, Goals, and/or Values

USU	CEHS	BSN Program
Mission: Academics comes first	Offering high quality graduate and undergraduate programs	Provide a quality education for nursing students
Mission: Cultivating diversity of thought and culture	Enhancing the diversity of our faculty, staff, and students Extending the impact of our instructional and research programs nationally and globally	Nursing faculty respect individuality and personal aspirations Enriches regional, national, and global communities
Mission: Serving the public	Increase the effectiveness of services for individuals, families, communities, schools, and organizations Supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society Doing good work that benefits others	Improve health services for individuals, families, and communities Prepare students to demonstrate professionalism while providing holistic care Values: Professionalism, holistic care, caring
Core Theme: Learning The learning process encompasses... provision of the educational and financial resources students need to succeed; creation of student-centered learning environments; investment in appropriate learning infrastructure; and use of ongoing and effective assessment processes to measure learning outcomes and inform the changes and investments needed to improve those outcomes, with a focus on degree qualifications, discipline mastery and professional development.	Supporting and nurturing a faculty committed to masterful teaching	Provide a quality education for nursing students Values: Safety and quality
Core Theme: Discovery At USU, discovery is the creation and development of knowledge through the achievement of productivity and excellence in research, scholarship and the creative and performing arts.	Establishing and maintaining nationally visible research centers to advance knowledge and professional practices	Evidence-based nursing education Values: Nursing judgment
Core Theme: Engagement Outcomes at USU are measured in terms of both their academic and their societal impact.	Fostering partnerships to enhance the quality of education and human services in our local and extended communities Extending the impact of our instructional and research programs nationally and globally	Nursing faculty respond to student and community needs Enriches regional, national, and global communities Values: Professionalism, caring, safety and quality

1.2 The governing organization and nursing education ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

Utah State University and the nursing program allow for participation of faculty, administrators, and students in governance of USU and the nursing program. For example, Faculty Senate serves as the system of shared authority or participatory governance between faculty and administration. A BSN faculty member is a Faculty Senator while a second BSN faculty member is an alternate representative to Faculty Senate. Representative groups of faculty, students, and others serve in advisory capacities to the administration and otherwise contribute to the policy making and operational functions of the University. These groups are organized into University councils, University committees, Faculty Senate committees, advisory councils, advisory boards, and advisory committees. Nursing faculty serve on standing and ad hoc committees, as well as participate in searches for faculty positions by serving on hiring committees.

All full-time faculty in the nursing program are voting members of the Nursing Faculty Organization (NFO), and therefore, are directly involved in governance of the nursing educational unit. Part-time faculty may participate on a voluntary, non-compensated basis. The purpose of the NFO is to provide a structure for planning, communication, coordination, and evaluation of policies and procedures pertaining to the nursing faculty and students, and their interactions with USU, the College of Education and Human Services, community entities, and ACEN. The nurse administrator appoints full-time faculty to standing committees within the NFO: Admissions, Faculty Success, Program Evaluation and Accreditation, Scholarship, Student Success, and Testing. All full-time faculty are members of Curriculum Committee.

The nurse administrator chairs the NFO and is an ex officio member of all NFO standing committees. The nurse administrator represents the nursing program to administration including the Department of Nursing and Health Professions, College of Education and Human Services, Provost, and regional campus deans and executive directors. She is a Utah State University representative to the Utah Women in Higher Education Network, part of the ACE Women's Network of the American Council on Education (ACE). She also represents Utah State University at the Utah Nursing Consortium and Utah Organization of Nurse Leaders Academic Leadership Committee.

Students are provided opportunities for participation in governance. BSN students elect a class representative who is invited to participate in monthly NFO and Curriculum Committee meetings, and also may attend biannual Advisory Council meetings. Students may hold membership in the NFO Student Success Committee. Evidence of faculty participation and student opportunities for participation in governance can be found in NFO By-Laws, Committee Responsibilities, and Committee Membership List 2017-2018; NFO and NFO Committees meeting minutes in the evidence room; and faculty personnel files.

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

As the program will graduate its first cohort in May 2019, results of assessment of end-of-program student learning outcomes and program outcomes are not yet available. When results are available they will be shared with communities of interest including the program Advisory Committee, prospective and current program students, general education/support course faculty, and through USU Office of Assessment, Accreditation, and Analysis required procedures. The main mechanism by which assessment findings will be shared and input provided by communities of interest will be through the Advisory Committee made up of clinical agency and community representatives. The Advisory Committee meets once each semester. At its first meeting on November 13, 2017, members approved a committee summary document describing the committee's mission, goals, member responsibilities, and other guidelines. The mission of the BSN Advisory Committee is "to build a strong foundation of support for the program by fostering communication and partnerships with the community at large. Members guide and assist in the ongoing work to deliver the highest quality education to undergraduate nursing students," (BSN Advisory Committee Summary). The nurse administrator also shared the eight (8) end-of-program student learning outcomes with committee members at the initial meeting and discussed how their achievement would be measured. For further details, refer to the BSN Advisory Committee meeting minutes and BSN Advisory Committee Summary document available in the evidence room.

Students have the opportunity to provide input into program processes through their participation in shared governance by attendance at faculty meetings, course evaluations, and program exit surveys. In accordance with ACEN policy, results of program outcomes will be accessible to prospective students and the public on the nursing webpage. General education and support course faculty provide input into program processes and decision-making as members of campus committees who approve curriculum and course changes. As the program develops, the collaborative nature of faculty relationships on the USU campus will provide the means by which the nurse administrator and faculty provide feedback to general education/support course faculty on how well their courses prepare students for the BSN program and enhance professional nursing knowledge and practice. Furthermore, other campus faculty will participate in peer review of student achievement of end-of-program learning outcomes through required USU program assessment procedures managed by the Office of Assessment, Accreditation, and Analysis.

Clinical agencies have input into program processes through both formal agency-originated meetings and informal meetings between faculty and clinical liaisons at each agency. Examples of formal meetings include the Intermountain Healthcare Deans Council annual meeting at which deans and directors of nursing programs in the state of Utah and Intermountain Healthcare education administrative staff discuss ways to work together on improving clinical experiences. An example of an informal mechanism by which clinical agencies have input into

program processes is a clinical liaison's feedback to a clinical instructor during fall 2017 that students needed improvement in performing a head-to-toe nursing shift patient assessment. Clinical faculty responded by using simulation to successfully remediate students in performance of head-to-toe patient assessment.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The program does not utilize partnerships as defined by ACEN.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is doctorally prepared.

Dr. Carole Grady holds a BSN and MSN from the University of Rochester, and an EdD in Curriculum and Instruction from Utah State University. Her transcripts are available for review onsite.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Dr. Grady has been the nurse administrator for the USU nursing programs for two (2) years. Prior to her appointment as USU's nursing programs director, she was the Dean of Health Sciences at Dixie State University (DSU), St. George, Utah, a position she held for six (6) years after serving as associate dean and director of nursing at DSU. From July 2015 to February 2016, she was on hiatus as the Dean of Health Sciences while serving as DSU's interim provost. Dr. Grady has been a nurse for 37 years, and is board certified as a women's health care nurse practitioner working part-time at Planned Parenthood. Her nursing background includes neonatal intensive care, high risk intrapartum and postpartum, cardiac catheterization lab, and ambulatory women's services.

Dr. Grady has been a nurse educator since 2001. She was the first nurse educator in the state of Utah to achieve National League for Nursing certification in nursing education. She is active in several statewide organizations including the Utah Organization of Nurse Leaders and the Utah Nursing Consortium. She is chair of the state board for Utah Women in Higher Education Network. . Dr. Grady is an ACEN peer evaluator.

Dr. Grady meets USU requirements for a doctoral degree for individuals appointed to director positions. She was USU's interim department head for the Department of Nursing and Health Professions from January 22, 2018 to August 1, 2018 following the sudden death of the previous department head, Dr. Dennis Dolny. Dr. Dolny oriented and mentored Dr. Grady to the nurse administrator position. The CEHS dean continues to mentor Grady. Refer to Dr. Grady's curriculum vitae in Appendix A for evidence of her experiential qualifications.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

The BSN program utilizes one (1) faculty coordinator to assist with program administration. Dr. Ezra Holston is the BSN program clinical coordinator whose responsibilities are included in Appendix B. He receives three (3) credits administrative release time, or 33% of the total expected nine (9) credits per semester workload for tenure track/tenured faculty. Dr. Holston is academically qualified with a PhD in Theory Development and Research in

Nursing. He has been the BSN clinical coordinator since the program began. The nurse administrator mentors and supports him in the coordinator role. Dr. Holston also participates in monthly BSN, PN, and AD program coordinator meetings held as a whole. Evidence of his academic and experiential qualifications can be found in his faculty personnel file.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

Dr. Carole Grady has authority and responsibility for the development and administration of the practical certificate, associate degree, and baccalaureate degree nursing programs as the nursing programs director. She also holds the title of Assistant Department Head for Nursing and Health Professions (NAHP). The nursing programs are located in the Department of Nursing and Health Professions within the College of Education and Human Services. Dr. Grady reports directly to the Department Head for Nursing and Health Professions (refer to USU organizational structure charts in the evidence room). She administers only the nursing programs with the health professions programs administered by their own director, and is aided in those responsibilities by six (6) campus coordinators: one (1) BSN clinical coordinator and five (5) PN/AD clinical coordinators on regional campuses.

The time and complexity of fulfilling the responsibilities as nursing program director can be demanding as they were during spring and summer 2017 as preparations were made to implement the BSN program on the Logan campus in fall 2017. However, Dr. Grady is able to fulfill her responsibilities. An administrative assistant was hired to support Dr. Grady and the new BSN program on the Logan campus and began the position on April 1, 2017, significantly facilitating best use of Dr. Grady's time as nurse administrator. Dr. Grady's responsibilities are 100% administrative. She chooses to teach in the BSN program to fulfill her passion for teaching. See Appendix C for documentation of the nurse administrator's responsibilities.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

USU department heads are responsible for preparation of budget, and where appropriate, oversee the budget of the department and the expenditure of all departmental funds (USU Policy 104: The University President and Other Officers, <https://www.usu.edu/policies/104/>). The nurse administrator provides input into the budget for its preparation at the department level and administers program expenditures including but not limited to approval of operating expenses, faculty travel, faculty professional development, and equipment purchases. Each spring semester the nurse administrator solicits feedback from faculty as to budget needed for new positions and equipment through the regular budget approval process. The nurse administrator prioritizes requests made by nursing faculty and presents to the department head for approval. Departmental budgets then are prepared under the supervision of the Vice President of Business and Finance in collaboration with the Provost. Faculty are able to make budget requests throughout the year independent of the annual budget approval process. For example, the lead instructor for the nursing clinical course during fall semester 2017 requested iPads for part-time clinical instructors to use in the clinical setting. The nurse administrator approved the request, and iPads were purchased immediately.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

Policies for nursing faculty and staff are comprehensive and provide for the welfare of the faculty and staff. Program faculty and staff are governed by university policies. Most nursing faculty policies are consistent with those of the governing organization including hiring practices, benefits, support for continuing education and development, rank and promotion, and workload. Differences are justified by goals and outcomes of the program. For example, clinical instruction requires that nursing faculty adhere to the requirements of affiliated clinical agencies. Clinical placement requirements are determined by the particular agency and most include maintenance of current, unencumbered professional nurse licensure, current CPR certification, tuberculosis screen, immunization reporting, drug testing, and criminal background check screening.

University faculty policies are found at <https://www.usu.edu/policies/> in Section 300: Personnel Policies and Section 400: Faculty Policies (Faculty Code). Staff policies also are found in Section 300: Personnel Policies. Nursing faculty policies are included in the Nursing Faculty Handbook 2017-2019 available in the evidence room.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

The BSN program curriculum is delivered face-to-face with the exception of NURS 4010 Leadership, Management, and Policy in Health Care, a 4-credit course offered in the third semester of the BSN program and its associated practicum course, NURS 4015. NURS 4010 is offered approximately 20% face-to-face and 80% online through USU's learning management system, thus meeting ACEN's definition of an online course. NURS 4015 practicum is instruction and supervision of students in a leadership project. Dr. Grady, the nurse administrator, teaches the course as she has extensive leadership/management experience and taught a BSN nursing policy course for several years at her previous institution of employment. Given her relevant qualifications to teach the course, the decision was made to offer the course online to accommodate her living at a distance from the Logan campus where the BSN program is located. The online format for NURS 4010 allows the course to be taught by an experientially qualified individual, and is congruent with USU's mission of providing high quality undergraduate education and the nursing program mission of providing a quality education for nursing students.

STANDARD 2

Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program. Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Four (4) full-time faculty are employed in the Utah State University baccalaureate degree program. However, one (1) full-time faculty member is not teaching during fall semester 2018. Therefore, three (3) full-time faculty are teaching in the BSN program during fall semester 2018. All full-time faculty teach exclusively in the BSN program, and meet the qualifications and experience requirements of the University. The Utah State Board of Nursing, Utah Board of Regents, and Northwest Commission on Colleges and Universities do not have specific requirements for full-time faculty qualifications and experience. All full-time faculty teaching in the program during fall semester 2018 have earned MSN and BSN degrees and have registered nurse licensure in the state of Utah or through the interstate compact for RN licensure.

The faculty have diverse academic backgrounds and professional experiences that qualify them to teach and mentor students in the program. The Faculty Profile Table and Faculty Development and Qualifications Addendum in Appendix D provide additional details.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

Five (5) part-time faculty teach in the Utah State University baccalaureate degree program, four (4) have a master's degree in nursing and a BSN. The one (1) part-time faculty with a BSN is enrolled in a MSN in nursing education program with expected date of completion February 2019. The five (5) part-time faculty teach exclusively in the BSN program, and meet the qualifications and experience requirements of the university. As with the full-time faculty positions, the Utah State Board of Nursing, Utah Board of Regents, and Northwest Commission on Colleges and Universities do not have specific requirements for part-time faculty qualifications and experience.

The five (5) part-time faculty teach practicum courses that include instruction in clinical and/or simulation settings. They are registered nurses working in clinical practice. Two (2) part-time faculty have experience as nurse

educators, and are interested in full-time positions in the program when they become available. The Faculty Profile Table and Faculty Development and Qualifications Addendum in Appendix D provides additional details.

2.3 Non-nursing faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned courses.

The program does not utilize non-nursing faculty.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Preceptors first will be utilized in the final semester of the BSN program in spring 2019 in NURS 4215 Nursing Capstone Practicum. Preceptors will be selected in a collaborative process between faculty and clinical facility staff. Faculty established minimum qualifications for preceptors: 1.) active, unencumbered licensure as a registered nurse, BSN or higher preferred, 2.) at least two (2) years clinical experience as an RN, 3.) interest in teaching, role modeling, mentoring, and counseling, and 4.) willingness to assume the additional responsibility of a student's learning. Early in fall semester 2018, faculty will survey students for their preferences in the preceptorship; for example, their preferences for unit, hospital, and day or night shifts. However, faculty consider it important that most if not all students are assigned to a preceptor in a medical-surgical nursing setting as a best practice to prepare students for success on the licensure examination and as generalist nurses. If the program is unable to obtain enough qualified medical-surgical nursing preceptors, students will be selected for placement in other areas according to their standing in the program as determined by nursing course grades and faculty input.

A Preceptor Handbook provides information to clearly distinguish among preceptor, faculty liaison, and student roles and responsibilities. As well as providing each preceptor with a copy of the Preceptor Handbook, preceptors will be invited to an informational presentation prior to the preceptorship. Full-time faculty liaisons will monitor the preceptor experience, and students will evaluate their preceptors and clinical learning experiences at the end of preceptor clinical. Preceptors also will have an opportunity to evaluate the preceptor experience. Copies of the Preceptor Handbook, presentation, and preceptorship evaluation tools are available in the evidence room.

2.5 The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

The number of full-time faculty appears to be sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved. Evaluation of faculty sufficiency will be ongoing, and occur during the process of measuring achievement of end-of-program outcomes and program outcomes with the first graduating cohort in 2019. As indicated above, three (3) full-time faculty and five (5) part-time faculty are providing instruction in the program during fall semester 2018. The overall full-time faculty-to-student ratio for the BSN program currently is 1:19. Faculty-to-student ratios for fall 2018 didactic, laboratory and clinical courses are included in Table 2.1.

Table 2.1 Faculty-to-Student Ratios Fall 2018 Courses

Course	Faculty-to-Student Ratio
NURS 3020 Fundamentals of Nursing	1:33
NURS 3025 Fundamentals of Nursing Lab	1:8-9
NURS 3030 Nursing Management of Care I	1:33
NURS 3035 Nursing Management of Care I Practicum (clinical & simulation)	1:8-9
NURS 3040 Pharmacology in Health Care	1:33
NURS 4010 Leadership & Management	1:23
NURS 4015 Leadership & Management Practicum (leadership project)	1:23
NURS 4020 Nursing Management of Care II	1:23
NURS 4025 Nursing Management of Care II Practicum (clinical & simulation)	1:7-8

Faculty teaching assignments are based on educational, teaching, and professional experience, as well as workload requirements. Utah State University requirements for faculty workload are based on faculty classification—tenure/tenure track versus professional practice positions. The expectation for tenure/tenure track faculty workload is nine (9) credits per semester. The expectation for professional practice faculty workload is 12 credits per semester. Faculty workload includes instruction, 10% service, and possible administrative assignments. Nursing faculty workload is comparable to non-nursing faculty at USU. No full-time faculty were on overload for spring semester 2018. Additionally, the nursing program director was able to assign workload for course development to most full-time faculty during the first year of the baccalaureate program. Dr. Ezra Holston is tenure-track faculty; Callie Bosworth, Aubrey Johnson, and Adam Hunsaker are professional practice assistant professors. Dr. Ezra Holston has an administrative assignment as the BSN program coordinator. His administrative release time is 30%, or three (3) credits of his 9-credit per semester workload.

Full-time faculty workload for spring semester 2018 and fall semester 2018 is displayed in the following table (Table 2.2). Faculty workload in spring 2018 was within the expected 12 credits per semester including workload assigned for course development during the first year of the program. One (1) faculty member is on slight overload of 1.6 credits for fall 2018. Faculty are eligible for extraordinary effort compensation for overload. The nurse administrator determines if faculty are eligible for extraordinary effort compensation by examining workload over fall and spring semesters combined. As can be seen from Table 2.2., faculty may be on overload during one semester but underload during another semester of an academic year.

Table 2.2 Full-time Faculty Workload

Faculty Name	Courses Taught	Workload Credits
Spring 2018		
Callie Bosworth	NURS 3220 Family Nursing Through the Lifespan	4.0
	NURS 3225 Family Nursing Through the Lifespan Practicum (lead)	2.0
	Service	1.2
	Course development	2.5
	Total	9.7
Ezra Holston	NURS 3230 Evidence Based Health Care	3.0
	NURS 3240 Health Information Management & Technology	2.0
	BSN Program Coordinator	3.0
	Service	0.9
	Total	8.9
Keith Kent	NURS 3210 Population Health & Prevention	3.0
	NURS 3215 Population Health & Prevention Practicum (lead)	2.0
	Service	1.2
	Course development	2.5
	Total	8.7
Fall 2018		
Callie Bosworth	NURS 3235 Fundamentals of Nursing Practicum (lab)	3.0
	NURS 3030 Nursing Management of Care 1	4.0
	NURS 3035 Nursing Management of Care 1 Practicum (lead, simulation)	5.4
	Service	1.2
	Total	13.6
Adam Hunsaker	NURS 4020 Nursing Management of Care 2	4.0
	NURS 4025 Nursing Management of Care 2 Practicum (lead, simulation)	5.8
	Service	1.2
	Total	11.0
Aubrey Johnson	NURS 3230 Fundamentals of Nursing	2.0
	NURS 3235 Fundamentals of Nursing Practicum (lead, lab)	5.0
	NURS 3035 Nursing Management of Care 2 Practicum (simulation)	2.4
	Service	1.2
	Total	10.6

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

All faculty are encouraged to maintain expertise, participate in scholarship, and apply evidence-based pedagogical and clinical practices. The Nursing and Health Professions Department provides faculty development funding for full-time faculty at \$2000 per academic year. The nurse administrator also provides budget in addition to the \$2000 per year in circumstances where it may be warranted; for example, one (1) full-time and one (1) part-time faculty were provided with department funds to attend a simulation workshop in May 2018 as they work towards enhancing simulation learning experiences in the BSN program. The department also funds an annual subscription to the NurseTim® webinar series.

In addition to department funds for attendance at conferences and workshops, USU provides opportunities for faculty to learn about evidence-based teaching practices. All full-time BSN faculty attended the Empowering Teaching Excellence (ETE) conferences in August 2017 and 2018. The ETE Conference is presented annually by

USU's Center for Innovative Design and Instruction (CIDI). CIDI assists faculty with the creation and maintenance of high quality learning environments while providing access to practical tools, relevant data, prompt and effective support, consultation, and hands-on training. It offers workshops in pedagogical practices such as flipping the classroom, learning analytics, classroom polling, and writing objectives. BSN faculty attended a CIDI "flipping the classroom" workshop in August 2017. CIDI instructional designers provide one-on-one support for faculty in development of their courses in Canvas.

An expectation of tenure-track faculty at USU is research. Dr. Holston as the one (1) tenure-track faculty in the BSN program is conducting research in the areas of brain activity and mental health issues for improved intervention. Expectations of scholarship for the professional practice BSN faculty are related to the scholarship of teaching in which faculty examine, interpret, and share learning about teaching. One way in which faculty participate in the scholarship of teaching is participation in journal club at each monthly faculty meeting. Topics presented at journal club during the 2017-2018 academic year included teaching to the test vs. teaching to the curriculum, motivation in health science students, new graduate nurses' clinical decision-making, and the experience of nurse educators.

Full- and part-time faculty hold registered nurse licensure in the state of Utah or through the Nurse Licensure Compact. Renewal of registered nurse licensure in the state of Utah requires completion of licensured practice for at least 400 hours, or licensed practice for at least 200 hours and completion of 15 hours of approved continuing education, or completion of 30 hours of approved continuing education during the 2 years prior to renewal. The Utah Board of Nursing considers nurse educator work as licensed practice. Furthermore, several full- and part-time faculty are engaged in clinical nursing practice, thus maintaining currency with evidence-based clinical practices. Faculty also hold specialty certification in various areas. The Faculty Profile Table and Faculty Development and Qualifications Addendum in Appendix D provide additional details.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Five (5) staff members provide sufficient support for the BSN nurse administrator and faculty in achieving the goals and outcomes of the nursing programs: 1.) full-time coordinator of programs III, 2.) full-time academic advisor, 3.) part-time peer advisor, 4.) full-time business manager, and 5.) full-time business assistant.

The full-time coordinator of programs III is a combined administrative assistant and laboratory coordinator position. She provides secretarial support to the head of the Department of Nursing and Health Professions, and BSN faculty. The coordinator of programs III is well-qualified for the role, having had previous experience as a staff assistant in other departments at USU, and as a phlebotomist/clinical laboratory manager at Logan Regional Hospital. She possesses strong computer/technical skills and knowledge of office procedures. She is responsible for the critical function of maintaining a program outcomes database for the PN, ADN, and BSN programs. She also works with the academic advisor in the program application process and maintains a database of past and current

applicants to the USU nursing programs. Her position became the dual position of administrative assistant/laboratory manager in June 2018 in order to fulfill program needs for a laboratory coordinator. Previously, she had been completing the functions of ordering supplies for the skills and simulation laboratories. Her position now will include additional laboratory coordinator responsibilities such as managing inventory, laboratory and simulation preparation, and control of the simulator during simulation scenarios. The Laboratory Personnel Table can be found in Appendix E and a detailed position description is available in Appendix F. The coordinator of programs III does not participate in student instruction or evaluation in skills and simulation laboratories. Two (2) full-time faculty, Callie Bosworth and Aubrey Johnson, provide nursing skills instruction in NURS 3025 Fundamentals of Nursing Practicum and simulation instruction in NURS 3035 Nursing Management of Care 1 Practicum. Another full-time faculty, Adam Hunsaker, provides simulation instruction in NURS 4025 Nursing Management of Care 2 Practicum and is assisted in those responsibilities by a part-time instructor.

The academic advisor provides advisement and information for pre-nursing and nursing students such as program prerequisite courses, program application, progression through the program, and graduation application. The peer advisor assists with some of the responsibilities of the position. The business manager and business assistant are shared by the Department of Nursing and Health Professions and the Department of Kinesiology and Health Sciences. They assist the nurse administrator and faculty with clinical affiliation agreements, human resource concerns, recruitment and hiring for faculty positions, budget reporting, travel authorization and reimbursement, and other similar functions.

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

Full- and part-time BSN faculty are oriented and mentored in their roles. The nurse administrator is responsible for assigning a mentor to each new full-time faculty member. As all faculty initially hired to begin the BSN program in fall 2017 were new, the nurse administrator oriented and mentored them. An orientation checklist available in the 2017-2019 Faculty Handbook (pp. 18-19) is used as a guide to the orientation and mentoring of new faculty. Completed orientation checklists are available in full-time faculty personnel files. Furthermore, each new faculty is provided with an electronic copy of the faculty handbook, which includes a welcome letter from the nurse administrator, nursing program mission and philosophy, student learning outcomes, organizational chart, faculty expectations, faculty policies, and links to faculty resources.

With the implementation of a new program, the three (3) initial faculty participated in a one-day BSN program orientation on July 7, 2017 provided by the nurse administrator. The orientation was focused on concept-based curriculum and conceptual teaching/learning. Additionally, the initial faculty began their positions on July 1, 2017 when new USU faculty usually begin on August 1 prior to the fall semester. This was done to provide the new faculty with sufficient time to be oriented to their roles as they developed BSN courses. During July 2017, the nurse administrator was present on campus in order to support and mentor faculty as they began their positions. Practicum course leads orient and mentor the part-time faculty, all of whom teach only in clinical and simulation settings. Given

the small number of faculty and the collaborative nature of their relationships, informal mentoring among the faculty occurs. Faculty frequently consult each other about course development, teaching-learning strategies, student issues, grading practices, and testing.

Utah State University provides formal orientation for new tenure track/tenured faculty during retreat week shortly before the fall semester begins. The new tenure track BSN faculty member participated in this orientation during the week of August 14, 2017. He also participated in Tenure Academy throughout the academic year, another mechanism by which USU supports new faculty transition to the multiple roles of a tenure track/tenured position. All new teaching faculty whether tenure track/tenured or professional practice are invited to the Foundations of USU Teaching inservice presented during retreat week. During this week as well, faculty attend college and department retreats in which important information is shared. For example, new BSN faculty attended a campus violence prevention inservice at the beginning of the College of Education and Human Services retreat in August 2017.

2.9 Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

The program adheres to USU policy for performance evaluation of tenure-track and professional practice faculty: *Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention* available at <https://hr.usu.edu/files/policies/405.pdf>. The majority of nursing faculty have term appointments as professional practice faculty. The nursing faculty chose to go beyond USU's minimum requirements for performance evaluation of professional practice faculty as indicated in Section 12.1 of Policy 405, 12.1 Annual Review of Faculty:

"Each department shall establish procedures by which all faculty shall be reviewed annually. This evaluation shall review the work of each faculty member in a manner and frequency consistent with accreditation standards. In the case of tenured faculty, this evaluation shall encompass a multi-year window of performance that covers a five-year span. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation letter by the department head or supervisor developed for tenure-eligible faculty as part of the promotion and tenure process (405.7.13) may not serve as a substitute for this annual review letter for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment."

Procedures for tenure track/tenured faculty are more explicit than those for professional practice faculty and are available in Policy 405. General guidelines are provided for the annual performance review of professional

practice faculty with discretion left to departments for specific procedures. With the exception of one (1) full-time BSN faculty member, the full-time faculty in the PN, ADN, and BSN programs are professional practice faculty. Arising from their desire to participate in a meaningful performance review process, faculty as a whole approved a performance evaluation procedure at department retreat in August 2017. Each full-time faculty member completes a peer evaluation, supervisor evaluation, and self-evaluation according to the following intervals.

- Peer evaluation
 - First two (2) years of appointment: once per semester
 - After first two (2) years of appointment: once per academic year
- Supervisor evaluation (nursing programs director)
 - First two (2) years of appointment: once per semester
 - After first two (2) years of appointment: once per academic year
- Self-evaluation
 - Once per academic year in spring semester
 - Written as a letter to the program director indicating strengths, challenges, goals for the next year, and how administration can help you achieve your goals.

During late spring semester, the nurse administrator meets with each faculty member in order to review results of peer, supervisor, student, and self-evaluations. The nurse administrator then writes a summary letter to the Dean in which a recommendation is made (or not made) for continuing appointment for professional practice faculty. A similar letter is written for tenure track faculty without any recommendation being made for continuing appointment. Each faculty member is provided a copy of the summary letter. Part-time faculty are evaluated by the practicum course leads once per semester. The performance evaluation procedure and forms for full-time faculty are included in the Nursing Faculty Handbook 2017-2019 (pp. 14-16) and Nursing Faculty Organization (NFO) Canvas course. The part-time faculty evaluation form also is included in the NFO Canvas course website. Copies of completed evaluation forms and report letters to the Dean are available in faculty personnel files.

2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

Orientation to technology is provided, and technological support is available to faculty. Table 2.3 provides examples of the ways in which this support is offered to faculty.

Table 2.3: Technology and Technical Support for Faculty

Technology	Orientation and Support
ATI Testing and Remediation	WebEx planning webinar with ATI nurse educator Onsite 4-hour training with ATI nurse educator Online ATI Academy ATI Facebook page ATI support personnel
Canvas	Online instructor guide Canvas online instructor orientation Canvas Support Hotline Chat with Canvas Support Center for Innovative Design and Instruction (CIDI) support Instructional designer presentation at department retreat Individual meetings and consultation with instructional designer IT Help Desk
High-fidelity simulation	Laerdal onsite 2-day training Laerdal support personnel USU IT support
Skills laboratory equipment	Orientation and instruction by faculty colleagues Training by vendor representative Training modules provided with equipment (e.g. Alaris pump reference cards; training CD) Vendor maintenance and support
Library resources	Library liaison presentation at department retreat Individual meetings and consultation with library liaison
Computers and laptops	IT Help Desk

STANDARD 3

Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

All policies of the BSN program are consistently applied and most are congruent with those of Utah State University. Policies are non-discriminatory and follow appropriate guidelines as established by the federal government regarding race, gender, disability, nation of origin, language, religion, veteran status, marital status, parental status, age, and sexual orientation. Academic and student life policies are published in the USU Catalog, and/or the BSN Student Handbook, and publicly accessible on the USU and nursing program website. The catalog and BSN Student Handbook specify policies designed to protect student rights. BSN students receive information on nursing program policies when they are sent an electronic copy of the BSN Student Handbook in the summer prior to beginning the program in fall semester. The Student Handbook is then reviewed during program orientation, and students sign a statement acknowledging their understanding of the policies within the Handbook.

Program policies that differ from those of the university are justified by the end-of-program student learning and program outcomes or by clinical agency requirements. Table 3.1 provides a comparison of USU and BSN program policies that differ.

Table 3.1 USU and BSN Program Policy Comparison

Policy	USU	BSN Program
Admission Requirements	Freshman minimum requirements: 2.5 high school GPA 17 ACT score or 900 SAT score 90 index score Transfer student minimum requirements: Minimum GPA for desired major If exploratory, GPA 2.3 and less than 60 transfer credits	Competitive admission. Completion of all prerequisite courses with at least a B- grade. Overall minimum GPA 3.0. Submission of online application to include personal statement, resume, and letters of recommendation.
Progression	Students placed on academic probation if completed 36 or more credit hours and overall GPA is <2.0. Academic suspension occurs if failure to achieve semester GPA of >2.0 and overall GPA remains at <2.0.	Students are required to: Maintain overall GPA of 3.0 Complete each nursing course with at least a B- grade or better. Achieve at least a 79.5% exam average in each nursing course to pass the course and progress in the program.

Policy	USU	BSN Program
Student Health/Clinical Requirements	Beginning fall 2017, students are required to submit evidence of: Immunity or immunization to MMR, polio, and varicella Tdap immunization Exemptions allowed for personal, medical and religious reasons.	Students are required to complete: Two-step TB test Evidence of immunity to or immunization for MMR, Varicella, and Hepatitis B Tdap immunization Annual flu vaccination Exemptions allowed for medical reasons.
Other Unique Requirements	Not applicable	Students: Must maintain current American Heart Association CPR for Healthcare Providers Have a clear background check and urine drug screen Arrange for own transportation to clinical facilities Adhere to the BSN program grooming and attire policy

3.2 Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the ACEN contact information.

The University and BSN program make every effort to ensure integrity and consistency for all information provided to the public. The University website includes pages for each academic department. In addition, information about the BSN nursing degree requirements are presented in Degree Maps in the online University catalog accessible by the public, with a link to the BSN Degree Map also located on the nursing webpage. Once students declare themselves as a nursing major, information about degree requirements is accessible within Degree Works for self-monitoring of progress toward the degree. Admission and application information is located on the nursing webpage. The nursing advisor also utilizes printed information about the program in assisting pre-nursing students. The nurse administrator works with the nursing advisor in ensuring printed material is accurate and up-to-date. For example, in July 2018 the nurse administrator reviewed and confirmed accuracy of changes made by the advisor to the BSN recruitment summary information document. Nursing Student Handbook information also is reviewed and updated annually by faculty to ensure current and correct information is disseminated. The nurse administrator, administrative assistant, nursing advisor, and CEHS webmaster collaboratively review and update the nursing webpage for accuracy and currency as needed.

ACEN accreditation status and contact information is found in the University catalog, Nursing Student Handbook, printed recruitment materials, and nursing webpage including contact information for ACEN. Program outcome information in accordance with ACEN policy will be located on the nursing webpage at <https://nhp.usu.edu/accreditation/outcomes-data>.

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Changes in program information are communicated to students in a variety of ways. The BSN Student Handbook is the main mechanism for communication of program policies, procedures, and information to students. The Handbook is updated annually following its review by faculty during faculty retreat. First-year students receive an electronic copy of the BSN Student Handbook during the summer before their enrollment in the program and are encouraged to read before orientation. The student handbook then is reviewed during orientation. Students complete a handbook quiz and sign a statement acknowledging they read the handbook and understand the policies and procedures described in the handbook. The signed acknowledgement forms are kept in student files and are available for review. Second-year students receive an electronic copy of the updated handbook at the beginning of the fall semester, and any changes in the handbook are reviewed during class. For example, the nurse administrator reviewed changes in the minimum examination average policy with second-year students in the first day of class in NURS 4010 in August 2018. The change in policy clarified the resulting grade should students fail a course because they did not obtain the minimum examination average of 79.5% independent of their scores on other assignments in a course. Instead of receiving an F grade, students will receive a grade based on whichever is lower, their examination average or overall course average.

The University Catalog is available online at catalog.usu.edu. It is updated annually during spring semester. The nurse administrator and administrative assistant revise the nursing program information as needed through Curriculog™, an online curriculum management system. Any approved nursing curricular changes apply for the next academic year or as appropriate for the new cohort of students and not currently enrolled students. Other changes in nursing program information clearly and consistently are communicated to students verbally, by email, and through Canvas announcements. For example, the clinical coordinator emailed students with changes in expectations for their participation in an influenza immunization clinic fall semester 2017. Another example of a change in program procedures was a revised graduation application process implemented fall semester 2018, which was communicated to students by the BSN advisor by an initial and two (2) follow up emails. Students are informed of university activities via Aggie mail, bulletin boards and monitors placed throughout the campus, and university website announcements.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Utah State University offers comprehensive services to its students. Resources available to nursing students are proportionate with those available to the general student population and appropriate for those receiving instruction using alternative methods of delivery. Services are overseen by qualified individuals. Student services most utilized by BSN students include the library, financial aid, academic advising, bookstore, testing center, information technology, and registration and enrollment. Student services available at USU are briefly described with website addresses included for access to additional information regarding each student service.

- Academic Support
The Academic Success Center offers excellent resources for students, faculty, parents of students, and others interested in discovering new ways to study effectively, learn efficiently, and achieve academically.
<http://www.usu.edu/asc/>
- Access and Diversity Center
The Access and Diversity Center works to promote access, enhance students' educational experiences, foster responsible citizenship, and develop diverse student leaders.
<http://accesscenter.usu.edu/>
- Admissions Office
The Admissions Office mission is to recruit, admit, and enroll students who are the best fit for Utah State University; to maintain the livelihood of the university through programs and services; and achieve annual enrollment goals by keeping the individual student as its focus.
<http://www.usu.edu/admissions/>
- Advising
Each student is assigned an advisor to help them reach educational goals. A student's advisor is based on the student's current major. Undeclared majors are assigned to an advisor on the Exploratory Advising Team. Students are encouraged to meet with their advisor once a semester to assist them on their path at USU.
<https://advising.usu.edu/>
- Campus Store
Students are able to purchase USU Aggie merchandise, textbooks, books, office supplies, art supplies, and computer equipment at the Campus Store.
<http://campusstore.usu.edu/>
- Career Services and Student Employment
USU Career Services is the link between students and meaningful employment. Career coaches help students, alumni, and community members achieve career discovery, career opportunities, and career advancement. The Student Employment Office posts both on-campus and off-campus job opportunities for students.
<https://career-services.usu.edu/>
- Counseling and Psychological Services
Dedicated to promoting students' mental health and well-being, the Counseling and Psychology Services Office can address concerns in a confidential and supportive setting. Many services are available ranging from individual counseling to outreach and consultative services.
counseling.usu.edu

- Disability Resource Center

The Disability Resource Center provides persons with disabilities equal access to University programs, services, and activities in a manner promoting dignity and independence.

<http://www.usu.edu/drc/>

- Financial Aid Office

The Financial Aid Office can help make a degree financially possible for every qualified USU student. Grants, student loans, parent loans, and work-study funds are offered to students who qualify to help increase access to higher education. The Financial Aid Office is able to provide all the information needed for applying for federal aid.

<https://www.usu.edu/financialaid/>

- IT Service Desk

The IT Service Desk is fully equipped to handle any IT support request that a student may have. It provides world-class IT support for passwords, wireless connections, computer labs, and other IT issues.

<IT.usu.edu>

- Merrill-Cazier Library

The Merrill-Cazier Library is the intellectual center of Utah State University. As both a physical and virtual destination, it creates collaborative, engaging environments for learning and scholarship. The USU Libraries provide access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals.

<https://library.usu.edu/>

- Public Safety

The USU Public Safety Office provides safety, security, law enforcement, crime prevention, and emergency response services on the USU campus 24 hours a day, seven days a week.

<dps.usu.edu>

- Registrar's Office

The Registrar's Office is primarily responsible for maintaining accurate records and ensuring compliance with curricular requirements. Registrar staff are able to track record and registration data and use it effectively to guide student registration practices and advising. Areas within the Registrar's Office include registration; tuition and payment; records and graduation; and transfer articulation.

<https://www.usu.edu/registrar/>

- Student Health Services

Registered Utah State Students and their spouses and dependents are eligible to use the providers and services of the Student Health and Wellness Center. The Student Health and Wellness center provides basic medical care in a convenient environment.

<https://health.usu.edu/>

- Student Support Services

Student Support Services is a federally funded TRIO program designed to provide specific activities and services for baccalaureate degree students on the Logan campus. These students are in need of academic support and meet at least one, if not more, of the following criteria: 1) low income, 2) first generation, and/or 3) have a documented disability.

sss.usu.edu

- Testing Services

USU Testing Services is committed to the highest standard of academic integrity. The online materials and testing system has been designed to assist students in finding certified proctors and testing locations and securely distributing course material as well as exam access codes to proctors and testing centers around the state of Utah. This service is for all USU students.

<https://testing.usu.edu/>

- Tutoring Center

Helping students develop competence in their academic subjects is the primary focus of the tutoring services provided by the Center. Tutoring assistance is provided in several ways: 1.) Drop-in math and statistics tutoring, 2.) online tutoring, 3.) links to free tutoring resources, and 4.) Tutor Advertiser.

<https://usu.edu/asc/tutoring/>

- Writing Center

The Writing Center conducts face-to-face or online tutoring sessions. Its main goal is to help students become independent writers for life. The Center strives to teach students to implement writing concepts discussed in class, cultivate the skills students need to create effective documents, and increase the confidence of student writers.

<https://writing.usu.edu/>

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

The Registrar's Office has the responsibility for maintaining official academic records for students at USU. USU has several policies and guidelines related to student educational records. Table 3.2 indicates those policies and guidelines.

Table 3.2: USU Educational Records Policies and Guidelines

Policy/Guideline	Content
https://www.usu.edu/policies/504/	Student Policy 504: Student Records (Federal Statute: Family Educational Rights and Privacy Act of 1974 [FERPA])
https://www.usu.edu/registrar/faculty-staff/ferpa	Online FERPA tutorial for faculty and staff
https://www.usu.edu/registrar/ferpa-info	Privacy rights for students
https://www.usu.edu/.../records.../Student_Information_Release_Authorization_FERPA.pdf	Student Information Release Authorization form
https://www.usu.edu/irb/wp.../FERPA-Records-in-Research-Guidance.pdf	Guidelines for use of student educational records in research
https://www.usu.edu/parents/files/parenthandbook.pdf	FERPA Handbook for Parents

BSN program faculty and staff adhere to the USU student policies and guidelines. For example, upon hire and yearly, faculty and staff complete the FERPA online tutorial offered by the Registrar’s Office. This helps to ensure that all those with access to educational records are in compliance with the policies of Utah State University and state and federal guidelines. Most BSN student records are maintained in electronic form in Box, a password-protected document sharing platform available on the USU website. A few physical documents are kept in locked file cabinets accessible only to the administrative assistant in her office area, or in the nurse administrator’s office (for example, records of grievances). Student immunization records, criminal background screen results, CPR documentation, and drug screen results are kept in the CastleBranch database, also password-protected with access granted only to those on a need-to-know basis; i.e. the coordinator of programs III. Records are kept for five (5) years, and then archived in Box. The BSN Student Handbook (p. 12) contains a statement regarding the secure storage of student records and the length of time they are kept.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

USU has a current Program Participation Agreement with the Department of Education (DOE) and maintains compliance with HEA eligibility and certification requirements including acceptable results for all pertinent audits. Compliance includes monitoring three-year cohort default rates and the results of financial and compliance audits. The Financial Aid Office maintains the policies and procedures outlining how federal guidelines must be implemented. USU’s official default rates available on the US Department of Education website are 5% in 2012, 5.6% in 2013, and 5.3% in 2014, rates that are well below the level that would cause any sanctions from the DOE.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Student loan information largely is accomplished through online entrance and exit counseling. USU also maintains compliance with all required reporting standards for enrollment and loan information, including collaboration with federal loan servicers and private loan providers, as needed.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

Students are informed of their ethical responsibilities regarding financial assistance in a variety of ways. They are informed verbally from a financial counselor as well as informed in writing on mandatory Entrance Loan Counseling and Exit Loan Counseling available to students online at <http://www.studentloans.gov/>. The USU Financial Aid Office also takes great care to communicate these responsibilities to students receiving federal financial aid. Terms and conditions are clearly posted on the Financial Aid Office website.

3.6.3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

Financial aid records are kept electronically in the Banner system and adhere to federal standards. Records are kept for a minimum of three (3) years from the end of each award year.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Grievance policies are in place and available to faculty and students in the BSN Student Handbook and USU website at <https://studentconduct.usu.edu/studentcode/>. The steps of the grievance process per policy begin with the individual faculty member and proceed as needed to the nurse administrator, department head, and academic dean. Should the dispute not be resolved at the academic dean level, the grievance can be heard in a stepwise progression by a grievance board, hearing officer, provost, and finally university president. Four (4) BSN students filed grievances shortly after the end of spring semester 2018 related to their failure of nursing courses for not maintaining the minimum 79.5% examination average required in a course. The grievances were resolved at the level of the Dean's office in July 2018. Documents providing evidence of resolution will be made available to peer evaluators during the site visit.

3.8 Orientation to technology is provided, and technological support is available to students.

Students are oriented to the technology used in the BSN program, and receive continuing support for use of technology. Table 3.3 provides examples of how technology orientation and support are provided for nursing students.

Table 3.3: Student Orientation and Support for Technology

Technology	Orientation and Support
ATI Testing and Remediation	Orientation webinar Onsite presentation by ATI representative Online tutorial ATI customer service Orientation and instruction by program faculty
Canvas	Online student guide Canvas online student orientation Canvas Support Hotline Chat with Canvas Support BSN program new student orientation IT Help Desk
High-fidelity simulation	Orientation and instruction by program faculty
Skills laboratory equipment	Orientation and instruction by program faculty
Library resources	Library liaison presentation during first semester course Meet with a Librarian 24/7 contact: online, telephone, chat
Computers, laptops, and tablets	IT Help Desk Computer lab consultants

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

All students have access to technology services and information. The technology requirements and policies specific to online courses are accurate, clear, consistent, and addressed through the Canvas online student orientation. Additionally, USU provides information about and assistance for online learning on its website at <https://www.usu.edu/online/>. The website includes an online student handbook, student success in online learning webinars, and access to online tutoring. IT personnel and faculty also are available to help students who may need additional support.

STANDARD 4

Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

- 4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

The BSN concept-based curriculum prepares students to achieve the program student learning outcomes (SLOs) consistent with contemporary nursing practice. Most courses across the BSN program are concept-based. However, faculty considered that some BSN program courses did not lend themselves as well to concept-based teaching and learning: NURS 3040 Pharmacology in Health Care, NURS 3230 Evidence Based Health Care, NURS 3240 Health Information Management and Technology, and NURS 4010 Leadership, Management, and Policy in Health Care. Although these courses include curriculum concepts and exemplars, they also are content-based.

The curriculum is built upon the program core values of caring, nursing judgment, holistic care, professionalism, and safety and quality. It also supports the mission of the USU nursing programs: “The USU Nursing Program enriches regional, national, and global communities through evidence-based education. Our curriculum, which reflects the core values, prepares students to demonstrate professionalism while providing holistic care” (BSN Student Handbook, p. 5; Faculty Handbook, p. 3).

The BSN program concept-based curriculum was developed by applying the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), National Council of State Boards of Nursing (NCSBN) *NCLEX-RN Test Plan Client Needs and Integrated Processes* categories, and Quality and Safety Education for Nurses (QSEN) competencies. Eight (8) end-of-program student learning outcomes relate to curriculum outcome areas, sometimes noted as curriculum threads. The end-of-program student learning outcomes follow with curriculum outcome areas indicated in bold.

At the end of the program, students will be able to:

1. **Critical Thinking**

Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.

2. **Holism**

Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.

3. **Nursing Process and Safety**

Employ the nursing process and patient care technologies and information systems to support safe nursing practice.

4. Communication

Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.

5. Ethics

Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.

6. Advocacy and Leadership

Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.

7. Education and Health Promotion

Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.

8. Respectful Care

Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.

The end-of-program student learning outcomes are clearly articulated. Students are introduced to them during program orientation. As well, they appear in the BSN Student Handbook, course syllabi, learning management system course sites, and clinical evaluation tools. Posters in the classroom, skills laboratory, and simulation rooms also display the end-of-program student learning outcomes. The relationship among the curriculum outcomes areas, end-of-program student learning outcomes, AACN *Essentials*, QSEN, and the NCSBN NCLEX-RN Test Plan are illustrated in Tables 4.1, 4.2, and 4.3. Table 4.4 combines the curriculum outcomes areas, end-of-program student learning outcomes, AACN *Essentials*, QSEN competencies, and NCLEX-RN Test Plan.

Table 4.1: Relationship of Curriculum Outcome Areas and End-of-Program Student Learning Outcomes to AACN The Essentials of Baccalaureate Education for Professional Nursing Practice

AACN Essentials	Curriculum Outcome Areas	End-of-Program Student Learning Outcomes
I: Liberal Education for Baccalaureate Generalist Nursing Practice	Holism	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.
II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Advocacy & Leadership	Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
III: Scholarship for Evidence-Based Practice	Critical Thinking	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.
IV: Information Management and Application of Patient Care Technology	Nursing Process & Safety	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.
V: Healthcare Policy, Finance, and Regulatory Environments	Advocacy and Leadership	Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Communication	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.
VII: Clinical Prevention and Population Health	Education & Health Promotion	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.
VIII: Professionalism and Professional Values	Ethics	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.
	Respectful Care	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.
IX: Baccalaureate Generalist Nursing Practice	Integration of 8 outcome areas	Integration of 8 end-of-program student learning outcomes

Table 4.2: Relationship of Curriculum Outcome Areas and End-of-Program Student Learning Outcomes to QSEN Competencies

QSEN Competencies	Curriculum Outcome Areas	End-of-Program Student Learning Outcomes
<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>	<p>Holism</p> <p>Ethics</p> <p>Education & Health Promotion</p> <p>Respectful Care</p>	<p>Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.</p> <p>Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.</p> <p>Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.</p> <p>Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.</p>
<p>Teamwork and Collaboration Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p>Communication</p>	<p>Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.</p>
<p>Evidence-Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Critical Thinking</p>	<p>Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.</p>
<p>Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>	<p>Advocacy & Leadership</p>	<p>Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.</p>
<p>Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p>Nursing Process & Safety</p> <p>Advocacy & Leadership</p>	<p>Employ the nursing process and patient care technologies and information systems to support safe nursing practice.</p> <p>Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.</p>
<p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p>Nursing Process & Safety</p> <p>Communication</p>	<p>Employ the nursing process and patient care technologies and information systems to support safe nursing practice.</p> <p>Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.</p>

Table 4.3: Relationship of NCLEX Integrated Processes/Client Needs Categories, Curriculum Outcome Areas, & End-of-Program Student Learning Outcomes

NCLEX	Curriculum Outcome Area	End-of-Program Student Learning Outcome
Integrated Processes		
<p><i>Nursing Process</i> A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.</p>	<p>Critical Thinking</p> <p>Nursing Process and Safety</p>	<p>Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.</p> <p>Employ the nursing process and patient care technologies and information systems to support safe nursing practice.</p>
<p><i>Caring</i> Interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.</p>	<p>Respectful Care</p>	<p>Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.</p>
<p><i>Communication and Documentation</i> Verbal and nonverbal interactions between the nurse and the client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.</p>	<p>Communication</p>	<p>Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.</p>
<p><i>Teaching/Learning</i> Facilitation of the acquisition of knowledge, skills, and attitudes promoting a change in behavior.</p>	<p>Education and Health Promotion</p>	<p>Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.</p>
<p><i>Culture and Spirituality</i> Interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal instructions.</p>	<p>Holism</p>	<p>Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.</p>
Client Needs		
<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> 	<p>Nursing Process and Safety</p> <p>Communication</p>	<p>Employ the nursing process and patient care technologies and information systems to support safe nursing practice.</p> <p>Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.</p>

NCLEX	Curriculum Outcome Area	End-of-Program Student Learning Outcome
	Ethics Advocacy and Leadership	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care. Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
Health Promotion and Maintenance	Education and Health Promotion	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.
Psychosocial Integrity	Critical Thinking Holism Nursing Process and Safety	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions. Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments. Employ the nursing process and patient care technologies and information systems to support safe nursing practice.
Physiological Integrity <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	Critical Thinking Holism Nursing Process and Safety	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions. Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments. Employ the nursing process and patient care technologies and information systems to support safe nursing practice.

Table 4.4: Relationship of Curriculum Outcome Areas, End-of-Program Student Learning Outcomes, AACN Essentials, NCLEX Integrated Processes/Client Needs Categories, and QSEN Framework

Curriculum Outcome Area/EOP SLO	AACN Essentials	NCLEX		QSEN
		Integrated Processes	Client Needs	
<p>Critical Thinking</p> <p>Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.</p>	<p>III: Scholarship for Evidence-Based Practice</p>	<p>Nursing Process A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Evidence-Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>
<p>Holism</p> <p>Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.</p>	<p>I: Liberal Education for Baccalaureate Generalist Nursing Practice</p>	<p>Culture and Spirituality Interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal instructions.</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>
<p>Nursing Process and Safety</p> <p>Employ the nursing process and patient care technologies and information systems to support safe nursing practice.</p>	<p>IV: Information Management and Application of Patient Care Technology</p>	<p>Nursing Process A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.</p>	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> <p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> 	<p>Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>

Curriculum Outcome Area/EOP SLO	AACN Essentials	NCLEX		QSEN
		Integrated Processes	Client Needs	
			<ul style="list-style-type: none"> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	
<p>Communication</p> <p>Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.</p>	VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	<p>Communication and Documentation</p> <p>Verbal and nonverbal interactions between the nurse and the client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.</p>	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> 	<p>Teamwork and Collaboration</p> <p>Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p> <p>Informatics</p> <p>Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>
<p>Ethics</p> <p>Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.</p>	VIII: Professionalism and Professional Values		<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> 	<p>Patient-centered Care</p> <p>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>

Curriculum Outcome Area/EOP SLO	AACN Essentials	NCLEX		QSEN
		Integrated Processes	Client Needs	
<p>Advocacy and Leadership</p> <p>Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.</p>	<p>II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>V: Healthcare Policy, Finance, and Regulatory Environments</p>		<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> 	<p>Quality Improvement</p> <p>Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>
<p>Education and Health Promotion</p> <p>Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.</p>	<p>VII: Clinical Prevention and Population Health</p>	<p>Teaching/Learning</p> <p>Facilitation of the acquisition of knowledge, skills, and attitudes promoting a change in behavior.</p>	<p>Health Promotion and Maintenance</p>	<p>Patient-centered Care</p> <p>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>
<p>Respectful Care</p> <p>Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.</p>	<p>VIII: Professionalism and Professional Values</p>	<p>Caring</p> <p>Interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.</p>		<p>Patient-centered Care</p> <p>Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

As noted in Criterion 4.1, the end-of-program student learning outcomes center around eight (8) curriculum outcome areas or curricular threads: critical thinking; holism; nursing process and safety; communication; ethics; advocacy and leadership; education and health promotion; and respectful care. First and second level student learning outcomes as well as course student learning outcomes (refer to abbreviated course syllabi in Appendix G and full syllabi in the evidence room) also are organized around the eight (8) outcome areas, and build in a simple-to-complex format toward the end-of-program student learning outcomes. Table 4.5 provides a comparison of outcome areas, first level SLOs, second level SLOs, and end-of-program SLOs.

Table 4.5: Curriculum Outcomes Areas and Leveling of Student Learning Outcomes

Outcome Areas	First Level*	Second Level**	End-of-Program
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Demonstrate proficiency in performing advanced nursing skills while applying critical thinking and evidence-based practice when making complex nursing judgments.	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Evaluate holistic principles while caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process and nursing informatics in caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Integrate effective communication processes and collaboration when caring for individuals, families, communities, and populations.	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability and responsibility in nursing practice while caring for individuals, families,	Apply ethical and legal standards of professional nursing including professional accountability

Outcome Areas	First Level*	Second Level**	End-of-Program
		communities, and populations with complex health care needs.	and responsibility in the provision of professional nursing care.
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate leadership, management, and advocacy skills when caring for individuals, families, communities, and populations.	Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.
Education & Health Promotion	Implement teaching plans and health promotion for individuals in a variety of settings across the lifespan.	Evaluate teaching, health promotion, and disease prevention for individuals, families, communities, and populations in a variety of settings.	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing while preserving human dignity.	Exemplify caring and respectful advocacy in promoting hope, health, and healing while preserving dignity and the human spirit.	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.

*At end of the program's second semester (first year).

**At end of the program's third semester.

Table 4.6 shows the BSN curriculum map that indicates the progression across the curriculum from introduction through development to mastery of knowledge, skills, and attitudes related to each outcome area.

Table 4.6: BSN Program Curriculum Map

Course	Outcome Areas/Curriculum Threads							
	Critical Thinking	Holism	Nursing Process & Safety	Communication	Ethics	Advocacy & Leadership	Education & Health Promotion	Respectful Care
First Semester								
NURS 3010/15 Health Assess & Practicum (lab)	I*	I*	I*	I*	I*	I*	I*	I*
NURS 3020/25 Fundamentals & Practicum (lab)	I	I	I	I	I	I	I	I
NURS 3030 Management of Care & Practicum	I/D	I/D	I/D	I/D	I/D	I/D	I/D	I/D
NURS 3040 Pharmacology	I/D	I/D	I/D	I/D	I/D	I/D	I/D	I/D
Second Semester								
NURS 3210/15 Population Health & Practicum	D	D	D	D	D	D	D	D
NURS 3220/25 Family Health & Practicum	D	D	D	D	D	D	D	D
NURS 3230 Evidence-based Health Care	D	D	D	D	D	D	D	D
NURS 3240 HIM & Technology	D	D	D	D	D	D	D	D
Third Semester								
NURS 4010/15 Leadership, Management, Policy & Practicum	D	D	D	D	D	D	D	D
NURS 4020/25 Management of Care 2 & Practicum	D	D	D	D	D	D	D	D
Fourth Semester								
NURS 4210 Capstone & Practicum	M	M	M	M	M	M	M	M

I: Introduced D: Developed M: Mastered

*With move to second semester with 2018 entering cohort, becomes "Developed (D)."

Table 4.7 includes examples of the ways in which the end-of-program student learning outcomes are used to guide the delivery of instruction and direct learning activities in BSN program courses. For example, clinical evaluation tool categories and criteria are organized around the curriculum outcome areas and practicum course student learning outcomes. In addition, each clinical evaluation tool includes a table noting the relationship among the outcome areas, end-of-program student learning outcomes, level student learning outcomes, and course student learning outcomes. Weekly clinical assessment tools that are completed by the facility nurse with whom the student has worked during a clinical shift include the nurse's evaluation of the student in each of the eight (8) outcome areas. Clinical evaluation tools and weekly clinical assessment tools are available in the evidence room.

Table 4.7: Examples of SLOs, Learning Activities, and Assessment of Learning in BSN Courses

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
NURS 3010	Holism	Incorporate holistic principles across the lifespan when performing a health assessment.	Didactic instruction, active learning strategies, textbook readings, assessment videos	Evidence-based practice paper Unit and final examinations
NURS 3015	Education & Health Promotion	Provide teaching and facilitate health promotion while performing a health assessment.	Assessment demonstration and return demonstration, practice, textbook readings	Comprehensive health history and physical examination
NURS 3020	Advocacy & Leadership	Describe professional nursing behaviors, attitudes, and values.	Didactic instruction, active learning strategies, textbook readings, ATI practice	Professional practice paper
NURS 3025	Critical Thinking	Begin to use critical thinking in the provision of nursing care and skills.	Skills demonstration and return demonstration, practice, textbook readings, skills videos	Clinical skills checklists Skills pass offs
NURS 3030	Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Didactic instruction, active learning strategies, textbook readings, ATI practice	ATI testing Unit and final examinations In-class assignments
NURS 3035	Communication	Begin to model effective communication and leadership when collaborating within interdisciplinary teams.	Provision of nursing care under the direction of the clinical instructor in long term and acute care facilities	Clinical evaluation tool
NURS 3040	Ethics	Describe the legal and ethical principles related to medication administration.	Didactic instruction, active learning strategies, case studies, textbook readings, ATI practice	Unit and final examinations

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
NURS 3210	Education & Health Promotion	Implement teaching plans and health promotion in the population health/community setting.	Didactic instruction, textbook readings, community assessment template/checklist	Community assessment and analysis project
NURS 3215	Critical Thinking	Begin to demonstrate the ability to incorporate EBP and nursing judgment into population health.	Provision of nursing care to patients and populations under the direction of the clinical instructor in community settings	Clinical evaluation tool Concept maps
NURS 3220	Holism	Begin to incorporate holistic principles while caring for families.	Didactic instruction, case studies, ATI practice, in-class activities	ATI testing Unit and final examinations Poster presentation
NURS 3225	Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies in the care of families.	Provision of nursing care to families under the direction of the clinical instructor in acute care and community settings	Clinical evaluation tool Concept maps
NURS 3230	Ethics	Apply ethical guidelines to the conduct of research and evidence-based change projects.	Didactic instruction, in-class activities	Research article critiques Literature review Unit and final examinations
NURS 3240	Communication	Use current information systems to ensure the quality of the health care record and the reporting of health information.	Didactic instruction, textbook readings, in-class activities, case studies	Unit and final examinations Quizzes
NURS 4010	Advocacy & Leadership	Discuss and apply theories of leadership and management.	Didactic instruction, textbook readings, in-class activities, ATI practice	ATI testing Unit and final examinations Quizzes
NURS 4015	Holism	Incorporate holistic concepts into nursing leadership and management: human resources, cost effectiveness, policy, power, motivation, decision-making, quality improvement, and change.	Completion of leadership project under supervision of nurse manager/leader in work setting	Leadership project and presentation Practicum evaluation

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
NURS 4020	Respectful Caring	Serve as a caring and respectful advocate for aging adult patients in promoting hope, health, and healing.	Didactic instruction, textbook readings, in-class activities, case studies	Elder interview and paper
NURS 4025	Education & Health Promotion	Develop, implement, and evaluate teaching, health promotion, and disease prevention in the care of aging adult patients.	Provision of nursing care to older adults under the direction of the clinical instructor in acute care settings	Clinical evaluation tool Concept maps Clinical journal Post-conference presentation
NURS 4210	Respectful Caring	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care	Didactic instruction, case studies, in-class activities	EOPSLOs portfolio ATI diagnostic/predictor examination Entry into Practice paper
NURS 4215	Nursing Process & Safety	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Provision of nursing care in preceptorship Simulation synthesis case studies	Clinical evaluation tool Preceptorship journal Simulation evaluation tool Concept maps

An example of a single curricular thread and how it is demonstrated throughout the curriculum in all courses provides additional evidence that BSN faculty use end-of-program student learning outcomes to organize the curriculum, guide delivery of instruction, and direct learning activities. Table 4.8 indicates the curricular thread or outcome area of Nursing Process and Safety in BSN program courses that lead to achievement of the EOPSLO: "Employ the nursing process and patient care technologies and information systems to support safe nursing practice." Additional tables that provide similar information for the remaining curricular threads, which align with the EOPSLOs are available in the evidence room.

Table 4.8: BSN Curricular Thread—Nursing Process and Safety

Course	Course SLO	Learning Activities
NURS 3010 Nursing Health Assessment	Formulate a plan to provide a safe environment when performing a health assessment.	Didactic instruction, textbook readings, assessment videos
NURS 3015 Nursing Health Assessment Practicum	Formulate a plan to provide a safe environment when performing a health assessment.	Health assessment demonstration, return demonstration, and practice
NURS 3020 Fundamentals of Nursing	Explain the nursing process.	Didactic instruction, textbook readings, active learning strategies
NURS 3025 Fundamentals of Nursing Practicum	Begin to use the nursing process.	Skills laboratory demonstration, return demonstration, and practice
NURS 3030 Nursing Management of Care 1	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Didactic instruction, textbook readings, active learning strategies, ATI practice
NURS 3035 Nursing Management of Care 1 Practicum	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Clinical and simulation learning experiences
NURS 3040 Pharmacology in Health Care	Identify safety issues in administering commonly used medications.	Didactic instruction, textbook readings, case studies, ATI practice, medication calculation practice
NURS 3210 Population Health & Prevention	Establish priorities and ensure safe, quality care while utilizing the nursing process in population health.	Didactic instruction, textbook readings, community assessment template/checklist
NURS 3215 Population Health & Prevention Practicum	Establish priorities and ensure safe, quality care while utilizing the nursing process in population health	Clinical and simulation learning experiences; community assessment project
NURS 3220 Family Nursing Through the Lifespan	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies in the care of families.	Didactic instruction, textbook readings, active learning strategies, ATI practice, case studies
NURS 3225 Family Nursing Through the Lifespan Practicum	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies in the care of families.	Clinical and simulation learning experiences
NURS 3230 Evidence Based Health Care	Apply strategies and resources to promote evidence-based practice, especially in areas of quality and safety.	Didactic instruction, active learning strategies, research article critique exercises
NURS 3240 Health Information Management & Technology	Evaluate the usefulness of health information technologies in promoting safe nursing practice and improving patient outcomes.	Didactic instruction, active learning strategies, web resources
NURS 4010 Leadership, Management, & Policy in Health Care	Utilize concepts from leadership and management theories and the nursing process to ensure safe, quality care of clients and client systems.	Online and face-to-face didactic instruction, online discussions, web-linked resources
NURS 4015 Leadership, Management, & Policy in Health Care Practicum	Utilize concepts from leadership and management theories and the nursing process to ensure safe, quality care of clients and client systems.	Leadership project
NURS 4020 Nursing Management of Care 2	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of aging adult patients.	Didactic instruction, textbook readings, active learning strategies, case studies, ATI practice
NURS 4025 Nursing Management of Care 2 Practicum	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of aging adult patients.	Clinical and simulation learning experiences
NURS 4210 Nursing Capstone	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Didactic instruction, textbook readings, active learning strategies, synthesis case studies

Course	Course SLO	Learning Activities
NURS 4215 Nursing Capstone Practicum	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Preceptor clinical learning experiences Simulation synthesis learning experiences

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The nurse administrator developed the curriculum’s sequence of courses prior to faculty being hired and in preparation for the approval processes necessary for a new program to be implemented at USU. Since that time, faculty designed, and will continue to design, the individual courses to which they were assigned including class activities and assignments in planning for course implementation. The faculty participate in curriculum review as an ongoing, iterative process. In addition to planning a review of the curriculum at annual faculty retreat in August 2018, Curriculum Committee meetings are held within monthly Nursing Faculty Organization meetings. The emphasis over the past year at Curriculum Committee meetings has been discussion of planning, implementation, and evaluation of courses as they are taught for the first time. A full, substantive review of curricular concepts and exemplars will take place at faculty retreat in 2019 after the program has gone through one full cycle of the curriculum, and achievement of end-of-program student learning outcomes and program outcomes data are available following the first cohort’s completion of the program.

Faculty revised the course sequencing during spring semester 2018 in response to student feedback and anecdotal evidence regarding NURS 3010 Health Assessment and NURS 3015 Health Assessment Practicum. The course was taught during the first half of the fall semester when students had not yet had exposure to nursing concepts and principles needed to facilitate their understanding of course content. Faculty moved the course to the second semester, and revised the NURS 3025 Fundamentals Practicum laboratory curriculum taught in the first semester to include basic head-to-toe nursing shift assessment to prepare students for first semester, long term care clinical learning experiences. Faculty also moved other nursing courses in the curriculum to ensure credits per semester were evenly distributed across the curriculum. Documentation of faculty review and revision of the BSN curriculum can be found in NFO and Curriculum Committee minutes 2017-2018 in the Canvas NFO course.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

A program outcome area is holism, and its related end-of-program student learning outcome is, “Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care environments.” Nursing courses are supported by 68 credits of prerequisite and/or general education courses including USU depth and breadth requirements in the areas of quantitative literacy, communication literacy, life sciences, physical sciences, social sciences, and humanities and creative arts. It is anticipated that as the program develops, the collaborative nature of faculty relationships on the USU campus will allow faculty to provide feedback to general education/support course faculty on how well their courses prepare

students for the BSN program while enhancing professional nursing knowledge and practice. Table 4.9 provides a sampling of general education and/or prerequisite courses in the BSN curriculum and their application to professional nursing knowledge and practice.

Table 4.9: Application of General Education/Prerequisite Courses to Nursing

Course	Course Description	Application to Nursing
STAT 1040 Intro to Statistics	Descriptive and inferential statistical methods. Emphasis on conceptual understanding and statistical thinking. Examples presented from many different areas.	Understanding statistical concepts prepares students for safe professional nursing practice by enhancing their knowledge of how to view and interpret data, whether it is patient data (for example, vital signs) or research results.
FCHD 1500 Human Development over Lifespan	This is an overview of human development across the lifespan, from conception to death.	Prepares students to better understand and serve patients by recognizing the varying stages of development for each individual. Helps students to understand how care may be altered given the patient's development level or status.
NURS 2500 Pathophysiology for Nursing	This course focuses on changes in cellular and systemic physiology that occur in human disease and dysfunction. Students investigate the physiological basis of problems associated with major organ systems and effects upon whole body homeostasis. The course is designed to meet the needs of students preparing for careers in nursing.	Assists students in recognizing disease states and progression, and leads to enhanced interventions in patient-centered care. In order to provide optimal care and treatment, nurses need to be able to identify the disease progression of their patients.
ENGL 2010 Intermediate Writing	Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration.	Prepare students for professional communication with interprofessional team members. Use of computer technology to complete assignments prepares students to perform electronic medical record charting which informs the healthcare team. Exposure to research prepares students for understanding and use of evidence-based practice.
NDFS 1020 Nutrition	Role of dietary choices in providing nutrients and their relationship to the social, mental, and physical well-being of people. How to evaluate nutritional status with personal data using computer diet analysis program.	Supports students knowledge about nutrition in order to be able to advise patients with illnesses. Individuals who are acutely or chronically ill can be helped by nutritional principles. In nursing, nutritional principles also are important in health promotion and disease prevention.
BIOL 2060 Elementary Microbiology	Biology and role of microorganisms in the world around us, with emphasis on their contributions to human disease. Course includes lectures, an integral laboratory component. Not intended for biology majors.	Provides the student with principles related to prevention of illness, infection control, and treatment of illnesses related to or complicated by microorganisms
PSY 3210 Abnormal Psychology	Introduction to "abnormal" human behavior. Covers characteristics, etiology, and treatment of a variety of psychological disorders.	Enhances student understanding of the wide range of psychological disorders that impact human behavior and cause psychopathology, and helps to prepare students for nursing care of individuals with mental illness.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

The curriculum includes cultural, ethnic, and socially diverse concepts as evidenced in curriculum concepts and exemplars, course objectives, course content, and clinical experiences. Examples include:

- Curriculum concept of *Culture* with exemplars: Health care practices, beliefs; Family roles (decision-making); and Patient-provider communication
 - Curriculum concept of *Health Care Delivery* with the exemplar: Healthcare disparities
 - Bio-physiological concepts inclusion of differences in risk factors in racial and ethnic groups where appropriate
 - Variations in responses to medication based on ethnicity and race in NURS 3040 Pharmacology in Healthcare
 - NURS 3210 Population Health unit on cultural diversity with a unit objective, “Describe the process for developing cultural competence to meet the health care needs of culturally diverse individuals, communities, and organizations.”
 - NURS 3035 Nursing Management of Care 2 Practicum course clinical evaluation tool includes expected behaviors of:
 - Demonstrate sensitivity to personal and cultural influences on the individual’s reactions to the illness or end-of-life experience.
 - Practice patient-centered care respectfully and non-judgmentally with diverse patients and families.
 - NURS 3220 Family Health Nursing content on cultural influences in the care of the pregnant woman
 - NURS 3230 Evidence-Based Practice in Health Care content on protection of vulnerable populations in research including prisoners, impoverished individuals, and minorities
 - NURS 4010 Leadership, Management and Policy in Health Care content related to workplace diversity
 - Exposure of students to patients and families of diversity—mainly Latino/Hispanic—in clinical settings
- 4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The BSN program curriculum and instructional processes are based on educational theory, competencies related to interdisciplinary collaboration, research and evidence-based practice, and current standards of practice.

Educational Theory

As the concept-based curriculum was being developed and implemented, faculty consulted the existing literature on concept-based curricula in nursing including the work of Jean Giddens and Linda Caputi. Faculty adopted conceptual learning as a process through which students learn to organize information into logical mental structures and become increasingly skilled at thinking. Furthermore, faculty integrated a five-part conceptual approach to teaching and learning in the BSN nursing program: concepts, exemplars, concept-based curriculum, concept-based instruction, and conceptual learning. Faculty also understood the importance of the conceptual approach as an active process in which students must be engaged in their learning, and consequently integrated various active, student-centered learning strategies into their instruction such as case studies, concept maps, collaborative activities, class discussion, student presentations, clinical reflection, and others. As well as utilizing the

conceptual approach to teaching as an educational theory, faculty apply self-determination theory, adult learning theory, constructivist learning theory, and Bloom's revised taxonomy to their instruction.

Interprofessional Competencies

Interprofessional competencies are integrated throughout the BSN curriculum and can be seen in end-of-program student learning outcomes, course student learning outcomes, teaching strategies, and clinical experiences. For example, the end-of-program student learning outcome for the outcome area of communication is to "utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations." Similarly, the Level 1 communication student learning outcome is "model effective communication techniques when collaborating within interdisciplinary teams," and the NURS 3030 Nursing Management of Care 1 student learning outcome is, "Begin to model effective communication and leadership when collaborating within interdisciplinary teams."

A concept in the curriculum is collaboration and care coordination, which faculty chose to define as "communication, mutual respect, and shared decision-making within healthcare team (includes patient and family) to facilitate delivery of necessary information and services to support health and achieve quality patient care." Each bio-physiological concept includes instruction on collaborative interventions that may be involved in the clinical management of an exemplar. For instance, in the concept of acid-base balance, students are exposed to the role of respiratory therapists in the management of patients with an acid-base imbalance disorder. Clinical learning experiences also expose students to various roles within the interdisciplinary healthcare team such as physicians, advanced practice registered nurses, nutritionists, social workers, physical therapists, pharmacists, and others. Faculty also use healthcare professionals as guest lecturers/presenters in the classroom. For example, a physical therapist with a specialty in wound care provided instruction during a simulation scenario. Additionally, a sexual assault nurse examiner for the county presented on child abuse in NURS 3220 Family Health Nursing. A provider from the USU Center for Persons with Disabilities also presented in NURS 3220 on autism and attention deficit hyperactive disorder.

Research and Evidence-based Practice

The curriculum reflects the importance of research in nursing and healthcare through individual courses and through content that is rooted in research. The curriculum includes the concept of evidence-based practice, and a 3-credit course, NURS 3230 Evidence-based Health Care. Group work during NURS 3230 included research article reviews with students evaluated in their ability to be skilled consumers of research by a proctored research article critique. Assignments in other courses include research papers in which students are required to support their topic with the existing evidence. Course textbooks also include references to the available evidence-based care for specific diseases and conditions.

Standards of Practice

Standards of practice are evident in course content such as ANA Standards of Professional Nursing Practice, ANA Code of Ethics, QSEN, Utah Nurse Practice Act and Rules, and various clinical practice guidelines. Additionally, several full-time and part-time faculty in the BSN program maintain clinical practice as registered nurses, thus staying up-to-date on current standards of practice.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of end-of-program student learning outcomes.

Faculty evaluate student learning in BSN program courses using a variety of assessment tools. These include use of multiple choice and alternative format item instructor-created examinations, ATI Content Mastery series standardized examinations, key assignments, oral presentations, case studies, research papers, in-class activities, written assignments, skills evaluations, and clinical evaluations.

In order to provide faculty with best practice guidelines regarding testing, the nurse administrator developed a testing policy that was approved at department retreat in August 2017. Examples of guidelines in the testing policy are: 1.) four unit examinations and one comprehensive final examination will be given in each didactic course, 2.) unit and final examinations will constitute 55% of the BSN course grade, and 3.) students must achieve at least a 79.5% examination average not including quizzes and ATI examinations in order to pass a course. These requirements are incorporated into the testing policy along with guidelines for overall planning, writing test items, administering examinations, creating test blueprints, test analysis, and review of tests with students and faculty. The nurse administrator established a faculty goal of creating a test blueprint for at least one examination in a course this academic year, followed by the goal of consistently performing item analysis of all course examinations in the next year. A copy of the testing policy is available in the evidence room.

Formative/summative clinical evaluation tools and skills checklists are used to evaluate student clinical performance in the health care facility and in skills laboratory and/or simulation settings. Clinical evaluation tools are organized into categories by each outcome area and student learning outcome, reflecting AACN *Essentials of Baccalaureate Education for Professional Nursing Practice*, National Council of State Boards of Nursing (NCSBN) *NCLEX-RN Test Plan Client Needs and Integrated Processes* categories, and QSEN competencies. BSN clinical evaluation tools and weekly clinical assessment tools are available in the evidence room.

Faculty evaluate student progress in meeting course-level student learning outcomes through a variety of means as previously indicated. Although some of these measures are formative, they provide a measure of student progress toward attainment of the end-of-program student learning outcomes and provide the faculty and students with a measure of student learning. Evaluation methodologies used to directly evaluate achievement of the end-of-program student learning outcomes include the ATI Comprehensive Predictor examination, capstone course clinical evaluation tool, capstone course portfolio, and student exit survey. Refer to Criterion 6.1 for additional details..

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, the governing organization, the state, and the governing organization's accrediting agency.

Students are required to complete 120 total semester credits in the baccalaureate program. Prior to implementation, the BSN program curriculum was approved by the USU College of Education and Human Services Curriculum Committee, Faculty Senate Curriculum Subcommittee, Faculty Senate Educational Policies Subcommittee, Faculty Senate, Board of Trustees, Utah State Board of Regents, and Northwest Commission on Colleges and Universities. The total number of credits in the BSN program is consistent with Utah State Board of Regents requirements of a minimum 120 semester credits and maximum of 126 semester credits for a baccalaureate degree. The curriculum includes thirty-nine (39) credits of prerequisites, some of which also fulfill general education requirements and fifty-two (52) credits of nursing major courses. The remainder of the 120 total credits is general education courses. Students are able to complete the program in eight (8) 15-week semesters of full-time study. Credit-to-contact hours are calculated using the following formulas: didactic 1:1; nursing skills laboratories 1:2; and clinical learning experiences including simulation 1:3. Credit and contact hours for nursing courses can be seen in Table 4.10. Table 4.11 depicts the BSN curriculum including general education, prerequisite, and nursing courses for the first cohort entering the program in Fall 2017. Table 4.12 includes the BSN curriculum for the second cohort that entered the program in Fall 2018. Faculty revised the sequencing of courses by moving NURS 3010/15 Nursing Health Assessment/Practicum from the first semester to the second semester in order to enhance student learning in the course. Other courses were resequenced in order to more evenly distribute nursing course credits across the four (4) semesters of the program.

Table 4.10: Nursing Courses Credit-to-Contact Hours

Course	Credits	Contact Hours Per Week	Total Contact Hours Per Semester
NURS 3010 Health Assessment	1	1	15
NURS 3015 Health Assessment Practicum (lab)	1	2	30
NURS 3020 Fundamentals of Nursing	2	2	30
NURS 3025 Fundamentals of Nursing Practicum(lab)	2	4	60
NURS 3030 Nursing Management of Care I	4	4	60
NURS 3035 Nursing Management of Care I Practicum	3	9	135
NURS 3040 Pharmacology in Health Care	3	3	45
NURS 3210 Population Health & Prevention	3	3	45
NURS 3215 Population Health & Prevention Practicum	2	6	90
NURS 3220 Family Nursing Lifespan	4	4	60
NURS 3225 Family Nursing Lifespan Practicum	2	6	90
NURS 3230 Evidence Based Health Care	3	3	45
NURS 3240 Health Info Management & Technology	2	2	30
NURS 4010 Leadership, Management, & Policy in Health Care	4	4	60
NURS 4015 Leadership, Management, & Policy in Health Care Practicum	2	6	90
NURS 4020 Nursing Management of Care II	4	4	60
NURS 4020 Nursing Management of Care II Practicum	4	12	180
NURS 4210 Nursing Capstone	2	2	30
NURS 4210 Nursing Capstone Practicum	4	12	180
Total Program Credits and Contact Hours			
	Credits	Contact Hours	
Didactic	32	480	
Nursing skills laboratories	3	60	
Clinical learning experiences	17	765	

Table 4.11: Utah State University BSN Curriculum: Fall 2017 Cohort

First Year Fall	Credits	First Year Spring	Credits
PSY 1010 Gen Psychology (BSS)	3	Breadth Creative Arts Course of choice	3
ENGL 1010 Intro to Writing (CL1)	3	FCHD 1500 Human Development over lifespan	3
BIOL 1010 Biology and the Citizen (BLS)	3	BIOL 2320 Human Anatomy	4
STAT 1040 Intro to Stats (QL)	3	CHEM 1110 General Chemistry I (BPS)	4
Elective	3	Elective	1
Total	15	Total	15
Second Year Fall	Credits	Second Year Spring	Credits
BIOL 2420 Human Physiology	4	ENGL 2010 Intermediate Writing (CL2)	3
BIO 2060 Elementary Microbiology	4	NURS 2500 Pathophysiology for Nurses	3
Breadth American Institutions course	3	CHEM 1120 General Chemistry (BPS/Exploratory)	4
Breadth Humanities course	3	CHEM 1125 General Chemistry Lab	1
Elective	1	NDFS 1020 Nutrition (BLS/Exploratory)	3
		Elective	1
Total	15	Total	15
Third Year Fall	Credits	Third Year Spring	Credits
NURS 3010 & 3015 Nursing Health Assessment and Practicum	1/1	NURS 3210 & 3215 Population Health & Prevention (CI) and Practicum	3/2
NURS 3020 & 3025L Fundamentals of Nursing and Practicum	2/2	NURS 3220 & 3225 Family Nursing Through the Lifespan and Practicum	4/2
NURS 3040 Pharmacology in Health Care	3	NURS 3230 Evidence Based Health Care (QI)	3
NURS 3030 & 3035 Nursing Management of Care 1 and Practicum	4/3	NURS 3240 Health Information Management & Technology	2
Total	16	Total	16
Fourth Year Fall	Credits	Fourth Year Spring	Credits
NURS 4010 & 4015 Leadership, Management, & Policy in Health Care and Practicum	6	NURS 4210 & 4215 Nursing Capstone and Practicum	6
NURS 4020 & 4025 Nursing Management of Care 2 and Practicum	8	Communications Intensive (CI) Course	3
		Depth Humanities & Creative Arts	2
		PSY 3210 Abnormal Psychology (DSS)	3
Total	14	Total	14

BSS: Breadth Social Sciences
 CL: Communication Literacy
 BLS: Breadth Life Sciences

BPS: Breadth Physical Sciences
 DSS: Depth Social Sciences
 QL: Quantitative Literacy

Table 4.12: Utah State University BSN Curriculum: Fall 2018 Cohort

First Year Fall	Credits	First Year Spring	Credits
PSY 1010 Gen Psychology (BSS)	3	Breadth Creative Arts Course of choice	3
ENGL 1010 Intro to Writing (CL1)	3	FCHD 1500 Human Development over lifespan	3
BIOL 1010 Biology and the Citizen (BLS)	3	BIOL 2320 Human Anatomy	4
STAT 1040 Intro to Stats (QL)	3	CHEM 1110 General Chemistry I (BPS)	4
Elective	3	Elective	1
Total	15	Total	15
Second Year Fall	Credits	Second Year Spring	Credits
BIOL 2420 Human Physiology	4	ENGL 2010 Intermediate Writing (CL2)	3
BIO 2060 Elementary Microbiology	4	NURS 2500 Pathophysiology for Nurses	3
Breadth American Institutions course	3	CHEM 1120 General Chemistry (BPS/Exploratory)	4
Breadth Humanities course	3	CHEM 1125 General Chemistry Lab	1
Elective	1	NDFS 1020 Nutrition (BLS/Exploratory)	3
		Elective	1
Total	15	Total	15
Third Year Fall	Credits	Third Year Spring	Credits
NURS 3020 & 3025L Fundamentals of Nursing and Practicum	2/2	NURS 3010 & 3015 Nursing Health Assessment and Practicum	1/1
NURS 3030 & 3035 Nursing Management of Care 1 and Practicum	4/3	NURS 3210 & 3215 Population Health & Prevention (CI) and Practicum	3/2
NURS 3040 Pharmacology in Health Care	3	NURS 3220 & 3225 Family Nursing Through the Lifespan and Practicum	4/2
		Communications Intensive (CI) Course	3
Total	14	Total	16
Fourth Year Fall	Credits	Fourth Year Spring	Credits
NURS 3230 Evidence Based Health Care (QI)	3	NURS 4010 & 4015 Leadership, Management, & Policy in Health Care and Practicum	4/2
NURS 3240 Health Information Management & Technology	2	NURS 4210 & 4215 Nursing Capstone and Practicum	2/4
NURS 4020 & 4025 Nursing Management of Care 2 and Practicum	4/4	Depth Humanities & Creative Arts (DHA) Course	2
Depth Social Sciences (DSS) Course	3		
Total	16	Total	14

BSS: Breadth Social Sciences
 CL: Communication Literacy
 BLS: Breadth Life Sciences
 QL: Quantitative Literacy

BPS: Breadth Physical Sciences
 DSS: Depth Social Sciences

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

The BSN program practice learning environments are appropriate for student learning across the curriculum and for achievement of end-of-program student learning outcomes. Practice learning environments are selected by faculty as deemed appropriate for student learning and support a variety of learning options for students to achieve the end-of-program student learning outcomes. The program provides a variety of clinical experiences across the health care continuum with exposure of students to acute care, long term care, community, ambulatory care, and other facilities. Clinical experiences in the first three (3) semesters of the program are in student groups under direct supervision of the faculty. Capstone clinical experiences in the fourth and final semester of the program are preceptor experiences in which each student works directly with a clinical agency nurse. Program faculty function as clinical liaisons during capstone clinical in order to provide regular feedback to the clinical nurse, student, and agency; identify and resolve problems; and complete clinical evaluation of students with preceptor input. Table 4.13 includes a list of facilities currently used for BSN program clinical learning experiences with relevant accreditation, certification, and/or other information. As the program progresses, other clinical facilities will be acquired to add to the breadth of clinical experiences to enhance student achievement of program outcomes.

Table 4.13 BSN Clinical Facilities

Facility	Type	Course	Accreditation, Certification, Other
Logan Regional Hospital, Intermountain Healthcare	Acute care Transitional care Behavioral med Community health	NURS 3035 Nursing Management of Care 1 Practicum NURS 3225 Family Nursing Practicum NURS 4025 Nursing Management of Care 2 Practicum NURS 4215 Nursing Capstone Practicum	The Joint Commission Midas+ Platinum Quality Award 2017 Becker's Hospital Review "100 Great Community Hospitals" 2017 Truven Health Analytics' Top 100 U.S. Hospitals 2017
Cache Valley Hospital, Mountain Star Healthcare	Acute care	NURS 4215 Nursing Capstone Practicum	The Joint Commission Health Insight Quality Award 2013 Healthgrades 5-Star Rating 2013
Sunshine Terrace	Skilled nursing and rehabilitation	NURS 3035 Nursing Management of Care 1 Practicum	Utah state license/certification
Maple Springs	Skilled nursing and rehabilitation	NURS 3035 Nursing Management of Care 1 Practicum	Utah state license/certification
Rocky Mountain Logan Nursing Rehabilitation Center	Skilled nursing and rehabilitation	NURS 3035 Nursing Management of Care 1 Practicum NURS 3215 Population Health Practicum	CMS certification Pinnacle Customer Experience Award
Rocky Mountain Home Care and Hospice	Community health		

Facility	Type	Course	Accreditation, Certification, Other
McKay-Dee Hospital, Intermountain Healthcare	Acute care Pediatrics	NURS 3225 Family Nursing Practicum NURS 4020 Nursing Management of Care 2 Practicum	The Joint Commission Truven Health Analytics' Top 100 U.S. Hospitals 2013
Primary Children's Hospital, Intermountain Healthcare	Pediatric acute care	NURS 3225 Family Nursing Practicum	The Joint Commission Best Children's Hospital, U.S. News & World Report, 1 of 24 ranked in all 10 pediatric specialties
Utah State University Health and Wellness Centers	Ambulatory care Preventive health	NURS 3035 Nursing Management of Care 1 Practicum (flu shot clinic) NURS 3215 Population Health Practicum	

Clinical agencies reflect contemporary practice and nationally established patient health and safety goals through their respective accreditation and approval processes. All acute care agencies are accredited through The Joint Commission and must address The Joint Commission standards including those related to National Patient Safety Goals. Additionally, agencies participate in evidence-based practices intended to meet patient care outcomes as outlined in the Center for Medicare and Medicaid (CSM) hospital quality initiatives. The faculty work to ensure that clinical learning experiences are current with nationally-established patient safety goals, evidence-based, reflect contemporary practice, and support achievement of end-of-program student learning outcomes through an evaluative process. Students complete clinical evaluation surveys at the end of each semester. Faculty analyze the clinical evaluation survey results for decision-making for continuous improvement of clinical learning experiences. Additionally, faculty take part in ongoing communication with facility personnel as another mechanism with which to assess and ensure optimal, excellent clinical learning experiences for students.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Current clinical contracts must be verified before the BSN program sends students to a clinical facility. The Utah State University legal department oversees all clinical site contracts. A standard clinical affiliation agreement has been in place for several years, having initially been approved by the USU legal department. Clinical facility requests for use of an agreement that is not the standard agreement require USU legal counsel review and approval.

The Department of Nursing and Health Professions business manager maintains an online database of all clinical contracts. The business manager and nurse administrator review the clinical contracts for currency at the beginning of each semester. The database is available for access by the department head and nurse administrator in Box, the password-protected file sharing and collaboration folder within the USU website.

Clinical contracts specify expectations for all parties and provide for the protection of students. For example, expectations for clinical facilities include provision of the necessary orientation for students to its policies, rules, and regulations; retention of ultimate responsibility for the delivery and quality of patient care; and provision of evaluative

feedback to clinical instructors. Expectations for USU include facilitation of communication with clinical agency staff; maintenance of liability insurance coverage for students and instructors; and orientation of staff who will be clinical instructors. Multiple protections for students are included in clinical contracts such as admittance of all students without discrimination of race, gender, color, national or ethnic origin, religion, age or handicap to clinical facilities; and protection of student information. Clinical contracts are available in the evidence room.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

Most courses in the BSN program are offered face-to-face. Teaching-learning and evaluation methods and materials are appropriate for face-to-face instruction as indicated in Table 4.7 in Criterion 4.2 (pp. 47-49). The program includes an online didactic course, NURS 4010 Leadership, Management, and Policy in Health Care and its corresponding practicum course, NURS 4015 offered through Canvas, the USU learning management system. NURS 4010 is offered approximately 80% online and 20% face-to-face. NURS 4015 is 100% online with students completing a leadership project. Learning activities, instructional materials, and evaluation methods are appropriate for the online delivery format. The course instructor has fourteen years of experience teaching online courses, and has attended several continuing education offerings in online instruction. Additionally, she worked with a USU instructional designer in setting up the course. Best practices in online instruction are applied to the course including instructor presence, videotaped lectures, clear expectations, threaded discussions, assignments in which students find and discuss resources on the web, and video clips. Faculty also use the learning management system to enhance face-to-face instruction in other courses such as posting of PowerPoints, supplemental learning resources, and nursing laboratory skills checklists. Faculty post assignment and examination scores to the gradebook in the learning management system.

STANDARD 5

Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

- 5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

The fiscal resources allocated to the Utah State University Department of Nursing and Health (NAHP) Professions are sufficient to support the mission of the department and ensure the achievement of BSN student learning outcomes and program outcomes. The fiscal resources allocated to NAHP reflect an equitable distribution of the total academic budget for the university among the academic departments with the NAHP budget comparable to similar educational units within USU. Table 5.1 includes three years of allocated nursing budget amounts. Three years of detailed budget information for the nursing programs and USU as a whole are available in the evidence room. Table 5.2 includes the program budget for the Kinesiology and Health Sciences Department, which offers programs with similar instructional methodologies and requiring comparable resources as the BSN program.

Table 5.1: BSN Budget

Year	Salaries	Benefits	Operational	Total	#Students	Per Student
2015-2016	\$383,099	\$160,789	\$391,685*	\$935,573	0	N/A
2016-2017	\$252,013**	\$108,524	\$132,349	\$492,886	0	N/A
2017-2018	\$475,651	\$219,580	\$143,575	\$838,806	23	\$36,470

*Includes rollover of unused operational budget

**Drop in salaries resulting from administrative turnover

Table 5.2: Kinesiology and Health Sciences Budget

Year	Salaries	Benefits	Operational	Total	#Students	Per Student
2015-2016	\$1,363,848	\$478,251	\$70,602	\$1,912,701	1317	\$1,452
2016-2017	\$1,501,543	\$650,270	\$620,652	\$2,772,465	1380	\$2,009
2017-2018	\$ 1,675,099	\$751,858	\$526,612	\$2,953,569	1305	\$2,263

Fiscal allocations for the governing institution come primarily from allotments through the Utah State Legislature and student tuition/fees. The Utah State Legislature funds each state-owned institution of higher learning in Utah by applying a common method of allocation. These allocations are partly based on projected student enrollment and full-time equivalency (FTE). In recent years, the Utah State Legislature began using performance measures such as retention and graduation rates as other mechanisms with which to allocate funding to state-owned college and universities.

The nursing program director is a member of the Utah Nursing Consortium, a collaboration of Utah's eight publicly-funded nursing programs, whose goal is to increase the number of new registered nurses licensed in Utah each year in order to meet workforce needs. The Consortium successfully advocated with the Utah System of Higher Education (USHE) for funding to increase the number of nursing program faculty positions and in turn, increase student enrollment in the publicly-funded nursing programs in Utah. The Utah Board of Regents announced on September 15, 2017 that it was requesting a total of \$4,551,200 for a nursing workforce initiative as a separate budget line item from the State Legislature during its 2018 legislative session. Of the total amount, \$1,110,00.00 was identified for the Utah State University nursing programs (PN, AAS-RN, and BSN), a request made by USU President Cockett indicating the University's commitment to sustaining the nursing programs. The 2018 Utah State Legislature awarded \$569,040 to the USU BSN program from this request.

As the Department of Nursing and Health Professions lies within the College of Education and Human Services (CEHS), BSN program students pay differential tuition for nursing courses. CEHS implemented differential tuition in the 2016-2017 academic year in order to fill areas of critical need that were not receiving adequate funding for growth. The areas of critical need include accreditation expenses, compliance, course fees replacement, graduate and undergraduate student research, program enhancements, and technology support in student labs. In addition to state funding and tuition, the College of Education and Human Services allowed the NAHP department to keep unspent funds from fiscal years 2015, 2016, and 2017. This amount was applied toward startup costs for the BSN program.

BSN program students benefit from scholarships provided by generous donors including a \$100,000 grant from Intermountain Healthcare—Logan Regional Hospital in 2016 for nursing students of diversity. Several other scholarships are available for BSN students as noted in Table 5.3.

Table 5.3 Nursing Program Scholarships 2017-2018

Scholarship	Available Funds
Dorothy Kathleen Hoefling Endowment	\$107,168.12
Aria Rutkowski Endowment	\$34,497.89
Andrew & Corinne Heggie Endowment	\$77,339.46
Irene Smith-Kent Endowment	\$11,742.49
Anna E C Embry Endowment	\$26,850.61
Janice Bailey Scholars Endowment	\$58,890.72
Nursing Development (Watkins)	\$10,725.00
Melvin R Park Scholarship-NURS	\$30,000.00
Intermountain Healthcare	\$50,000.00
Lawson Fellows	\$75,000.00
TOTAL	\$482, 214.29

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The BSN program faculty and students moved to the new Sorensen Legacy Foundation Center for Clinical Excellence in early March 2018. The 100,000-square foot Center for Clinical Excellence serves as a comprehensive human services center, integrating various clinics and services in an interdisciplinary environment. The new center provides a unique opportunity for interdisciplinary collaboration for the BSN program faculty and students with the proximity of clinical training areas for other students, as well as laboratories for faculty and student research. While individual clinics maintain their own identities, each also is connected with the other units within the building. The facility is designed for maximum serviceability and accessibility for a diverse client base. The building includes early childhood education classrooms, distance education classrooms, specialized behavioral health therapy rooms, hydrotherapy pool, gross motor room for physical and occupational therapy, speech-language clinic, hearing and balance clinic, memory clinic, café, teaching kitchen, and an underground parking garage. Nursing faculty and students are expected to participate in interdisciplinary grand rounds presented by the programs and services within the Center beginning fall semester 2018.

Four (4) BSN program faculty offices, a dual purpose classroom/nursing skills laboratory, four (4) simulation rooms, simulation control room, storage rooms, workroom, and utility room occupy 4,420 square feet on the fourth floor of the Center. Faculty and students have access to classrooms on other floors of the Center and a large conference room on the fourth floor. The dual-purpose classroom/nursing skills laboratory includes seven (7) patient beds on the perimeter of the room with tables and chairs in the center, and is technologically enhanced. Each simulation room can be converted to two larger rooms by opening an accordion door. A simulation room houses SimMan® Essential, while another houses the SimMom® birthing simulator and SimNewB® newborn simulator. The BSN program space in the new Center also includes an outdoor patio balcony off the classroom/laboratory area that is intended to be used by faculty and students for quiet and renewal. Several other patio balconies are included

in the Center for similar purposes. Faculty and students also will have access to a relaxation garden between the two buildings of the new Center. The fourth floor also includes an abundance of study areas for students.

Faculty offices are private, and equipped with a workstation, file cabinets, storage cabinets, bookshelves, and visitor chairs. Faculty utilize desktop computers and printer/copiers, and are networked to a central printer/copier. Faculty offices are located near the simulation rooms and combined classroom/skills laboratory. Faculty have access to a nearby employee lounge on the fourth floor that includes a refrigerator, microwave, dishwasher, coffee maker, tables and chairs, and outdoor seating area. The coordinator of programs III and BSN advisor offices are located in the Health, Physical Education, and Recreation (HPER) Building, a five-minute walk from the Center for Clinical Excellence (CCE), in recently renovated space. The advisor's office is private, and similarly equipped as faculty offices. The coordinator of programs III workspace is located in a reception area shared by the administrative assistant for the Kinesiology and Health Sciences Department. The coordinator of programs III provides administrative assistance for the Nursing and Health Professions Department head whose office is in the HPER Building. Nursing faculty and students are able to easily access the coordinator of programs III and advisor when needed given the proximity of the CCE and HPER Buildings to each other.

The nurse administrator has two (2) offices, one located in the HPER Building that is equipped with a workstation, bookshelves, file cabinets, and desktop computer networked to a central copier/printer. She has access to a nearby workroom, employee lounge, and conference room that is broadcast capable. Her second office is located on the Dixie State University (DSU) campus in St. George, Utah. Dr. Grady was recruited to lead the USU nursing programs in early 2016 when she was the Dean of Health Sciences at DSU. She accepted the position as USU nurse administrator with the stipulation that she continue to live in St. George. DSU was willing to provide her with an office on its campus, located on the fifth floor in the Holland Centennial Commons Building, one of the newest buildings on campus. Her office there is equipped with a workstation, chair, two visitors' chairs, computer, desktop printer, bookshelf, and storage units. Her computer is networked to a central copier-printer. She uses a Cisco DX80 desktop collaborator for interactive videoconferencing as well as group video and screen sharing software (Zoom and Cisco Webex) for individual and group meetings with administrators, faculty, staff, and students on USU campuses across the state.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Learning resources and technology used in the BSN program include but are not limited to the Canvas learning management system (LMS); ATI Nursing Education testing/remediation program; Elsevier textbooks and resources; high-fidelity simulation manikins; laboratory equipment; library resources; and computers/laptops.

Learning Management System

Each nursing program course is accessible in the USU learning management system. Faculty use the USU learning management system as an enhancement to face-to-face instruction; for example, faculty post course syllabi,

PowerPoint presentations, and supplemental learning resources on the course LMS website. Most nursing course examinations are offered online in the LMS. Additionally, faculty utilize the LMS gradebook, and announcements and email functions to communicate with students.

The BSN program also uses the LMS for faculty communication and collaboration. An LMS curriculum course is used to post the program's mission and values; end-of-program student learning outcomes; concept-based curriculum matrix; teaching resources; and syllabus templates. Faculty utilize a second LMS course to post Nursing Faculty Organization (NFO), committee, and retreat meeting minutes as well as NFO bylaws, committee assignments, program testing policy, and other miscellaneous documents. Access to Canvas will be provided to peer evaluators for review of BSN program and faculty support courses within the LMS.

ATI

The BSN program utilizes the ATI Essentials program that provides assessments, remediation and learning tools, curriculum support, medical math, critical thinking, prioritization and test taking skills, and comprehensive online tutorials covering nursing skills. The ATI Content Mastery Series provides assessment data regarding student mastery of concepts in specific content areas. Faculty use ATI assessment data results to: 1.) direct remediation efforts for individual students, 2.) aggregate data for faculty evaluation of instruction in their courses, 3.) aggregate data by cohort for measurement of achievement of end-of-program student learning outcomes, and 4.) provide longitudinal data over time. Faculty do not require student achievement of benchmarks on ATI examinations in order to progress through the program or graduate from the program.

Elsevier

BSN faculty and students utilize Elsevier textbooks. Students purchase a textbook package when they enter the BSN program that they will use throughout the program. The Elsevier textbook package provides hard copies of textbooks as well as access to online textbooks in Pageburst. Online resources in Evolve Elsevier are available to faculty and students such as PowerPoint presentations, practice quizzes, glossaries, images, and test banks. Faculty and students utilize Elsevier's Nursing Concepts Online course that provides access to SimChart for an electronic medical record, simulation scenarios, case studies, and adaptive testing.

Library Resources

The Merrill-Cazier Library on the Logan campus is well equipped and has several mechanisms to ensure BSN faculty and student access to its holdings. The Merrill-Cazier Library is considered the intellectual center of Utah State University as both a physical and virtual destination. It provides access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals. The Merrill-Cazier Library is a member of the Utah Academic Library Consortium (UALC) and Greater Western Library Alliance (GWLA). Faculty and students are able to request electronic copies of full-text articles not obtainable in USU databases through Interlibrary Loan. Faculty and students also may borrow books in person from fourteen (14) academic libraries across the state.

Students and faculty can access all library databases, e-journals, and e-books from home or anywhere with an Internet connection. To access library resources from the USU Library website, faculty and staff are prompted to enter their Aggie number and Access (banner) password. Nursing faculty and students have access to several online databases including CINAHL, PubMed, Scopus, Health Source: Nursing Academic, and Medline. The library also provides several mechanisms for faculty and students to obtain assistance 24 hours per day, 7 days a week by telephone, website, online chat, or Meet with a Librarian request. Research guides are available on the library webpage including a guide intended specifically for nursing and allied health students. Library hours of operation for in-person access are: Monday through Thursday, 7:30 AM to 9 PM; Friday, 7:30 AM to 5 PM; Saturday and Sunday, 1 PM to 5 PM.

A librarian is assigned as a liaison, also known as a subject librarian, for the USU nursing programs. The library liaison obtains books, electronic books, and databases requested by nursing faculty as well as presents updates on available teaching/learning resources at faculty meetings and annual faculty retreat. Choice of library holdings for the nursing program occurs through a collaborative process involving the nurse administrator, faculty, and library liaison. Additionally, faculty periodically review library holdings for currency, and request removal of holdings that are greater than five (5) years old. Library budgets are revised as needed to include access of additional library resources. The library liaison is available to present to students in the classroom, and students may contact their subject librarian online. For example, she presented on database searching to students early in fall semester 2017.

In fiscal year 2017 (July 2016-June 2017), total direct library expenditures for the nursing program were \$12,018, including \$2,606 for books and e-books, \$6,901 for journal subscriptions, and \$2,510 for a database subscription (CINAHL). Many of the journals available in the library are provided through package deals that significantly lower the cost of individual journals, but this also makes it impossible to cite accurate cost figures at the journal level. Because of this, the cited journal cost represents only a tiny percentage of the journals that directly support the nursing program. The total USU library budget for journal subscriptions is around \$5 million, and again, it is difficult to separate out those costs as individual line items for specific departments and programs.

Additional library resources that are valuable to the nursing program are provided in other ways. The Library spent \$32,000 in 2016 for subscription access to a package with over 130,000 e-books, thousands of which are in health-related fields. A subscription to a group of databases for \$4,224 provides access to the databases InfoTrac Nursing & Allied Health Collection, Health & Wellness Resource Center with Alternative Health Module, and Health Reference Center Academic in addition to dozens of subject-specific databases in other areas. Substantial funds are expended more generally for interdisciplinary databases such as Scopus (\$62,457), which indexes millions of articles in all fields. Finally, through strategic arrangements with the Utah state legislature and other libraries, the Merrill-Crazier Library receives access to various resources worth thousands of dollars, such as the databases Health

Source: Nursing Academic, Health Source: Consumer, Alt HealthWatch, Biomedical Reference Collection: Basic, and AHFS Consumer Medication Information that do not entail direct costs.

Simulation and Skills Laboratory

Faculty and students use high-fidelity simulation manikins in laboratory and clinical teaching/learning experiences and as a means of evaluating student learning; for example, nursing skills competency. Faculty are interested in improving the quality and amount of simulation learning experiences offered especially in relation to replacing some clinical experiences with simulation. Two (2) faculty attended a meeting of the Utah Simulation Users Group in spring semester 2018 and the NLN/Boise State University Simulation Conference in Boise, Idaho in May 2018. Additional technological learning resources in the laboratory setting include intravenous infusion pumps, feeding pumps, AED trainer, and online skills video recordings. A list of skills laboratory and simulation equipment can be found in the evidence room. The skills laboratory is available for student practice outside of regularly scheduled skills laboratory sessions at any time when it is not in use. Faculty are available to assist students and provide access to supplies.

Computers and Laptops

BSN students are required to have laptops. Orientation to technology is provided, and technological support is available to students and faculty including for personal laptops and tablets. The IT Help Desk hours of operation are Monday to Thursday, 8 AM to 8 PM; Friday 8 AM to 6 PM; and Saturday 10 AM to 3 PM. Although faculty and students can submit an online computer support request 24/7, IT Help Desk staff respond to the requests during hours of operation. Students have access to twelve (12) computer labs in various locations on the Logan campus. Hours of operation vary among the twelve (12) computer labs. Given its central location on campus, the computer lab in the Taggart Student Center is the busiest on campus. Its hours of operation are: Monday through Thursday, 7 AM to 1:45 AM; Friday, 7 AM to 8:45 PM; Saturday, 9 AM to 4:45 PM; and Sunday closed.

Learning resources are selected by faculty in several ways. During the annual budget process, the nurse administrator solicits requests for replacement and/or additional skills laboratory and simulation equipment. The nurse administrator prioritizes the requests prior to submitting to the department head for approval. The department head relies on the nurse administrator's recommendations, and all prioritized requests have been granted by the department head in the past academic year. Faculty also can make special requests to the nurse administrator independent of the annual budget process.

In preparation for implementation of the BSN program, some learning resources were selected by the nurse administrator prior to faculty beginning their positions. Those learning resources included the ATI testing and remediation package, and nursing skills laboratory equipment and supplies. Since faculty began their positions, they have been involved in the selection of learning resources. For example, the two (2) full-time faculty instructing NURS 3025 Fundamentals of Nursing lab identified additional supplies that were needed to facilitate teaching/learning of specific nursing skills. The two (2) faculty obtained approval from the nurse administrator for acquisition of the

additional lab supplies, and the lab supplies were acquired. Full-time faculty requests for acquisition of supplemental case study and nursing skills checklist textbooks also were fulfilled. Furthermore, faculty requested a presentation by another standardized testing and remediation package vendor following frustrations with using ATI. Faculty attended the presentation in early spring semester 2018, and following the presentation, decided to remain with ATI for the program's standardized testing and remediation package. Faculty will continue to be involved in selection of learning resources on an as-needed basis, and as participants in the annual budget planning and request process.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of students engaged in alternative methods of delivery.

Students who participate in the online courses in the BSN program also are students enrolled in its face-to-face courses. Therefore, fiscal and physical resources are adequate to meet the needs of BSN faculty and students in face-to-face and online courses. Faculty-to-student ratios are equivalent in all course delivery options, and budget supports faculty staffing needs. Technological resources and customer support are available for students regardless of course delivery mode. As well, learning resources are similar across across methods of delivery with some differences. For example, learning resources and tools available in Canvas that support online teaching and learning include Collaborations, Conferences, Secure Exam Proctor, Research Help, My Media, and others. As all BSN courses utilize Canvas, these learning resources and tools are available to faculty and students across all course delivery modes. In addition, USU offers courses across the state of Utah, many of which are provided by online instruction. Consequently, USU offers robust fiscal, technological support, and learning resources for online teaching and learning. These resources were discussed in Criteria 2.6, 2.10, 3.9, and 4.11.

SECTION THREE: STANDARD 6 OUTCOMES

STANDARD 6

Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcomes and each program outcome.
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcomes.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcomes.

The Utah State University BSN program has a written plan for systematic evaluation of end-of-program student learning outcomes and program outcomes. The Systematic Plan of Evaluation (SPE) includes specific, measurable expected levels of achievement for each end-of-program student learning outcome and program outcomes. The SPE also is organized around components, frequency of assessment, methods of assessment, results, and action plans. The nursing program director developed the SPE in preparation for the ACEN accreditation candidacy presentation. Program faculty reviewed and approved the SPE at its Nursing Faculty Organization (NFO) meeting on September 25, 2017.

Faculty will use the SPE to assess students' achievement of end-of-program student learning outcomes in an ongoing process for program decision-making beginning with the first graduating cohort in May 2019. In the meantime, faculty will evaluate individual courses to provide an indication of progress toward student achievement of the end-of-program SLOs. Faculty will evaluate student progress in meeting course-level SLOs through a variety of means including course examinations, performance in clinical practicums, key assignments, and ATI Content Mastery Series examination results. Although some of these measures are formative, they provide a measure of student progress toward attainment of the end-of-program SLOS and provide the faculty and students with a measure of student learning. Faculty will report their evaluation of individual courses on the BSN Program Course Analysis Form, which faculty will present at the annual faculty retreat as a means to generate discussion and decision-making for course and program improvement. Completed course analysis forms are available in the evidence room.

Three (3) direct measures and one (1) indirect measure will be used to assess student achievement of each end-of-program student learning outcome:

- Faculty review using a rubric of NURS 4210 Nursing Capstone student portfolios
- NURS 4215 Nursing Capstone Practicum final clinical evaluation tool
- ATI Comprehensive Predictor Examination overall and category results
- BSN Student Exit Survey results

The ATI Comprehensive Predictor Examination categories are the same as the NCLEX examination client needs categories incorporated into the program curriculum as described in Criterion 4.1. Therefore, the ATI categories that will be used to assess achievement of specific end-of-program SLOs reflect the relationship between an NCLEX examination client needs category and each SLO as depicted in Table 4.2.

Initially, all end-of-program student learning outcomes will be assessed annually for a period of three (3) years. Subsequently, student learning outcomes will be assessed on a rotating basis. With the understanding that faculty may change the intervals of assessment based on data results and analysis, the anticipated schedule for assessment of end-of-program student learning outcomes is:

- Year 1—2019: All SLOs
- Year 2—2020: All SLOs
- Year 3—2021: ALL SLOs
- Year 4—2022: SLO 1, 2, and 3
- Year 5—2023: SLO 4, 5, and 6
- Year 6—2024: SLO 7 and 8

Results of assessment of student achievement of EOPSLOs will be entered into a database kept by the BSN program administrative assistant. Faculty will use evaluation findings for decision-making for program improvement. Faculty will review data results at annual faculty retreat and in an ongoing manner at faculty and other

committee meetings. Documentation of analysis of assessment data will be included in an action minutes format to ensure that discussion, resulting actions, responsibility, mechanism of evaluating strategies, and specific ACEN standard and criteria to which any action is related, are clearly identified. The action minutes format will be used at annual faculty retreat, faculty meetings, Curriculum Committee, and other NFO committee meetings for consistent documentation. The BSN program Systematic Plan of Evaluation is found in Appendix H.

6.2 The program demonstrates evidence of students' achievement on the licensure examination.

The program's most recent licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

The performance of the USU BSN graduates on the NCLEX-RN will be measured beginning with the first graduating cohort in May 2019. The expected level of achievement for licensure examination pass rates is at least 80% for all first-time test-takers during the same 12-month period. The Utah Board of Nursing currently provides official reports of licensure examination pass rates via email to the nurse administrator on a quarterly basis. The licensure examination pass rates provided in the reports will be entered into a database kept by the BSN program administrative assistant for review by the nurse administrator and faculty on an ongoing basis. The program will have one admission per academic year in the fall semester. As there is one program option and one program location, data will be aggregated for the program as a whole and disaggregated by date of program completion. Results of analysis will be used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Evaluation and Accreditation Committee minutes, as well as the SPE.

6.3 The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Faculty will assess program completion data beginning with the first graduating cohort in May 2019. The expected level of achievement for students' achievement in program completion is 90% of students starting the BSN program courses will complete the nursing program within 6 semesters or 150% of program length. Faculty chose the expected level of achievement based on student demographic data and characteristics that suggested a high level of program completion for the current cohort. For example, most students in the BSN program completed their prerequisite and general education courses at USU with the intention of obtaining a four-year degree. The range of overall GPAs in the first cohort of the BSN program is 3.0 to 4.0, with an average of 3.6. Additionally, the small cohort of 23 students provides the opportunity for establishing the faculty-student relationships that enhance student retention.

As with licensure examination pass rates, program completion rates will be entered into a database kept by the BSN program administrative assistant for review by the nurse administrator and faculty on an ongoing basis. The program will have one admission per academic year in the fall semester. As there is one program option and one program location, data will be aggregated for the program as a whole and disaggregated by date of program completion. Results of analysis will be used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Evaluation and Accreditation Committee minutes, as well as the SPE.

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

For students who do not hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.

For students who hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the program as a whole.

Faculty will assess job placement data beginning with the first graduating cohort in May 2019. The expected level of achievement for job placement is that at least 90% of program graduates will be employed as a registered nurse at 6-12 months after completing the program. Faculty chose the expected level of achievement based on program demographic data that suggested a high level of job placement for the current cohort. For example, community demand exists for baccalaureate-prepared registered nurses. The two local acute care facilities plan on

hiring only BSN-prepared nurses beginning in 2020. Utah State University provides the only baccalaureate nursing program in the area. The other nursing program in the area is a practical nurse certificate plus associate degree nursing program.

Graduate job placement rates will be obtained by an alumni survey administered in January, nine (9) months after graduation. Graduate job placement data will be entered into a database kept by the BSN program administrative assistant for review by the nurse administrator and faculty on an ongoing basis. Faculty will monitor graduate survey response rates to ensure sufficient data have been obtained to inform program decision-making by using a 30% or higher expected level of achievement for the response rate. Results of analysis will be used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Evaluation and Accreditation Committee minutes, as well as the SPE.

Table 6.1: Program Outcomes Table

PROGRAM OUTCOMES SUMMARY					
Required Program Outcomes	Expected Level of Achievement	Rationale for the Expected Level of Achievement	Actual Level of Achievement	Resulting Action(s) Taken/To be Taken with Time Frame for Implementation	
				Action(s)	Time Frame
Performance on NCLEX	Licensure examination pass rates will be at least 80% for all first-time test takers during the same 12-month period.	Consistent with ACEN criterion	First results with graduating cohort May 2019 2019: 2020: 2021:		
Program Completion	90% of students starting BSN program courses will complete the nursing program within 6 semesters or 150% of program length.	Faculty examination of entering student demographics	First results with graduating cohort May 2019 2019: 2020: 2021:		
Job Placement	90% of program graduates who respond to the alumni survey will be employed as a registered nurse at 6-12 months after completing the program.	The community has a demand for BSN-prepared RNs. The two local acute care facilities will be hiring only BSN-prepared nurses beginning in 2020.	First results with graduating cohort May 2019 2019: 2020: 2021:		

Appendix A: Curriculum Vitae for Dr. Carole Grady

Curriculum Vitae
Carole Grady EdD, WHNP-BC, CNE
2136 East 140 South, St. George, UT 84790
carole.grady@usu.edu
435.652.7736 (o)
435.229.6555 (c)

EDUCATION

- 2006 **Doctorate of Education**, Curriculum and Instruction, Utah State University, Logan, UT.
Dissertation topic: *Faculty Notions Regarding Caring in Male Nursing Students.*
- 1993 **Master of Science**, Nursing, Women's Health Care track.
University of Rochester School of Nursing, Rochester, NY.
- 1980 **Bachelor of Science in Nursing**, magna cum laude.
University of Rochester School of Nursing, Rochester, NY.
- 1967 **Bachelor of Arts**, Secondary Education. University of Maryland, College Park, MD.

PROFESSIONAL EXPERIENCE

- 1/2018-8/2018 **Director of Nursing Programs, Interim Department Head**, Department of Nursing and
Health Professions, Utah State University, Logan, UT
- 7/2016-present **Director of Nursing Programs, Assistant Department Head**, Department of Nursing
and Health Professions, Utah State University, Logan, UT
- 7/2016-5/2017 **Professor Emeritus, Adjunct Instructor**, Department of Nursing, Dixie State University,
St. George, UT
- 2/2016-7/2016 **Dean of Health Sciences**, Dixie State University, St. George, UT
- 7/2015-2/2016 **Interim Provost and Vice President of Academic Affairs**, Dixie State University, St.
George, UT
- 2015-7/2016 **Professor of Nursing**, Dixie State University, St. George, UT.
- 2014-present **Adjunct Research Fellow**, Rocky Mountain University of Health Professions, Provo, UT.
- 2010-7/2015 **Dean of Health Sciences**, Dixie State University, St. George, UT.
- 2008-2012 **Director, Department of Nursing**, Dixie State College, St. George, UT.
- 2006-2010 **Associate Dean of Health Sciences**, Dixie State College, St. George, UT.
- 2006-present **Women's Health Care Nurse Practitioner**, Planned Parenthood, St. George, UT.
- 2005-2015 **Associate Professor of Nursing**, Dixie State University, St. George, UT.
- 2004-2005 **Acting Director of Nursing**, Dixie State University, St. George, UT.

2001-2005	Assistant Professor of Nursing , Dixie State University, St. George, UT.
1994-2001	Clinical Associate/Instructor , University of Rochester School of Nursing, Rochester, NY.
1994-2001	Women's Health Care Nurse Practitioner , Ambulatory Women's Health Service, Strong Health, Rochester, NY.
1992-1994	Staff Nurse , High Risk Obstetrical Unit, Strong Memorial Hospital, Rochester, NY.
1990-1992	Staff Nurse , Cardiac Catheterization Lab, Strong Memorial Hospital, Rochester, NY.
1987-1990	Assistant Nurse Manager , Neonatal Intensive Care Unit, Strong Memorial Hospital, Rochester, NY.
1980-1987	Staff Nurse , Neonatal Intensive Care Unit, Strong Memorial Hospital, Rochester, NY.
1967-1969	Teacher , Westville, IL School District

CURRENT PROFESSIONAL CERTIFICATION AND LICENSURE

2006	NLN Nurse Educator Certification
2000	Utah State Advanced Practice Registered Nurse License #4839991-4405
1993	NCC Certification Women's Health Care Nurse Practitioner

PROFESSIONAL AFFILIATIONS

2012-present	Utah Women in Higher Education Network
2009-2015	National Organization for Associate Degree Nursing
2008-present	Intermountain Healthcare Deans Council
2008-present	Utah Organization of Nurse Leaders
2006-present	American Academy of Nurse Practitioners
2004-present	National League for Nursing
1994-present	Association of Women's Health, Obstetric, & Neonatal Nursing

SCHOLARLY ACTIVITIES

Scholarship of teaching:

Application of teaching/learning theories; engagement with teaching, learning and discipline specific literature; critical reflection on teaching/learning practices and strategies.

Scholarship of discovery:

2012, April. Poster presentation. *Moving to Mobile in an Associate Degree Nursing Program*. Annual Nurse Educator Institute, Branson, MO.

Grady, C., Stewardson, G., & Hall, J. (2008). Faculty notions regarding caring in male nursing students. *Journal of Nursing Education*, 47(7), 314-323.

2008, September. Podium presentation *Faculty Notions Regarding Caring in Male Nursing Students*. NLN Education Summit, San Antonio, TX.

2008, March. Presentation *Silence Kills: The Ethics of Speaking Up in the Health Care Workplace*. Dixie State College Business Ethics Forum, St. George, UT.

2008, January. Poster presentation. *Faculty Notions Regarding Caring in Male Nursing Students*. NLN Faculty Leadership Conference, Orlando, FL.

2006, August. Doctoral Dissertation *Faculty Notions Regarding Caring in Male Nursing Students*.

2005, July. Poster presentation *Faculty Notions Regarding Caring in Male Nursing Students*, International Nurse Educators Conference, Breckenridge, CO.

Scholarship of academic leadership:

2018, April. Workshop presentation. *The Tao of Mentoring*. UWHEN State Conference, Salt Lake Community College, Salt Lake City, UT.

2017, April. Workshop presentation. *Resilience: Bouncing Forward or Bouncing Back*. UWHEN State Conference, Utah State University-Eastern, Price, UT.

2016, April. Panel presentation. *It Is Not About you: Handling Professional Interactions with Aplomb*. UWHEN State Conference, University of Utah, Salt Lake City, UT.

2016, March. Podium presentation. *Faculty Evaluations: Yes, You Have To!* Deans and Chairs Retreat, Dixie State University, St. George, UT.

2016, March. Podium presentation. *Chances and Choices: Finding, Opening, and Walking through Doors of Opportunity*. UWHEN Chapter, Dixie State University, St. George, UT.

2015, April. Workshop presentation. *Leading from Where, Who, and What You Are*. UWHEN State Conference, Dixie State University, St. George, UT.

2015, January. Podium presentation. *Negotiation for Women*. UWHEN Chapter, Dixie State University, St. George, UT.

SERVICE

Professional NCSBN PN and RN Licensing Exam Item Writer
 NCC Women's Health Care NP Certification Exam Item Writer
 NWCCU Site Evaluator
 ACEN Site Evaluator
 UWHEN State Board Member

University CEHS Administrative Council
 CEHS Department Heads Group
 Sorensen Building Planning Committee

Community Dixie Regional Medical Center, Vice-Chair, Board of Trustees
 Southern Utah Veterans Home, Board of Trustees

Southern Utah Veterans Home Building Advisory Council
DSU-DRMC-SGPD Active Shooter/Bomb Threat Exercise Planning Committee
Huntsman World Senior Games medical volunteer
Southwest Public Health Department Flu Shootout volunteer
Washington County H1N1 Pandemic Planning Task Force
Washington County School District maturation education instructor

References

Available on request

Appendix B: Clinical Coordinator Responsibilities

BSN Clinical Coordinator, Course Lead, and Clinical Instructor Responsibilities

Campus Coordinator

- Facilitate partnerships with local clinical facilities and communities of interest.
- Set up and schedule all local clinical education arrangements for students.
- Review and track student files for completeness and compliance with clinical agency requirements.
- Coordinate the gathering of agency specific documentation necessary for student placement into clinical agencies.
- Establish and maintain positive working relationships with clinical agency management and staff.
- Be the first contact for local student issues and concerns.
- Manage resolution of student clinical issues with clinical faculty, nursing program director, and campus administrators.
- Recruit local clinical adjunct faculty and vet them for approval with the nursing program director and department head.
- Provide oversight for orientation of new clinical faculty.
- Oversee performance evaluation of clinical faculty.
- Monitor and sign off on clinical faculty time sheets.

Clinical Course Lead Instructor

- Develop course syllabus.
- Determine course grading criteria and create clinical assignments.
- Work with the campus coordinator in determining specific clinical sites appropriate for the clinical course.
- Determine pre- and post-conference topics.
- Assist campus coordinator with orientation of new clinical faculty.
- Assist campus coordinator with performance evaluation of clinical faculty.
- Provide student clinical orientation.

Clinical Instructor

- Provide direct supervision and instruction of students in clinical settings.
- Grade clinical assignments for students in assigned clinical groups.
- Contact campus coordinator regarding any student issues in the clinical setting.
- Conduct pre- and post-conferences.
- Assist clinical course lead instructor in determining pre- and post-conference topics.
- Assist clinical course lead instructor in student clinical orientation.

Appendix C: BSN Nurse Administrator Responsibilities

Administrative Duties in USU Nursing Programs

Director of Nursing Program

- Provide vision, direction and leadership for the nursing program.
- Provide oversight of program accreditation.
- Provide oversight and administration of program evaluation.
- Provide oversight of program budgets in collaboration with the department head, campus administration and nursing program faculty; prepare and administer program budgets.
- Provide input to the department head on budget priorities.
- Provide oversight of course scheduling and teaching assignments across the program.
- Work with campus administrators and community partners to assure that local issues and needs are considered in the program.
- Have active state and national professional organization involvement.
- Lead and facilitate continuous program and curricular improvement.
- Lead active faculty recruitment.
- Lead nursing faculty development activities and mentoring processes in collaboration with the department head.
- Direct supervision of full-time and part-time faculty.
 - First contact for faculty personnel issues and concerns
 - Act as mentor, coach, and advocate
 - Communicate and interpret department/program expectations
 - Facilitate achievement of excellence in teaching and service
- Facilitate and manage non-local clinical relationships and oversee all clinical contracts including obtaining new contracts and insuring contracts are current.
- Provide input to the department head on faculty and staff evaluation, promotion, and performance issues.
- Provide oversight, leadership, and consistency for student admissions and advising.
- Work collaboratively with department head and faculty on student issues and concerns.
- Explore and pursue programmatic grants.
- Ensure program policy and procedures are implemented and revised as necessary.
- Organize and facilitate nursing faculty meetings and committees in collaboration with the department head.
- Function as an ex officio member of Nursing Faculty Organization committees.
- Schedule and facilitate Nursing Advisory Committee meetings once per semester.

Appendix D: Faculty Profile Table

Faculty Profile Table

Name of Institution: Utah State University

Name of Nursing Education Unit: BSN Program

Academic Term(s) and Date(s) Included: Fall 2018

Date Form Completed: July 25, 2018

The program must provide the educational and experiential faculty qualifications required by each agency below.			
Agency	Name of Agency	Requirement	Not Applicable <i>Directions: If not applicable, provide a brief explanation why.</i>
The program's state regulatory agency for nursing	Utah State Board of Nursing, Division of Occupational and Professional Licensure	Reference: Text:	The current Utah State Nurse Practice Act Rules R156-31b (December 22, 2016) does not include educational and experiential qualifications for nursing faculty.
Other state agency (e.g., state department of education, state system, etc.)	Board of Regents, Utah System of Higher Education	Reference: Text:	The Utah System of Higher Education does not specify requirements for faculty qualifications.
The program's governing organization	Utah State University	Reference: Policy 401: 4.2 The Faculty with Term Appointments Text: Faculty members with substantial professional experience and expertise in a specific professional arena outside of academe, who contribute to an academic program by administration, teaching, mentoring, advising, service, or other responsibilities based on his or her professional experience may be appointed to one of the following ranks: professional practice instructor, professional practice assistant professor, professional practice associate professor, or professional practice professor, after full consultation between the department head and the	

		<p>faculty of the department that grants credit in this area.</p> <p>Human Resources Position Description #F1600199 Professional Practice Assistant Professor, Nursing: Minimum qualifications of a master's degree in nursing, record of excellent teaching, ability to promote a positive and collaborative learning environment, registered nurse licensure in the State of Utah or eligible for licensure in the state.</p> <p>Reference: Policy 401.3.2 The Tenured and Tenure Eligible Faculty—Academic Ranks</p> <p>Text: Appointment as or advancement in rank to assistant professor requires a terminal degree or its equivalent; demonstrated ability in teaching, research or creative endeavors, extension, service, or other qualifying work in accordance with the role statement and evidence of progressive professional development as determined by the appropriate administrator.</p> <p>Appointment as or advancement in rank to associate professor requires all the qualifications prescribed for an assistant professor; an established reputation in teaching, research or creative endeavors, extension, service, or other qualifying work in accordance with the role statement; and broad recognition for professional success in the field of appointment.</p> <p>Appointment as or advancement in rank to professor requires all the qualifications prescribed for an associate professor and</p>	
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		<p>an established outstanding reputation in the field of appointment.</p> <p>Human Resources Position Description #F1600200 Assistant Professor, Nursing: Minimal qualifications of a doctorate with a graduate degree in nursing, record of excellent teaching, ability to work with external constituents, excellent verbal & written communication skills, registered nurse licensure in the State of Utah or eligible for licensure in the state or by interstate compact.</p> <p>Human Resources Position Description #H1700696 Part-time Clinical Instructor, BSN: Minimal qualifications of a BSN from an accredited nursing program, minimum of two years clinical nursing experience, licensure as a registered nurse in good standing with the State of Utah or eligible to obtain Utah licensure or by interstate compact, ability to communicate effectively orally and in writing, interpersonal, problem-solving, and decision-making skills.</p>	
The governing organization's accrediting agency	Northwest Commission on Colleges and Universities	Reference: Text:	NWCCU standards and policies do not address specific faculty qualifications. Standard 2.B.1 states, "The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position."

Faculty Profile Table
Qualifications of Full-Time Faculty Exclusive to Baccalaureate Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching at the time of the site visit. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • <i>Alphabetical Order by Last Name</i> 	<ul style="list-style-type: none"> • <i>Month/Year</i> 	<ul style="list-style-type: none"> • <i>Undergraduate Degree(s): name of degree/date of completion</i> • <i>Graduate Degree(s): name of degree/specialty/date of completion</i> • <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i> 	<ul style="list-style-type: none"> • <i>Current licensure: state/license number/expiration date</i> • <i>Current certifications: type/date acquired/expiration date</i> 	<ul style="list-style-type: none"> • <i>Course: Prefix, Number, Role/Responsibilities</i> • <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>
Bosworth, Callie	July 1, 2017	Undergraduate Degree(s): AAS in Nursing, May 2003 BSN, September 2016 Graduate Degree(s): MSN in Nursing Education, December 2016	Idaho, RN, #32368, exp. 8/31/2019 ACLS, BLS, NRP, TNCC, AWHONN	NURS 3025 Fundamentals of Nursing Lab NURS 3030 Nursing Management of Care I NURS 3035 Nursing Management of Care I Practicum (lead & simulation) NFO Curriculum Committee NFO Student Success Committee NFO Testing Committee Faculty Senate representative
Hunsaker, Adam	August 1, 2015	Undergraduate Degree(s): BSN, 2009 Graduate Degree(s): MSN, 2015	Utah, RN, #7334901-3102, exp. 1/31/2019 Certification: Utah, EMT, #2004092003, acquired 2016, exp. 2020	NURS 4020 Nursing Management of Care II NURS 4025 Nursing Management of Care II Practicum (lead and simulation) NFO Curriculum Committee

		Enrolled MSN-Family Nurse Practitioner, expected completion May 2020		NFO Faculty Success Committee, chair NFO Scholarship Committee
Johnson, Aubrey	October 1, 2017	Undergraduate Degree(s): BSN, 2014 Graduate Degree(s): MSN in Nursing Leadership & Management, 2015	Utah, RN, #5363975-3102, exp. 1/31/2019	NURS 3020 Fundamentals of Nursing NURS 3025 Fundamentals of Nursing Lab NURS 3035 Nursing Management of Care 1 (simulation) NFO Curriculum Committee NFO Admissions Committee

Qualifications of Part-Time Faculty Exclusive to Baccalaureate Nursing Program

*Directions: Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.*

1	2	3	4	5
LAST NAME, FIRST NAME • <i>Alphabetical Order by Last Name</i>	DATE OF INITIAL APPOINTMENT • <i>Month/Year</i>	ACADEMIC DEGREES • <i>Undergraduate Degree(s): name of degree/date of completion</i> • <i>Graduate Degree(s): name of degree/specialty/date of completion</i> • <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i>	LICENSURE/ CERTIFICATION • <i>Current licensure: state/license number/ expiration date</i> • <i>Current certifications: type/date acquired/ expiration date</i>	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY • <i>Course: Prefix, Number, Role/Responsibilities</i> • <i>Committees: Course, Clinical, Laboratory Coordination, etc.</i>
Allen, LoraLynn	August 17, 2018	Undergraduate Degree(s): ASN, 2013 BSN, 2015 Graduate Degree(s): Currently enrolled MSN in Nursing Education, expected completion February 2019	Utah, RN, #9416879-3102, exp. 1/31/2019 BLS: Received 7/6/2018, Expires 6/1/2020 ACLS: Received 7/6/2018, Expires 6/1/2020 PALS: Received 1/2017, Expires 12/1/2019 TNCC: Received 5/27/2015, Expires 5/31/2019 ENPC: Received 6/18/2015, Expires 6/30/2019 BLS, ACLS, PALS Instructor Certification: Received 6/2017, Expires 6/2019 TNCC & ENPC Instructor Certification: Received 5/2017, Expires 5/2019	NURS 3035 Nursing Management of Care I Practicum (clinical) NURS 4025 Nursing Management of Care II Practicum (clinical & simulation)

Christensen, Lindsay	August 17, 2018	Undergraduate Degree(s): ADN, 2009 BSN, 2010 Graduate Degree(s): MS in Nursing Administration, 2013	Idaho, RN, #45310, exp. 8/31/2019	NURS 3035 Nursing Management of Care I Practicum (clinical)
Gunn, Toby	October 1, 2017	Undergraduate Degree(s): BSN, 2008 Graduate Degree(s): MSN in Nursing Education, 2013	Utah, RN, #4742003-3102, exp. 1/31/2019 ACLS, PALS, NRP, TNCC, ENPC	NURS 3035 Nursing Management of Care I Practicum (clinical)
Johnson, Stanford	January 1, 2018	Undergraduate Degree(s): BS Liberal Arts & Sciences, 2001 ASN, 2009 BSN, 2016 Graduate Degree(s): MSN, 2018	Utah, RN, #6463045-3102, exp. 1/31/2019	NURS 4025 Nursing Management of Care II Practicum (clinical)
MacElwee, Ashley	August 17, 2017	Undergraduate Degree(s): ADN, 2012 BSN, 2013 Graduate Degree(s): MSN in Nursing Education, 2017	Utah, RN, #7847200-3102, exp. 1/31/2019	NURS 3035 Nursing Management of Care I Practicum (clinical) NURS 4025 Nursing Management of Care II Practicum (clinical)

Faculty Development and Qualifications Addendum

Faculty Name: Callie Bosworth

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Has been a nurse for 15 years and am currently still practicing
 - Work at a critical access hospital as a charge nurse
 - ER, OB, newborn, pediatrics, geriatrics and medical-surgical experience
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional Practice Assistant Professor, 2017-Present, Utah State University, Courses taught: Management of Care I, Family Nursing through the Lifespan, and skills lab for Fundamentals in Nursing. Conduct simulations.
 - Maple Springs Living, 2018-Present, Logan, Utah
 - Charge RN, 2003-2008, 2013-Present, Franklin County Medical Center, Preston, Idaho, Make shift assignments; assigning the floor charge nurse for each shift; manage ER department and OB unit.
 - Instructor, CNA course, 09/2015-06/2017, Bridgerland Applied Technology Center/Bridgerland Technical College

Current certifications:

ACLS, BLS, NRP, TNCC, AWHONN

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Recently completed Master's Degree in Nursing Education capstone: "*Improving Communication during Bedside Report*" in which an education module was presented to nurses at FCMC aimed at involving patients during bedside report and improving communication between the nurse and patient. Involved working with the Director of Nursing to improve the way bedside report was conducted at the hospital.
 - National League for Nursing (NLN) simulation conference, Boise, Idaho, May 2017
 - Flipping the Classroom, CIDI presentation, Utah State University, August 2017
 - ATI Nurse Educator Webinar, August 2017

Faculty Name: Adam Hunsaker

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Neurological acute care
 - Cardiac telemetry
 - Level 1 trauma center
 - Medical-surgical
 - Skilled nursing facility leadership
 - BLS instructor, AHA
 - Provider, Trauma Nurse Core Course (TNCC)

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Nursing Program Coordinator 2016-2018, Blanding campus, Utah State University
 - Professional Practice Assistant Professor, 2015-Present, Utah State University
 - Registered nurse, 2016-2017, San Juan Health Service District Hospital
 - Registered nurse, 2015, Medical Staffing
 - Health and Wellness director, 2014-2015, Ridge Wind Assisted Living Facility
 - Director of Nursing, 2014, Monte Vista Hills Skilled Nursing
 - Nurse care manager, 2012-2014, Valeo Home Health
 - Nurse liaison, Rehabilitation Department, 2011-2012, University of Utah Medical Center
 - Associate instructor, Emergency Medical Responder, 2010-2016, University of Utah College of Health Promotion and Education
 - Inpatient stroke nurse coordinator, 2010-2011, University of Utah Medical Center
 - Registered nurse, Neurological Acute Care, 2009-2010, University of Utah Medical Center

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - *When Students Write Case Studies*, presented in Logan, Utah at the Empowering Teacher Excellence Conference on August 17, 2016. Peer reviewed podium presentation on how to guide students and the benefits of students writing case studies.
 - Conferences attended:
 - Empowering Teaching Excellence Conference by Center for Innovative Design and Instruction, Utah State University in Logan Utah, August 2015
 - Southeastern Utah Burn Care and Mass Casualty Course, presented by University of Utah in Green River UT, March 2016
 - Empowering Teaching Excellence E-Learning Workshop by Center for Innovative Design and Instruction, Utah State University in Logan Utah, May 2016
 - Annual conference for the International Nursing Association for Clinical Simulation & Learning (INACSL) in Dallas Texas, June 2016
 - Empowering Teaching Excellence Conference by Center for Innovative Design and Instruction, Utah State University in Logan Utah, August 2016
 - NCLEX Camp for Nurse Educators, in Brisbane California, April 2017
 - Nurse Tim Conceptual Teaching Workshop, in Price, Utah hosted by Utah State University Nursing, May 2017

Faculty Name: Aubrey Johnson

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Labor and Delivery
 - Maternal and Newborn Health
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional Practice Assistant Professor, 08/2018-Present, Utah State University
 - Clinical & Simulation Nursing Instructor, 10/2017-Present, Utah State University
 - Nursing Program Mentor; Faculty, 06/2015-Present, Western Governor's University
 - Labor and Delivery Charge Nurse, 03/2005-06/2015, Logan Regional Hospital
 - Women and Newborn; floor nurse, 07/2004-03/2005, Logan Regional Hospital

Nursing Instruction Experience:

- Bachelor's of Science in Nursing:
 - Simulation Instructor; NURS 3035
 - Simulation Instructor; NURS 3225
 - Simulation Instructor; NURS 3210
 - Clinical nursing care instruction; NURS 3225
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - National League for Nursing (NLN) simulation conference, May 2017, Boise, Idaho

Name: LoraLynn Allen

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Emergency/Trauma
 - Education and Leadership
 - Medical-Surgical
 - Specialty Post-Operative Care
 - Clinical Simulation Development and Facilitation
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Emergency Department RN/Logan Regional Hospital- May 2015-current: front-line patient care for patients of varying acuities at a Stroke and Level 3 Trauma Center; regular charge nurse and triage nurse duties, trainer for new employees, and preceptor for fourth semester nursing students. Also teaches Workplace Violence Prevention courses, TNCC, and ENPC through the ED, as well as facilitates and debriefs clinical simulations for the ED.

- Clinical Education Program Coordinator/Logan Regional Hospital- June 2017-July 2018: coordinated clinical programs for nursing staff (Nurse Residency, Clinical Coaches, New Hire Skills and Annual Skills Updates); taught clinical skills updates, clinical coach courses, EHR training, and new product trainings; managed and facilitated clinical simulations and debriefings.
- Medical/Surgical RN/Mount Graham Regional Medical Center- July 2013-May 2015: front-line patient care on 32 bed Med/Surg unit with floating responsibilities to ICU, OB, and ED.
- Adjunct Skills Lab Instructor/Nursing Tutor/Eastern Arizona College- August 2012-May 2015: responsible for recitation-style classes for ADN students, one-on-one tutoring and remediation, facilitating simulations and skills lab instruction.
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Currently enrolled in MSN-Ed through Western Governor's University, with projected graduation date of September 2018.
 - Current in BLS, ACLS, PALS, TNCC, and ENPC certifications
 - Certified through Intermountain Healthcare as a Simulation Facilitator, AHA instructor for BLS/ACLS/PALS, certified as a TNCC and ENPC instructor through the Emergency N

Faculty Name: Lyndsay Christensen

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Director of Nursing
 - Neonatal, pediatric, maternal, geriatric, post-operative, medical-surgical, emergency

Lindsay is currently serving as the director of nursing at a 52-bed skilled nursing facility. She was also a director of nursing at a facility prior to teaching at Bridgerland Technical College. Her director of nursing experience totals nearly three years.

Lindsay has taught full-time at Bridgerland Technical College for three years, as well as assisted with PRN duties for two more. She taught Human Relations, which is a psychology course, first semester skills, and also served as the mother/baby clinical instructor for second semester students.

Lindsay worked in a rural hospital in southeast Idaho for 11 years, progressing from CNA to LPN to RN to charge nurse to nurse educator. She cared for patients of all types: neonatal, pediatric, maternal, geriatric, post-operative, medical, surgical, emergent, etc. She was also responsible for conducting quarterly staff education sessions.

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Maple Springs Senior Living, July 2017-Present, North Logan, UT, as Director of Nursing I direct daily clinical operations of resident care services; advocate for preservation of resident rights; act as a liaison between residents, their families, and physicians; develop and maintain policies and procedures; maintain community compliance with standards of professional practice; assist in recruiting, interviewing, and hiring processes; create modules for facility-wide staff education; construct the schedule for direct care staff
 - Bridgerland Technical College, July 2013-Present, Logan, UT, Nursing Instructor, Direct daily clinical operations of resident care services, advocate for the preservation of resident rights, act as a liaison

- between residents, their families, and physicians, develop and maintain policies and procedures, maintain community compliance with standards of professional practice, assist in recruiting, interviewing, and hiring processes, create modules for facility-wide staff education, construct the schedule for direct care staff
- Logan Nursing and Rehab, November 2012-May 2014, Logan UT, Director of Nursing, Head of the wound care team, member of the safety, psychotropic reduction, and quality assurance committees, responsible for nurse and CNA staffing, conducted monthly staff in-services, adhered to an established department budget, prepared routine reports for the nursing home administrator, worked closely with the medical director to ensure the delivery of safe, quality care
 - Franklin County Medical Center, January 2010-May 2018, Preston, ID, Registered Nurse, Admitted, assessed, and triaged patients in the emergency room, provided direct patient care and nursing interventions to patients with a wide variety of diagnoses, made staff shift assignments, created, reviewed, and updated patient care plans, obtained physician orders and performed chart checks, super user for the CPSI charting system
 - Franklin County Transitional Care, May 2007-January 2010, Preston, ID, CNA/LPN, Assisted residents with activities of daily living, administered medications and treatments as scheduled, participated on the patient care team, communicated with residents and their families to ensure that needs were met and preferences were honored
 - **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Graduate Certificate, Nursing Education, May 2016, Weber State University, Ogden, UT. Completed required courses and projects with a level of excellence. Constructed curriculum for a four-week course on maternal/newborn care. Fulfilled capstone project expectations by designing an education module for nurses in rural communities.

Faculty Name: Toby Gunn

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

Emergency/ Trauma Nursing, Neonatal, and Pediatrics

ACLS- Advanced Care Life Support

PALS- Pediatric Advanced Life Support

NRP- Neonatal Resuscitation Program

TNCC- Trauma Nurse Core Course

ENPC- Emergency Nurse Pediatric Course

Clinical practice and/or teaching experience: (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Eagle Gate College Group, Layton, Utah, BSN Program

- April 2018- Present
- Full time didactic, lab, and clinical faculty member
- Clinical Instructor, Utah State University BSN Program
 - October 2017- Present
 - Part time clinical instructor for BSN students
- Registered Nurse, Intermountain Healthcare
 - December 2000 - Present (18 Years)
 - Critical Care Registered Nurse in the field of Emergency Medicine McKay-Dee Hospital (Emergency Department)
- Assistant Professor, Weber State University
 - July 2013 - June 2016 (3 years) PN-ADN-MSN Professor
 - Face-to-face and online faculty teaching position for ADN/BSN/MSN programs. Tenure Track position
 - Course Assignments:
 - ADN: Pharmacology, Fundamentals of Nursing, Med/ Surg Nursing, Clinical Instruction, Lab Instruction, Complex Patient Care, Preceptorship, Mental Health
 - BSN: Management and Leadership, Communication and Information Management
 - MSN: Project Advisor
- Adjunct Professor, Weber State University
 - August 2011 - May 2013 (2 years)
 - Clinical Instructor and Simulation Lab Instructor

Professional development and/or Scholarly work: (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)

Pharmacology Accuracy Review Contributing Editor

Adams, M., & Urban, C. (2015) *Pharmacology: Connections to Nursing Practice, 3rd Edition*

Chapters 7, 8, 34

Adams, M., Holland, N., Urban, C. (2017) *Pharmacology for Nurses: A Pathophysiologic Approach, 5th Edition*

"Our heartfelt thanks go out to our colleagues from school of nursing across the country who have given their time generously to help create this exciting new edition. These individuals helped us plan and shape our book and resources by reviewing chapters, art, design, and more."

Chapters 30, 31, 32, 44

ERGO- Undergraduate Research Journal- Reviewer

Volume 8, 2014. Volume 9. 2015

I served as a faculty reviewer for a nursing student's honors course research titled, "An evaluation of motivators for colonoscopy screening compliance" 2015

INACSL Podium Presenter, Atlanta, GA June 2014 Abstract and IRB submission

Medical Director for Vacation Races/Ultra Adventures

February 2016 - Present (2 year 6 months)

Coordinate medical team support for backcountry ultramarathon trail running events with up to 1,200 participants.

SPEAKING ENGAGEMENTS

Speaker at Career Day, Orion Junior High, 2013

What Shapes Your Life (speech) for 1500 students, Keynote Presenter

Speaker at Career Day, TH Bell Junior High 2015

Speaker for 8th grade students about careers in the field of nursing and other allied health care careers.

Speaker at USRC (Utah Society for Respiratory Care) Annual Conference, General Session Speaker, April 2015

Speaker at Groundbreaking for McKay-Dee Orthopedics/ Surgery Center, April 2013

Faculty Name: Stan Johnson

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Same Day Surgery
 - Surgical
 - Pediatrics
 - Home Health

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Access Home Health & Hospice, Home Health; staff nurse, 2006 – 2010
 - Logan Regional Hospital, Surgical Unit; floor nurse, 2010 - 2013
 - Logan Regional Hospital, Pediatric Unit; floor nurse, 2010 – 2013
 - Logan Regional Hospital, Same Day Surgery; floor nurse, 2013 - Present
 - Utah State University, Clinical & Simulation Nursing Instructor, 2018 - Present

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Nursing Instruction Experience: Bachelors of Science, Clinical nursing care instruction, NURS 3225

Faculty Name: Ashley MacElwee

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)

- Pediatrics
 - Cancer
 - Wound clinic
 - Geriatric
 - Hospice
 - Medical-surgical
 - Preceptor
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Utah State University, Clinical Instructor/Lab-Simulation Instructor, BSN, Logan, Utah, August 2018-Present,
 - Weber State University, Clinical Instructor, August 2015-April 2016, Ogden, Utah, NRSG 2350 Patient Centered Nursing Clinical 1 course.
 - Weber State University, Preceptor Instructor, August 2016-April 2017, Ogden, Utah, NRSG 3350 Patient Care Management Preceptorship course.
 - Intermountain Healthcare, Homecare and Hospice, Registered Nurse/LPN, March 2013-Present, Logan, Utah,
 - **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - In April 2017, I completed a 48-page theses/project that took two-years to complete for my Master's degree with Weber State University, that focused on using conceptual mapping in the didactic setting. The project found that using conceptual mapping and understanding how it works helps develop the highly important process of critically thinking, which is imperative as a nurse working with patients.

Appendix E: Laboratory Personnel Profile Table

Laboratory Personnel Profile Table
Agency Information

Name of Institution: Utah State University

Date Form Completed: July 25, 2018

Name of Nursing Education Unit: BSN Program

Agency	Name of Agency	Requirement
		<i>Directions: If requirements are not applicable for an agency, indicate N/A. Include requirements for Full-time and Part-time personnel (if applicable)</i>
The program's state regulatory agency for nursing	Utah Board of Nursing	Reference: N/A Requirements:
Other state agency (e.g., state department of education, state system, etc.)	Utah System of Higher Education	Reference: N/A Requirements:
The program's governing organization	Utah State University	Reference: N/A Requirements:
The governing organization's accrediting agency	Northwest Commission on Colleges and Universities	Reference: N/A Requirements:

Laboratory Personnel Profile Table

Directions: Complete requested information below for each laboratory personnel member at the time of the visit. Insert additional rows as needed.

1	2	3	4	5	6
LAST NAME, FIRST NAME	STATUS	RESPONSIBILITY IN LABORATORY	NON- LABORATORY RESPONSIBILIT Y	ACADEMIC DEGREES	AREA OF EXPERTISE/ EXPERIENCE
<ul style="list-style-type: none"> • <i>(Alphabetical Order by Last Name)</i> 	<ul style="list-style-type: none"> • <i>Title</i> • <i>Month/Year of initial appointment</i> • <i>Full-time or Part-time</i> 			<ul style="list-style-type: none"> • <i>Undergraduate Degree(s): name of degree/ date of completion</i> • <i>Graduate Degree(s): name of degree/ date of completion</i> • <i>Waiver/exception (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i> 	<ul style="list-style-type: none"> • <i>Area of expertise/ experience</i> • <i>Licensure/Certification (if applicable): type/number/date acquired/expiration date</i>
Burns, Carmell	Coordinator of Programs III April 1, 2017 Full-time	Maintenance of equipment and inventory Lab setup and takedown Run simulators during simulation Maintenance of simulators	Secretarial and clerical support for Dept. of Nursing and Health Professions	N/A	Phlebotomist certification, 2001 Phlebotomy coordinator and specimen processor, Logan Regional Hospital Staff assistant, USU Water Research Laboratory

Appendix F: Coordinator of Programs III Position Description

Position Description
Coordinator of Programs III
Department of Nursing and Health Professions

Position Summary:

The Coordinator of Programs III (staff assistant/BSN skills laboratory manager) for the Department of Nursing and Health Professions helps administration, faculty and staff with the coordination of USU Nursing Programs. The Coordinator of Programs III needs to be able to exercise judgment in selecting and applying established procedures correctly, and determines when to refer items to others in the department. The Coordinator of Programs III also provides accurate information to students, staff, faculty, and the general public. This position will report to the Department Head, Department of Nursing and Health Professions.

Responsibilities:

1. Assist with various office management tasks including answering phones, directing students and other various tasks associated with running the department.
2. Maintain a strong working knowledge of USU processes in order to answer or route questions effectively.
3. Initiate correspondence with many individuals to facilitate accreditation based information, collect data, and assist with report writing.
4. Create and maintain files and databases of applicants, current and past students enrolled in the Nursing programs.
5. Take minutes in meetings, transcribe to standard template, distribute, and store the documents in an organized manner.
6. Gain working knowledge of the nursing accreditation process.
7. Assist academic advisor with change of major forms, student files and other responsibilities related to advising.
8. Assist Department Head and Director of Nursing Programs with all aspects of program administrative and accreditation needs.
9. Make appointments and maintain calendar based on specific instructions; organize, coordinate, and facilitate meetings, events, and other activities; schedule rooms and equipment.
10. Develop and maintain procedures for cleaning, storing, and maintaining all BSN program skills lab equipment; updating inventory of all skills lab equipment and supplies; borrowing and returning of lab equipment; and ordering of lab equipment and supplies.
11. Assist BSN skills lab and simulation faculty with equipment preparation, maintenance, disinfection and cleaning, retrieval, and storage.
12. Set up of pre-lab and pre-simulation equipment and supplies.
13. Run simulators during simulation learning experiences; provide care of simulators; and reinforce safe use of simulation equipment by faculty and students.
14. Assist BSN faculty to develop and enhance skills laboratory and simulation experiences (e.g. simulation program development).

Minimum/Preferred Qualifications:

Minimum Qualifications:

1. Strong organizational skills and ability to work with minimal supervision.
2. Ability to maintain a high degree of confidentiality, sensitivity, and discretion.
3. Reliable and professional with effective oral and written communication skills, excellent interpersonal skills, and ability to work with the public.
4. Proficient computer skills using programs such as Microsoft Word, Excel, WordPerfect, PowerPoint and various internet site maintenance software.

Preferred Qualifications:

1. Experience working in higher education.
2. Familiarity with university policies and procedures.
3. Experience working with Banner INB and SSB programs, or Millennium alumni system.
4. Experience working in a healthcare facility.
5. Understanding of instructional technologies and their use in higher education.

Appendix G: Abbreviated Course Syllabi

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3010 Nursing Health Assessment

Credits/Contact Hours: 1 credit/1 contact hour

Course Description: Assessment and interconnectedness of cultural, emotional, environmental, physiologic, psychological, spiritual health throughout the lifespan. Using evidence-based methods for collecting and interpreting data to foster person-centered and culturally appropriate care.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Use critical thinking in planning basic nursing assessments.	Quizzes EBP paper Exams
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Incorporate holistic principles across the lifespan when performing a health assessment.	Quizzes EBP paper Exams
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Formulate a plan to provide a safe environment when performing a health assessment.	Quizzes EBP paper Exams
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Communicate with others at all levels in a respectful manner.	Quizzes EBP paper Exams
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when performing a health assessment.	Quizzes EBP paper Examinations
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Demonstrate professionalism when performing a health assessment.	Quizzes EBP paper Examinations
Education & Health Promotion	Implement teaching plans and health promotion for individuals	Provide teaching and facilitate health promotion while	Quizzes EBP paper Examinations

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	in a variety of settings across the lifespan.	performing a health assessment.	
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing while preserving human dignity.	Advocate for patients when performing a health assessment.	Quizzes EBP paper Examinations

Evaluation Structure:

Quizzes	20%
Evidence-based practice paper	20%
Interval written examinations	35%
Final written examination	25%

Content Outline:

- Foundations of nursing health assessment: history and physical examination
- General physical examinations: vital signs, general survey, pain, nutrition, developmental level, mental health, violence, social/cultural/spiritual
- Systems examinations: HEENT, neurological, skin, thoracic region, abdomen, extremities
- Special populations: older adult
- Putting it all together: head-to-toe history and physical examination

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3015 Nursing Health Assessment Lab

Credits/Contact Hours: 1 credit/2 contact hours

Course Description: Application and practice of comprehensive and focused assessment of individuals throughout the lifespan.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence based practice.	Use critical thinking in planning basic nursing assessments.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Incorporate holistic principles across the lifespan when performing a health assessment.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Formulate a plan to provide a safe environment when performing a health assessment.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Be able to communicate with others at all levels in a respectful manner.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when performing a health assessment.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Advocacy & Leadership	Advocate for professional and leadership role	Demonstrate professionalism when performing a health assessment.	Assessment skills checklists Focused histories & physical exams

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	development in self and others.		Comprehensive health history & physical exam
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Provide teaching and facilitate health promotion while performing a health assessment.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Advocate for patients when performing a health assessment.	Assessment skills checklists Focused histories & physical exams Comprehensive health history & physical exam

Evaluation Structure:

Assessment skills checklists	25%
Focused histories & physical exams	25%
<ul style="list-style-type: none"> • Performance 15% • Documentation 10% 	
Comprehensive health history & physical exam	50%
<ul style="list-style-type: none"> • Performance 25% • Documentation 25% 	

Content Outline:

Practical application:

Foundations of nursing health assessment: history and physical examination

General physical examinations: vital signs, general survey, pain, nutrition, developmental level, mental health, violence, social/cultural/spiritual

Systems examinations: HEENT, neurological, skin, thoracic region, abdomen, extremities

Special populations: older adult

Putting it all together: head-to-toe history and physical examination

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3020 Fundamentals of Nursing

Credits/Contact Hours: 2 credits/2 contact hours

Course Description: Builds a theoretical basis for nursing skills, medical terminology, medication calculation, nursing process, health promotion, and interprofessional communication related to holistic care of diverse people.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence based practice.	Begin to use critical thinking in the provision of nursing care and skills.	Medication calculation exam Medical terminology quizzes Midterm written examination Final written examination
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Determine physical, emotional, intellectual, social, and spiritual needs across the lifespan.	Midterm written examination Final written examination
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Explain the nursing process.	Midterm written examination Final written examination
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Recognize effective verbal and nonverbal communication techniques in relating to the healthcare team.	Health promotion presentation Midterm written examination Final written examination
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Recognize the legal and ethical responsibilities of the nurse.	Midterm written examination Final written examination
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Describe professional nursing behaviors, attitudes, and values.	Professionalism paper
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Describe best practices in patient education and health promotion.	Health promotion presentation

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Recognize the need for respect and caring to promote hope, health, and healing while preserving dignity.	Midterm written examination Final written examination

Evaluation Structure:

Medication calculation exam	10%
Medical terminology quizzes	10%
Professionalism paper	15%
Health promotion presentation	10%
Midterm written examination	25%
Final written examination	30%

Content Outline by Concepts and Exemplars:

Caring, Safe, Holistic Care Across the Lifespan: *USU Curriculum Framework, Overarching concepts*

Safety: *Fall prevention*

Health Care Quality: *Culture of safety*

Clinical Judgment: *Nursing process*

Development: *Lifespan*

Functional Ability: *Aging*

Culture: *Health care practices, beliefs; Family roles (decision-making)*

Social Support: *Family resources*

Comfort: *Pain (acute and chronic)*

Stress & Coping: *Grief & loss*

Communication: *Therapeutic communication*

Professionalism: *Advocacy; RN scope of practice*

Ethics: *Confidentiality, Informed consent, Disclosure of medical errors, ANA Code of Ethics*

Evidence-based Practice: *Introduction*

Health Promotion: *Primary prevention (injury prevention, immunizations), Secondary prevention (cancer screening), Tertiary prevention (nutrition counseling)*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3025 Fundamentals of Nursing Lab

Credits/Contact Hours: 2 credits/4 contact hours

Course Description: Application and practice of nursing skills, medical terminology, medication calculation, nursing process, health promotion, and interprofessional communication related to holistic care of diverse people. Interprofessional communication will focus on person-centered care planning and documentation using electronic medical records.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence based practice.	Begin to use critical thinking in the provision of nursing care and skills.	Skills checklists Simulation scenarios Final skills pass-off
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Determine physical, emotional, intellectual, social, and spiritual needs across the lifespan.	Skills checklists Simulation scenarios Final skills pass-off
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Begin to use the nursing process.	Skills checklists Simulation scenarios Final skills pass-off
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Use effective basic verbal and nonverbal communication techniques in relating to the healthcare team.	Skills checklists Simulation scenarios Final skills pass-off
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Recognize the legal and ethical responsibilities of the nurse.	Skills checklists Simulation scenarios Final skills pass-off
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Begin to demonstrate professional nursing behaviors, attitudes, and values.	Skills checklists Simulation scenarios Final skills pass-off
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Begin to use best practices in patient education and health promotion.	Skills checklists Simulation scenarios Final skills pass-off

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Recognize the need for respect and caring to promote hope, health, and healing while preserving dignity.	Skills checklists Simulation scenarios Final skills pass-off

Evaluation Structure:

Skills checklists	30%
Simulation scenario evaluation tools	30%
Final skills pass-off	40%

Content Outline:

Application of NURS 3020 concepts and exemplars.

RN Skills:

Hand hygiene, using PPE, preparing sterile field and sterile gloving, transfers, moving patients in bed, patient comfort, bed baths, making occupied bed, oral hygiene, perineal care, medication administration (oral, feeding tube, eye, ear, metered dose inhaler, nebulizer, intravenous, intradermal, intramuscular, subcutaneous, transdermal, intravaginal, rectal), oxygen delivery, incentive spirometer, suctioning, tracheotomy care, blood administration, intravenous therapy (peripheral IV insertion, insertion pumps, care of IV line and dressing), pouching colostomy and ileostomy, removal sutures and staples, wound care, nasogastric tube (insertion, removal, feeding), urine specimen collection, indwelling urinary catheter (insertion, care, removal), enema administration, blood glucose monitoring.

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3030 Nursing Management of Care 1

Credits/Contact Hours: 4 credits/4 contact hours

Course Description: Nursing care of adult clients with a focus on wellness, restoring of health, and end of life care. Enhancing critical thinking and communication knowledge and skills necessary to provide holistic, person-centered care for diverse clients in various settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into the care of adult patients.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to incorporate holistic principles while caring for adult patients across the lifespan.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication and leadership when collaborating within interdisciplinary teams.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when working with adult patients.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in the care of the adult patient.	Examinations ATI Teaching guide Presentation and paper In-class assignments
Education & Health Promotion	Implement teaching plans and health promotion in a variety of	Implement teaching plans and health	Examinations ATI Teaching guide

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	settings across the lifespan.	promotion in the care of adult patients.	Presentation and paper In-class assignments
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for the adult patient in promoting hope, health, and healing.	Examinations ATI Teaching guide Presentation and paper In-class assignments

Evaluation Structure:

Interval written examinations	25%	
Final written examination	30%	
ATI (NCLEX prep)		10%
Patient teaching guide/evidence-based fact sheet	10%	
Cultural healthcare practices presentation and analysis paper	10%	
In-class assignments	15%	

Content Outline by Concepts and Exemplars:

Fluid & Electrolytes: *Fluid imbalances, Electrolyte imbalances (sodium, potassium, calcium, magnesium)*
Acid-Base Balance: *Respiratory acidosis, alkalosis; Metabolic acidosis, alkalosis*
Thermoregulation: *Hyperthermia (fever), Environmental (heatstroke)*
Cellular Regulation: *Anemia, Benign prostate hypertrophy, Breast cancer, Colon cancer*
Intracranial Regulation: *Meningitis (viral and bacterial)*
Glucose Regulation: *Diabetes mellitus*
Nutrition & Metabolism: *Obesity, Osteoporosis, Malabsorption syndrome*
Elimination: *Diarrhea/constipation, Incontinence (urinary, fecal), Retention (stool)*
Perfusion: *Hypertension, Coronary artery disease, Peripheral artery disease, Cardiac dysrhythmias (basic), Angina*
Gas Exchange: *Asthma, Pneumonia*
Clotting: *Deep vein thrombosis*
Immunity: *Rheumatoid arthritis, Anaphylaxis*
Inflammation: *Osteoarthritis, Peptic ulcer disease, Cholecystitis*
Infection: *Urinary tract infection, Antibiotic resistant organisms, Influenza*
Mobility: *Bone fracture (hip)*
Tissue Integrity: *Dermatitis, Skin cancer (melanoma)*
Sensory Perception: *Hearing impairment, Cataracts, Glaucoma, Macular degeneration*
Comfort: *Rest & sleep disorders, Fibromyalgia, Palliative care, End-of-life care*
Cognition: *Dementia, Alzheimer's disease, Delirium*
Maladaptive Behaviors: *Addiction*
Collaboration & Care Coordination: *Discharge planning*
Patient Education: *Preoperative teaching, Discharge teaching*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3035 Nursing Management of Care 1 Practicum

Credits/Contact Hours: 3 credits/9 contact hours

Course Description: Application within a variety of settings of nursing care of adult clients with a focus on wellness, restoring health, and end of life care. Enhancing critical thinking and communication knowledge and skills necessary to provide holistic, person-centered care for diverse clients in various settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to incorporate holistic principles while caring for adult patients across the lifespan.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication and leadership when collaborating within interdisciplinary teams.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Ethics	Model accountability in nursing practice while	Model accountability in nursing practice while adhering to legal and	Concept maps Journal

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	adhering to legal and ethical principles.	ethical principles when working with adult patients.	Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in the care of the adult patient.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Implement teaching plans and health promotion in the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for the adult patient in promoting hope, health, and healing.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool

Evaluation Structure:

Concept map care plans	40%
Post-conference presentation	5%
Reflective weekly journal	15%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concepts and exemplars in NURS 3030 in long term and acute care settings.

Additional Concepts and *Exemplars*:

Clinical Judgment: *Conceptual care map*

Communication: *Hand off/reporting*

Leadership: *Delegation*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3040 Pharmacology in Health Care

Credits/Contact Hours: 3 credits/3 contact hours

Course Description: Pharmacologic principles and concepts related to nursing care of adult clients with a focus on wellness, restoration of health, and end-of-life care. Enhancing critical thinking and communication knowledge and skills to provide holistic, person-centered pharmacological therapies for diverse clients in various settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Apply evidence, critical thinking, and sound judgment in determining the effective use of common medications and integrative therapies.	ATI Quizzes Case studies Exams
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Incorporate holistic principles in providing pharmacological therapies.	ATI Quizzes Case studies Exams Patient education project
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Identify safety issues in administering commonly used medications.	ATI Quizzes Case studies Exams Patient education project
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Use communication effectively in reporting medication risks.	ATI Quizzes Case studies Exams
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Describe the legal and ethical principles related to medication administration.	ATI Quizzes Case studies Exams
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Be an advocate for the promotion of patient values and preferences in the provision of pharmacological therapies.	ATI Quizzes Case studies Exams Patient education project
Education & Health Promotion	Implement teaching plans and health promotion in a variety of	Identify a need for health risk education related to medication and form a	ATI Quizzes Case studies

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	settings across the lifespan.	teaching plan to reduce risk.	Exams Patient education project
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for patients in the provision of pharmacological therapies.	ATI Quizzes Case studies Exams

Evaluation Structure:

ATI (NCLEX prep)	5%
Quizzes	15%
Patient medication education project	10%
Class activity case studies	15%
Interval written examinations	30%
Final written examinations	25%

Content Outline:

Pharmacology basics: nursing process and drug therapy; pharmacodynamics and pharmacokinetics; safety; patient education; lifespan considerations; cultural, ethical, and legal implications; medication calculations

Drugs affecting the following systems:

- Central nervous
- Autonomic nervous
- Cardiovascular
- Renal
- Endocrine
- Reproductive
- Respiratory
- Gastrointestinal and nutrition
- Integumentary
- Eye and ear

Antiinfective and anti-inflammatory drugs

Chemotherapeutic drugs and biologic/immune modifiers

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3210 Population Health and Prevention

Credits/Contact Hours: 3 credits/3 contact hours

Course Description: Provides theoretical and evidence-based strategies to improve the health and quality of life for populations within communities. Focuses on information pertaining to community assessment, epidemiology, finance, health education, environmental health, health policy, and legislation as it relates to the role of the health care leader.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Demonstrate the ability to incorporate EBP and nursing judgment into population health.	ATI Community project Presentation Exams
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Evaluate and incorporate holistic principles while caring for populations across the lifespan.	ATI Community project Presentation Exams
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process in population health.	ATI Community project Presentation Exams
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Model effective communication and leadership when collaborating within interdisciplinary teams.	ATI Community project Presentation Exams
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when working with populations.	ATI Community project Presentation Exams
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in providing nursing care to populations.	ATI Community project Presentation Exams
Education & Health Promotion	Implement teaching plans and health promotion in a variety of	Implement teaching plans and health promotion in the population	ATI Community project Presentation Exams

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	settings across the lifespan.	health/community setting.	
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	ATI Community project Presentation Exams

Evaluation Structure:

ATI (NCLEX prep)	10%
Community assessment and analysis project	25%
Group presentation community project	10%
Interval written examinations	25%
Final written examinations	30%

Content Outline by Concepts and Exemplars:

Social Support: Community resources, Illness support groups

Collaboration and Care Coordination: Case management

Technology and Informatics: Bio-surveillance (tracking of public health threats)

Health Care Delivery: Organizations (care settings), Health care disparities, Health care economics

Other Content:

Population health assessment; epidemiology; health determinants; clinical prevention and population health interventions; acute and chronic care models; emergency preparedness and disaster response; environmental health; vulnerable communities; ethical perspectives of social justice, advocacy, and integrity in population health; health care policy as it relates to population health; legal considerations; global perspectives.

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3215 Population Health and Prevention Practicum

Credits/Contact Hours: 2 credits/6 contact hours

Course Description: Application of theory and evidence-based strategies to improve the health and quality of life for populations within communities. Focuses on information pertaining to community assessment, epidemiology, finance, health education, environmental health, health policy, and legislation as it relates to the role of the health care leader.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into population health.	Clinical evaluation tools Clinical journal SL paper Concept maps
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to evaluate and incorporate holistic principles while caring for populations across the lifespan.	Clinical evaluation tools Clinical journal SL paper Concept maps
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process in population health.	Clinical evaluation tools Clinical journal SL paper Concept maps
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication and leadership when collaborating within interdisciplinary teams.	Clinical evaluation tools Clinical journal SL paper Concept maps
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when working with populations.	Clinical evaluation tools Clinical journal SL paper Concept maps
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in providing nursing care to populations.	Clinical evaluation tools Clinical journal SL paper Concept maps
Education & Health Promotion	Implement teaching plans and health promotion in a variety of	Implement teaching plans and health promotion in the population	Clinical evaluation tools Clinical journal SL paper Concept maps

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	settings across the lifespan.	health/community setting.	
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for populations in promoting hope, health, and healing.	Clinical evaluation tools Clinical journal SL paper Concept maps

Evaluation Structure:

Concept maps	35%
Reflective weekly journal	15%
Service learning participation and reflective paper	10%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concepts and exemplars from NURS 3210 in clinical settings (public health department, home health, hospice, community health clinic, community nursing services, schools, women’s shelter, senior center, homeless shelter, hospice)

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3220 Family Nursing through the Lifespan

Credits/Contact Hours: 4 credits/4 contact hours

Course Description: Theoretical and evidence-based perspectives of care which promote the health of families, women in the reproductive years, newborns, and children in a variety of settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency while performing in skills while using nursing judgment and evidence based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into the care of families.	ATI Quizzes Examinations Presentation Case studies
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to incorporate holistic principles while caring for families.	ATI Quizzes Examinations Presentation Case studies
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies in the care of families.	ATI Quizzes Examinations Presentation Case studies
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication when collaborating within interdisciplinary teams in the nursing care of families.	ATI Quizzes Examinations Presentation Case studies
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when caring for families.	ATI Quizzes Examinations Presentation Case studies
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in the care of families.	ATI Quizzes Examinations Presentation Case studies
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Implement teaching plans and health promotion in the care of families.	ATI Quizzes Examinations Presentation Case studies

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for families in promoting hope, health, and healing.	ATI Quizzes Examinations Presentation Case studies

Evaluation Structure:

ATI (NCLEX prep)	10%
Quizzes	15%
Presentation	10%
Case studies	15%
Interval written examinations	25%
Final written examination	25%

Content Outline by Concepts and Exemplars:

Fluid and Electrolytes: *Fluid and electrolyte imbalances—child*

Thermoregulation: *Hypothermia (newborn)*

Cellular Regulation: *Leukemia (acute lymphocytic—child)*

Intracranial Regulation: *Seizures—child*

Glucose Regulation: *Gestational diabetes, diabetes—child*

Nutrition and Metabolism: *Failure to thrive*

Elimination: *Gastroenteritis—child*

Perfusion: *Hypertension in pregnancy*

Gas Exchange: *Cystic fibrosis, RDS (premature infant)*

Clotting: *Hemophilia*

Reproduction: *Contraception, Infertility, Prenatal care, Intrapartum care, Postpartum care, Postpartum hemorrhage, Newborn care, Placenta abruptio, Placenta previa, Dysfunctional labor, Shoulder dystocia, C-section care, Prematurity*

Sexuality: *Menstrual dysfunction, Menopause, Sexually transmitted infections, Sexual dysfunction, Erectile dysfunction*

Infection: *Otitis media—child, RSV-bronchiolitis*

Mobility: *Cerebral palsy, Myelomeningocele*

Comfort: *Pain in children*

Stress and Coping: *Perinatal loss*

Mood and Affect: *Postpartum depression*

Cognition: *Cognitive impairment (intellectual disability—child)*

Psychosis: *Postpartum psychosis*

Maladaptive Behaviors: *Neglect (child, elder), Violence, Abuse (child, partner, elder), Prenatal substance exposure*

Ethics: *Genetic testing*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3225 Family Nursing through the Lifespan Practicum

Credits/Contact Hours: 2 credits/6 contact hours

Course Description: Practical application of evidence-based, holistic nursing care of families, women in the reproductive years, newborns, and children in a variety of settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into the care of families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to incorporate holistic principles while caring for families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies in the care of families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication when collaborating within interdisciplinary teams in the nursing care of families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Model accountability in nursing practice while adhering to legal and ethical principles when caring for families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in the care of families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Implement teaching plans and health promotion in the care of families.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for families in promoting hope, health, and healing.	Concept maps Presentation Journal Midterm clinical evaluation Final clinical evaluation

Evaluation Structure:

Concept map care plans	40%
Post-conference presentation	5%
Reflective weekly journal	15%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concept and exemplars from NURS 3020 in clinical settings (labor and delivery, mom/baby unit, neonatal intensive care unit, pediatric inpatient, pediatrician offices, public health department immunization clinic, ambulatory clinics, and schools).

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3035 Nursing Management of Care 1 Practicum

Credits/Contact Hours: 3 credits/9 contact hours

Course Description: Application within a variety of settings of nursing care of adult clients with a focus on wellness, restoring health, and end of life care. Enhancing critical thinking and communication knowledge and skills necessary to provide holistic, person-centered care for diverse clients in various settings.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Begin to demonstrate the ability to incorporate EBP and nursing judgment into the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to incorporate holistic principles while caring for adult patients across the lifespan.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to model effective communication and leadership when collaborating within interdisciplinary teams.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Ethics	Model accountability in nursing practice while	Model accountability in nursing practice while adhering to legal and	Concept maps Journal

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	adhering to legal and ethical principles.	ethical principles when working with adult patients.	Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Incorporate advocacy skills in the care of the adult patient.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Implement teaching plans and health promotion in the care of adult patients.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for the adult patient in promoting hope, health, and healing.	Concept maps Journal Post-conference presentation Midterm clinical evaluation tool Final clinical evaluation tool

Evaluation Structure:

Concept map care plans	40%
Post-conference presentation	5%
Reflective weekly journal	15%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concepts and exemplars in NURS 3030 in long term and acute care settings.

Additional Concepts and *Exemplars*:

Clinical Judgment: *Conceptual care map*

Communication: *Hand off/reporting*

Leadership: *Delegation*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3230 Evidence Based Health Care

Credits/Contact Hours: 3 credits/3 contact hours

Course Description: Focuses on the use of research evidence in health care decision-making. Topics include analysis of health-related resources, biostatistics, and application of evidence-based practice to health care.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing nursing skills while using nursing judgment and evidence-based practice.	Critically appraise and evaluate the credibility of sources of information for best practice: primary research, systematic reviews, and clinical practice guidelines.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.	Begin to integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Apply strategies and resources to promote evidence-based practice, especially in areas of quality and safety.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Begin to participate in the process of gathering evidence in collaboration with other members of the healthcare team in order to improve patient outcomes.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Apply ethical guidelines to the conduct of research and evidence-based change projects.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Advocacy & Leadership	Advocate for professional and leadership role	Demonstrate an understanding of the basic elements of the research process and	"Ticket to class" Lit review Lit review matrix Lit review presentation

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	development in self and others.	models for applying evidence to clinical practice.	Examinations
Education & Health Promotion	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Apply evidence-based practice to the provision of education and health promotion for patients, families, groups, communities, and populations.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Participate as a caring and respectful advocate for the application of nursing research in clinical practice.	"Ticket to class" Lit review Lit review matrix Lit review presentation Examinations

Evaluation Structure:

Weekly "ticket to class" activities	20%
Literature review	20%
Literature review matrix	15%
Literature review presentation	10%
Midterm written examination	15%
Final written examination	20%

Content Outline:

Qualitative research processes and evidence; Quantitative research processes and evidence; Legal and ethical issues in research; Descriptive and inferential statistics review; Understanding and appraising research findings; Strategies and tools for evidence-based practice; Quality improvement; Developing an evidence-based practice

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 3240 Health Information Management and Technology

Credits/Contact Hours: 2 credits/2 contact hours

Course Description: Emphasis on the use of health informatics principles to transform data and information into knowledge to assure safe care. The course will include emerging informatics tools for practice, administration, research, education, quality improvement, and for population health.

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing skills while using nursing judgment and evidence-based practice.	Use effective data, information, and knowledge technologies to support clinical decision making.	Quizzes Project Paper Presentation Exams
Holism	Use holistic principles while caring for individuals, families, and communities across the lifespan.		
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and patient care technologies.	Evaluate the usefulness of health information technologies in promoting safe nursing practice and improving patient outcomes.	Quizzes Project Paper Presentation Exams
Communication	Model effective communication techniques when collaborating within interdisciplinary teams.	Use current information systems to ensure the quality of the health care record and the reporting of health information.	Quizzes Project Paper Presentation Exams
Ethics	Model accountability in nursing practice while adhering to legal and ethical principles.	Identify ethical and legal issues that arise in using, designing, and managing health care information systems.	Quizzes Project Paper Presentation Exams
Advocacy & Leadership	Advocate for professional and leadership role development in self and others.	Begin to apply leadership skills in advocating for the use of patient care technologies for safe, quality care.	Quizzes Project Paper Presentation Exams
Education & Health Promotion	Implement teaching plans and health promotion in a variety of	Develop teaching plans using selected computer applications.	Quizzes Project Paper

Curriculum Threads	Level 1 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	settings across the lifespan.		Presentation Exams
Respectful Care	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.		

Evaluation Structure:

Quizzes	10%
Nursing informatics project	20%
Project paper	10%
Project presentation	10%
Interval written examinations	30%
Final written examination	20%

Content Outline by Concepts and Exemplars:

Communication: *Documentation (electronic health records)*

Technology & Informatics: *Clinical informatics (electronic health records, Provider order entry systems)*

Additional Content:

Technology and communication; Models for nursing informatics; Areas of focus in informatics; Nursing Minimum Data Set; Functions of health information systems; Impact of health information systems on health care, care providers, and organizations; Human factors and information technology use; Ethics, security, privacy, confidentiality, and legal issues; Telehealth; The internet and healthcare

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4010 Leadership, Management, & Policy in Health Care

Credits/Contact Hours: 4 credits/4 contact hours

Course Description: Evidence-based knowledge of leadership and management theories and concepts to prepare professional nurses to function in a variety of health care settings. Includes emphasis on ethics, finance, health outcomes, organizational theory, personal career development, role transition, quality, and values.

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing advanced nursing skills while applying critical thinking and evidence-based practice when making complex nursing judgments.	Apply leadership concepts, skills, and decision-making in the provision of high-quality nursing care, health care team coordination, and oversight and accountability for care delivery in a variety of settings.	ATI Leadership project Presentation Discussions Examinations
Holism	Evaluate holistic principles while caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Incorporate holistic concepts into nursing leadership and management: human resources, cost effectiveness, policy, power, motivation, decision-making, quality improvement, and change.	ATI Leadership project Presentation Discussions Examinations
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and nursing informatics in caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Utilize concepts from leadership and management theories and the nursing process to ensure safe, quality care of clients and client systems.	ATI Leadership project Presentation Discussions Examinations
Communication	Integrate effective communication processes and collaboration when caring for individuals, families, communities, and populations.	Use effective communication techniques, negotiation, conflict resolution, teambuilding and collaborative strategies to produce positive working relationships.	ATI Leadership project Presentation Discussions Examinations

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Ethics	Model accountability and responsibility in nursing practice while caring for individuals, families, communities, and populations with complex health care needs.	Utilize knowledge of legal and ethical issues affecting nurse leaders and managers within a health care system.	ATI Leadership project Presentation Discussions Examinations
Advocacy & Leadership	Incorporate leadership, management, and advocacy skills when caring for individuals, families, communities, and populations.	Discuss and apply theories of leadership and management.	ATI Leadership project Presentation Discussions Examinations
Education & Health Promotion	Evaluate teaching, health promotion, and disease prevention for individuals, families, communities, and populations in a variety of settings.	Provide leadership for education, health promotion, and disease prevention efforts in a variety of settings.	ATI Leadership project Presentation Discussions Examinations
Respectful Care	Exemplify caring and respectful advocacy in promoting hope, health, and healing, while preserving dignity and the human spirit.	Apply caring and respectful advocacy to the role of nurse leader and manager.	ATI Leadership project Presentation Discussions Examinations

Evaluation Structure: <https://www.enasco.com/product/SB46502UG>

ATI (NCLEX prep)	10%
Leadership project	20%
Project presentation	10%
Weekly online leadership discussions	15%
Interval written examinations	20%
Final written examination	25%

Content Outline by Concepts and Exemplars:

Safety: *National quality benchmarks (QSEN)*

Health Care Quality: *Error prevention management, Accreditation of facilities*

Culture: *Patient-provider communication*

Communication: *Conflict resolution*

Collaboration and Care Coordination: *Shared governance, Mentoring programs*

Leadership: *Leadership styles, Nurse manager, Clinical nurse educator*

Ethics: *Impaired providers*

Health Care Delivery: *Law (Affordable Care Act), Policy (Healthy People 2020)*

Other content: Theories and principles of nursing leadership and management; ethical and legal aspects; effective communication; improving and managing safe and quality care; creating and managing a workforce; organizing patient care; delegating; creating and sustaining a healthy work environment; leading change; managing conflict; budgeting concepts; negotiating role transition.

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4015 Leadership, Management, & Policy in Health Care Practicum

Credits/Contact Hours: 2 credits/6 contact hours

Course Description: Application of leadership and management theories and concepts in the clinical environment.

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing advanced nursing skills while applying critical thinking and evidence-based practice when making complex nursing judgments.	Apply leadership concepts, skills, and decision-making in the provision of high-quality nursing care, health care team coordination, and oversight and accountability for care delivery in a variety of settings.	Leadership project
Holism	Evaluate holistic principles while caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Incorporate holistic concepts into nursing leadership and management: human resources, cost effectiveness, policy, power, motivation, decision-making, quality improvement, and change.	Leadership project
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and nursing informatics in caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Utilize concepts from leadership and management theories and the nursing process to ensure safe, quality care of clients and client systems.	Leadership project
Communication	Integrate effective communication processes and collaboration when caring for individuals, families, communities, and populations.	Use effective communication techniques, negotiation, conflict resolution, teambuilding and collaborative strategies to produce positive working relationships.	Leadership project

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Ethics	Model accountability and responsibility in nursing practice while caring for individuals, families, communities, and populations with complex health care needs.	Utilize knowledge of legal and ethical issues affecting nurse leaders and managers within a health care system.	Leadership project
Advocacy & Leadership	Incorporate leadership, management, and advocacy skills when caring for individuals, families, communities, and populations.	Discuss and apply theories of leadership and management.	Leadership project
Education & Health Promotion	Evaluate teaching, health promotion, and disease prevention for individuals, families, communities, and populations in a variety of settings.	Provide leadership for education, health promotion, and disease prevention efforts in a variety of settings.	Leadership project
Respectful Care	Exemplify caring and respectful advocacy in promoting hope, health, and healing, while preserving dignity and the human spirit.	Apply caring and respectful advocacy to the role of nurse leader and manager.	Leadership project

Evaluation Structure:

Leadership project progress reports	15%
Leadership project paper	55%
Leadership project presentation	30%

Content Outline:

Application of concepts, exemplars, and content in NURS 4010.

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4020 Nursing Management of Care 2

Credits/Contact Hours: 4 credits/4 contact hours

Course Description: Nursing care of aging adults with an emphasis on acute and chronic health problems as well as end of life issues. There is an emphasis on the communication, critical thinking, patient safety, and use of evidence in leading holistic, person-centered care for diverse individuals.

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing advanced nursing skills while applying critical thinking and evidence-based practice when making complex nursing judgments.	Demonstrate the ability to incorporate EBP and nursing judgment into the care of aging adult patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Holism	Evaluate holistic principles while caring for individuals, families, and communities with complex health care needs across the lifespan.	Incorporate holistic principles while caring for aging adult patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and nursing informatics in caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of aging adult patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Communication	Integrate effective communication processes and collaboration when caring for individuals, families, communities, and populations.	Model effective communication and leadership when collaborating within interdisciplinary teams in the care of aging patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Ethics	Model accountability in nursing practice while caring for individuals, families, communities,	Model accountability in nursing practice while adhering to legal and ethical principles when	ATI Teaching guide Interview and paper In-class assignments

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	and populations with complex health care needs.	working with aging adult patients.	Examinations
Advocacy & Leadership	Incorporate leadership, management, and advocacy skills when caring for individuals, families, communities, and populations.	Incorporate leadership and advocacy skills in the care of aging adult patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Education & Health Promotion	Evaluate teaching, health promotion, and disease prevention for individuals, families, communities, and populations in a variety of settings.	Develop, implement, and evaluate teaching, health promotion, and disease prevention in the care of aging adult patients.	ATI Teaching guide Interview and paper In-class assignments Examinations
Respectful Care	Exemplify caring and respectful advocacy in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for aging adult patients in promoting hope, health, and healing.	ATI Teaching guide Interview and paper In-class assignments Examinations

Evaluation Structure:

ATI (NCLEX prep)	10%
Patient teaching guide/evidence-based fact sheet	10%
Aging adult interview and paper	10%
In-class assignments	15%
Interval written examinations	25%
Final written examination	30%

Content Outline by Concepts and Exemplars:

Fluid and Electrolytes: *Acute and chronic renal failure*

Thermoregulation: *Malignant hyperthermia*

Cellular Regulation: *Lung cancer, Lymphoma, Hodgkin's lymphoma*

Intracranial Regulation: *Seizures—adult, Traumatic brain injury, Malignant brain tumor*

Hormonal Regulation: *Thyroid disease, Cushing's, Addison's*

Elimination: *Urolithiasis*

Perfusion: *Heart failure, Dysrhythmias (advanced), Myocardial infarction, Stroke*

Gas Exchange: *Pulmonary embolism, Chronic obstructive pulmonary disease*

Immunity: *Systemic lupus erythematosus, HIV/AIDS*

Inflammation: *Pancreatitis, Ulcerative colitis*

Infection: *Tuberculosis, Hepatitis*

Mobility: *Parkinson's disease*

Sensory Perception: *Peripheral neuropathy*

Mood and Affect: *Depression, Bipolar disorders*

Anxiety: *Phobias, Generalized anxiety disorder, PTSD*

Psychosis: *Schizophrenia*

Maladaptive Behavior: *Self-harm*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4025 Nursing Management of Care 2 Practicum

Credits/Contact Hours: 4 credits/12 contact hours

Course Description: Application of nursing care of aging adult with an emphasis on acute and chronic health problems as well as end of life issues. There is an emphasis on the communication, critical thinking, patient safety, and use of evidence in leading holistic, person-centered care for diverse individuals.

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
Critical Thinking	Demonstrate proficiency in performing advanced nursing skills while applying critical thinking and evidence-based practice when making complex nursing judgments.	Demonstrate the ability to incorporate EBP and nursing judgment into the care of aging adult patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Holism	Evaluate holistic principles while caring for individuals, families, and communities with complex health care needs across the lifespan.	Incorporate holistic principles while caring for aging adult patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Nursing Process & Safety	Establish priorities and ensure safe, quality care while utilizing the nursing process and nursing informatics in caring for individuals, families, communities, and populations with complex health care needs across the lifespan.	Establish priorities and ensure safe, quality care while utilizing the nursing process in the care of aging adult patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Communication	Integrate effective communication processes and collaboration when caring for individuals, families, communities, and populations.	Model effective communication and leadership when collaborating within interdisciplinary teams in the care of aging patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Ethics	Model accountability in nursing practice while	Model accountability in nursing practice while	Concept maps

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes	Methods of Evaluation
	caring for individuals, families, communities, and populations with complex health care needs.	adhering to legal and ethical principles when working with aging adult patients.	Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Advocacy & Leadership	Incorporate leadership, management, and advocacy skills when caring for individuals, families, communities, and populations.	Incorporate leadership and advocacy skills in the care of aging adult patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Education & Health Promotion	Evaluate teaching, health promotion, and disease prevention for individuals, families, communities, and populations in a variety of settings.	Develop, implement, and evaluate teaching, health promotion, and disease prevention in the care of aging adult patients.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation
Respectful Care	Exemplify caring and respectful advocacy in promoting hope, health, and healing, while preserving human dignity.	Serve as a caring and respectful advocate for aging adult patients in promoting hope, health, and healing.	Concept maps Post-conference presentation Journal Midterm clinical evaluation Final clinical evaluation

Evaluation Structure:

Concept map care plans	40%
Post-conference presentation	5%
Reflective weekly journal	15%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concepts and exemplars from NURS 4020 in acute and chronic care clinical settings.

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4210 Nursing Capstone

Credits/Contact Hours: 2 credits/2 contact hours

Course Description: Focuses on theory and application of principles related to the professional nursing role, with emphasis on the application of holistic nursing principles, evidence and theory in the care of diverse people and populations.

Curriculum Threads	End-of-Program Student Learning Outcomes	Course Student Learning Outcomes*	Methods of Evaluation
Critical Thinking	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Holism	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care.	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Nursing Process & Safety	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Communication	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Ethics	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Advocacy & Leadership	Integrate leadership and management skills, and knowledge of health care policy,	Integrate leadership and management skills, and knowledge of health care	Learning outcomes portfolio

Curriculum Threads	End-of-Program Student Learning Outcomes	Course Student Learning Outcomes*	Methods of Evaluation
	regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.	policy, regulatory processes, and cost effectiveness for the improvement of quality care and patient safety.	ATI diagnostic/predictor exam Entry into practice paper Case studies
Education & Health Promotion	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies
Respectful Care	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.	Learning outcomes portfolio ATI diagnostic/predictor exam Entry into practice paper Case studies

*As this course is capstone and the final course in the curriculum, course outcomes are end-of-program student learning outcomes.

Evaluation Structure:

End-of-Program Student Learning Outcomes Portfolio	50%
ATI diagnostic/predictor examination	10%
Entry into practice paper	20%
Class activity case studies	20%

Content Outline by Concepts and Exemplars/Case Study Presentations:

Functional Ability: *Trauma*

Acid-Base Balance: *Diabetic ketoacidosis*

Nutrition and Metabolism: *Liver disease*

Perfusion: *Shock*

Gas Exchange: *Adult respiratory distress syndrome*

Clotting: *Disseminated intravascular coagulation*

Infection: *Sepsis*

Mobility: *Spinal cord injury*

Tissue Integrity: *Burns*

Collaboration and Care Coordination: *Case study presentation—Collaboration with healthcare team*

Leadership: *Case study presentation—Role of the professional nurse in leadership*

Professionalism: *Case study presentation—Transition into professional practice; professional identity formation)*

Clinical Judgement: *Case study presentation—Managing Patient Assignments*

Ethics: *Case study presentation—Ethical reflections as a member of a profession*

**Utah State University
BSN Program
Abbreviated Course Syllabus**

Course: NURS 4215 Nursing Capstone Practicum

Credits/Contact Hours: 4 credits/12 contact hours

Course Description: Clinical application of the role of the professional nurse with a focus on interdisciplinary collaboration.

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes*	Methods of Evaluation
Critical Thinking	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.	Integrate reliable evidence from multiple perspectives to inform safe nursing practice and make reasonable clinical decisions.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Holism	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care.	Synthesize knowledge from nursing and a liberal education in the planning and provision of holistic nursing care across the lifespan and continuum of health care.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Nursing Process & Safety	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Employ the nursing process and patient care technologies and information systems to support safe nursing practice.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Communication	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.	Utilize interpersonal and interprofessional communication in collaboration for the promotion of optimal health for individuals, families, communities, and populations.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Ethics	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.	Apply ethical and legal standards of professional nursing including professional accountability and responsibility in the provision of professional nursing care.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Advocacy & Leadership	Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for the	Integrate leadership and management skills, and knowledge of health care policy, regulatory processes, and cost effectiveness for	Simulation scenarios Goals Concept maps Journal Clinical evaluation

Curriculum Threads	Level 2 Student Learning Outcomes	Course Student Learning Outcomes*	Methods of Evaluation
	improvement of quality care and patient safety.	the improvement of quality care and patient safety.	
Education & Health Promotion	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.	Incorporate principles of health education, promotion, and disease prevention in the professional nursing care of individuals, families, communities, and populations.	Simulation scenarios Goals Concept maps Journal Clinical evaluation
Respectful Care	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.	Value caring, respect, dignity, hope, and the human spirit in the provision of professional nursing care.	Simulation scenarios Goals Concept maps Journal Clinical evaluation

*As this course is capstone and the final course in the curriculum, course outcomes are end-of-program student learning outcomes.

Evaluation Structure:

Simulation scenarios	20%
Preceptorship goals	5%
Concept map care plans	20%
Reflective weekly journal	15%
Midterm clinical evaluation tool	15%
Final clinical evaluation tool	25%

Content Outline:

Application of concepts and exemplars from NURS 4210 in preceptorship clinical in acute care settings.
 Additional content in nursing skills laboratory as high-fidelity simulation synthesis:
 Diabetic ketoacidosis, Liver failure, Shock, MI, Sepsis, Burns

Appendix H: Systematic Plan of Evaluation

Utah State University
Baccalaureate Nursing Program
Systematic Plan of Evaluation
2018-2019

Standard 6: Outcomes

Program evaluation demonstrates that student have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation that contains:

- a. specific, measurable expected levels of achievement;
- b. appropriate assessment methods;
- c. regular intervals for assessment;
- d. sufficient data to inform program decision-making for maintenance and improvement;
- e. analysis of assessment data to inform program decision-making; and
- f. documentation demonstrating use of assessment data in program decision-making.

Criterion 6.1	<p>End-of-Program Student Learning Outcomes The program demonstrates evidence of students' achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.</p>
ELA:	<p>90% of reviewed NURS 4210 Nursing Capstone course portfolios will demonstrate student achievement of each end-of-program student learning outcome. 100% of students completing NURS 4215 Capstone Practicum will receive rankings of satisfactory on each component of the final clinical evaluation tool. 85% of students agree that they were able to achieve each end-of-program student learning outcome on the BSN Exit Survey. The overall composite score for the cohort on the ATI Comprehensive Predictor examination will be at or above the national mean.</p> <p><u>SLO 1 Critical Thinking:</u> The overall composite score for the cohort on the ATI Comprehensive Predictor Examination <i>Clinical Judgment/Critical Thinking</i> category will be at least 75%.</p> <p><u>SLO 2 Holism:</u> The overall composite score for the cohort in the <i>Psychosocial Integrity</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Physiological Adaptation</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Pharmacological and Parenteral Therapies</i> category on the ATI Comprehensive Predictor examination will be at least 75%.</p> <p><u>SLO 3 Nursing Process and Safety:</u> The overall composite score for the cohort in the <i>Management of Care</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Safety and Infection Control</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Basic Care and Comfort</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Pharmacological and Parenteral Therapies</i> category on the ATI Comprehensive Predictor examination will be at least 75%. The overall composite score for the cohort in the <i>Reduction of Risk</i> category on the ATI Comprehensive Predictor examination will be at least 75%.</p> <p><u>SLO 4 Communication:</u> The overall composite score for the cohort in the <i>Management of Care</i> category on the ATI Comprehensive Predictor examination will be at least 75%.</p> <p><u>SLO 5 Ethics:</u> The overall composite score for the cohort in the <i>Management of Care</i> category on the ATI Comprehensive Predictor examination will be at least 75%.</p> <p><u>SLO 6 Advocacy and Leadership:</u> The overall composite score for the cohort in the <i>Management of Care</i> category on the ATI Comprehensive Predictor examination will be at least 75%.</p>

SLO 7 Education and Health Promotion:

The overall composite score for the cohort in the *Health Promotion and Maintenance* category on the ATI Comprehensive Predictor examination will be at least 75%.

SLO 8 Respectful Caring:

The overall composite score for the cohort in the *Psychosocial Integrity* category on the ATI Comprehensive Predictor examination will be at least 75%.

Component	Frequency	Method of Assessment	Results
End-of-program SLOs	May at completion of spring semester Annually for 3 years: All SLOs Year 4: SLOs 1, 2, & 3 Year 5: SLOs 4, 5, & 6 Year 6: SLOs 7 & 8 Rotating cycle to be repeated pending results	ATI Comprehensive Predictor Examination: <ul style="list-style-type: none">Overall composite score	First results with graduating cohort May 2019 2019: 2020: 2021:
End-of-program SLOs: 1. Critical Thinking	May at completion of spring semester Annually for 3 years Year 4	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none">Clinical judgment/critical thinking	First results with graduating cohort May 2019 2019: 2020: 2021: 2022:
End-of-program SLO: 2. Holism	May at completion of spring semester Annually for 3 years Year 4	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination categories: <ul style="list-style-type: none">Psychosocial integrityPharmacological and parenteral therapiesPhysiological adaptation	First results with graduating cohort May 2019 2019: 2020: 2021: 2022:
End-of-Program SLO: 3. Nursing process & safety	May at completion of spring semester Annually for 3 years Year 4	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination categories: <ul style="list-style-type: none">Management of careSafety and infection controlBasic care and comfort	First results with graduating cohort May 2019 2019: 2020: 2021: 2022:

		<ul style="list-style-type: none"> Pharmacological and parenteral therapies Reduction of risk 	
End-of-Program SLO: 4. Communication	May at completion of spring semester Annually for 3 years Year 5	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	First results with graduating cohort May 2019 2019: 2020: 2021: 2023:
End-of-Program SLO: 5. Ethics	May at completion of spring semester Annually for 3 years Year 5	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	First results with graduating cohort May 2019 2019: 2020: 2021: 2023:
End-of-Program SLO: 6. Advocacy & leadership	May at completion of spring semester Annually for 3 years Year 5	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	First results with graduating cohort May 2019 2019: 2020: 2021: 2023:
End-of-Program SLO: 7. Education & health promotion	May at completion of spring semester Annually for 3 years Year 6	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Health promotion and maintenance 	First results with graduating cohort May 2019 2019: 2020: 2021: 2024:
End-of-Program SLO: 8. Respectful care	May at completion of spring semester Annually for 3 years Year 6	Faculty review of NURS 4210 Capstone portfolios using a rubric NURS 4215 Nursing Capstone Practicum final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Psychosocial integrity 	First results with graduating cohort May 2019 2019: 2020: 2021: 2024:
Action Plan:			

2019:
2020:
2021:

Criterion 6.2 Licensure Examination Pass Rates
 The program demonstrates evidence of graduates' achievement on the licensure examination.
 The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
 There is ongoing assessment of the extent to which graduates succeed on the licensure examination.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.
 There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

ELA: Licensure examination pass rates will be at least 80% for all first-time test-takers during the same 12-month period.

Component	Frequency	Method of Assessment	Results
Licensure examination pass rates	Quarterly when receive BON reports: January, April, July, and October	NA and faculty review of NCSBN/Utah Board of Nursing NCLEX licensure examination pass rate reports	First results with graduating cohort May 2019 2019: 2020: 2021:

Action Plan:
2019:
2020:
2021:

Criterion 6.3 Program Completion
 The program demonstrates evidence of students' achievement in completing the nursing program.
 The expected level of achievement for program completion is determined by the faculty and reflects student demographics.
 There is ongoing assessment of the extent to which the students complete the nursing program.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.
 There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

ELA: 90% of students starting BSN program courses will complete the nursing program within 6 semesters or 150% of program length.

Component	Frequency	Method of Assessment	Results
Program completion rates	Annually in May at completion of spring semester	NA and faculty review of program completion database	First results with graduating cohort May 2019 2019: 2020: 2021:

Action Plan:
2019:

2020:
2021:

Criterion 6.4 Job Placement
 The program demonstrates evidence of graduates' achievement in job placement.
 The expected level of achievement for job placement is determined by the faculty and reflects student demographics.
 For students who do not hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.
 For students who hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.
 There is ongoing assessment of the extent to which graduates are employed.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.
 There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

ELA: 90% of program graduates will be employed as a registered nurse at 6-12 months after completing the program.

Component	Frequency	Method of Assessment	Results
Job placement rates	Annually at 9-12 months after graduation: November and May	Alumni Survey NA and faculty review of job placement database	First results with graduating cohort May 2019 2019: 2020: 2021:

Action Plan:
 2019:
 2020:
 2021:

ITEM FOR ACTION

Utah State University's Department of Nursing, in the Emma Eccles Jones College of Education and Human Services submits the attached program review of the Practical Nursing (PN) and Associate Degree Nursing (AD) Programs for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Nursing Practical Nursing and Associate Degree Nursing programs and courses emphasize the core values, mission, and goals of USU and the Emma Eccles Jones College of Education and Human Services and seek to prepare students to provide holistic care while demonstrating professionalism. The PN and AD concept-based curriculum prepares students to achieve the program student learning outcomes (SLOs) consistent with contemporary nursing practice. The program provides a breadth of clinical experiences across the health care continuum with exposure of students to acute care, community, ambulatory care, long term care, and other facilities. As a land grant institution, Utah State University has the responsibility to provide education across the state and maintains a presence in every county in the state of Utah. In keeping with this mission and to fulfill rural community needs for nurses, the practical nursing certificate program is offered in Blanding, Price, and Moab, and the associate degree nursing program in Blanding, Cedar City, Price, Moab, Tooele, and Vernal.

The PN and AD program concept-based curriculum was developed by applying the National League for Nursing (NLN) Competencies for Graduates of Practical Nurse and Associate Degree Programs, National Council of State Boards of Nursing (NCSBN) NCLEX-PN and NCLEX-RN Test Plan Client Needs and Integrated Processes categories, and Quality and Safety Education for Nurses (QSEN) knowledge, skills, and attitudes competencies. The eight PN end-of-program student learning outcomes (EOPSLOs) and the eight AD EOPSLOs guide the course student learning outcomes, delivery of instruction, learning activities, and evaluation methodologies.

The Practical Nursing (PN) and Associate Degree Nursing (AD) programs had approximately 42 and 87 students, respectively, enrolled in 2018 and shared a core faculty between the Bachelor of Science (BSN), PN, and AD programs. Courses are offered at many USU campuses across the state of Utah and in partnership with the Utah System of Technical Colleges. The Practical Nursing and Associate Degree Nursing programs are accredited by the Accreditation Commission for Education in Nursing (ACEN).

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this accreditation review of the Utah State University Department of Nursing Practical Nursing (PN) and Associate Degree Nursing (AD) programs.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Nursing Practical Nursing (PN) and Associate Degree (AD) Nursing 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 Nursing Practical Nursing (PN) and Associate Degree Nursing (AD) programs, 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: Practical Nursing (PN) and Associate Degree Nursing (AD) Programs

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

Department(s) or Area(s) Location: Department of Nursing

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 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.

Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher



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DELIVERED VIA EMAIL ONLY

April 20, 2020

Laura Dotson, MSN, RN
Director of Nursing
Utah State University
2695 Old Main Hill
Logan, UT 84322

Dear Ms. Dotson:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in March 2020. The Board of Commissioners granted continuing accreditation to the practical nursing program and scheduled the next evaluation visit for Fall 2027.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the site visit team and the Evaluation Review Panel.

The Board identified the following:

Areas Needing Development

Standard 1 Mission and Administrative Capacity, Criterion 1.3

- Ensure that the assessment of end-of-program student learning outcomes and program outcomes is shared with the communities of interest.

Standard 2 Faculty and Staff, Criteria 2.1, 2.2, and 2.9

- Ensure evidence demonstrates that the full-time nursing faculty meet the requirements of the governing organization for teaching in the clinical setting.
- Ensure evidence demonstrates that the part-time nursing faculty meet the experiential qualification requirements of the governing organization.
- Ensure full- and part-time faculty performance is regularly evaluated in accordance with the governing organization's policy/procedures.

Standard 3 Students, Criteria 3.2 and 3.5

- Review and revise program documents (paper and electronic) to ensure that information intended to inform the public is accurate, clear, consistent, including the program's accreditation status and the ACEN contact information.
- Ensure student educational records are maintained in compliance with the policies of the governing organization.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. In addition to this official letter, your nursing program will receive an ACEN certificate authenticating the Board of Commissioners' decision. The processing of these certificates has been delayed due to the COVID-19 outbreak and will resume when ACEN staff members are able to return to the office. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,



Marsal P. Stoll, EdD, MSN
Chief Executive Officer



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DELIVERED VIA EMAIL ONLY

April 20, 2020

Noelle Cockett, PhD
President
Utah State University
1400 Old Main Hill
Logan, UT 84322

Dear Dr. Cockett:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in March 2020. The Board of Commissioners granted continuing accreditation to the associate nursing program and scheduled the next evaluation visit for Fall 2027. The details of the accreditation visit and the decision put forth by the Board have been sent to the program's nurse administrator.

Congratulations on this outstanding achievement! We look forward to continued successes for your nursing program. On behalf of the Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer

EMMA ECCLES JONES
COLLEGE *of* EDUCATION
and HUMAN SERVICES

UtahStateUniversity™

**Practical Nursing and Associate Degree Nursing
Programs**

**Self-Study Report for Continuing Accreditation
Accreditation Commission for Education in Nursing**

September 17-19, 2019

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SECTION ONE: EXECUTIVE SUMMARY

GENERAL INFORMATION

Program type:	Practical Associate
Dates of visit:	September 17-19, 2019
Governing organization:	Utah State University 1400 Old Main Hill Logan, UT 84322
Chief executive officer:	Noelle Cockett, PhD, President
Governing organization accrediting body:	Northwest Commission on Colleges and Universities Date of last review: June 27-29, 2018 Outcome: Reaffirmation of accreditation Date of next review: 2025
Nursing education unit:	PN and AD Nursing Programs Department of Nursing 2695 Old Main Hill Logan, UT 84322
Nurse administrator:	Laura Dotson, MSN, RN Director, PN and AD Programs Assistant Department Head, Nursing Telephone: (435) 613-5210 Fax: N/A Email: laura.dotson@usu.edu
State regulatory agency for nursing:	The Utah State Board of Nursing has no regulatory authority for nursing programs that maintain accreditation, per 2013 legislative amendments to the Utah Nurse Practice Act.
Year nursing program established:	Practical: 1969 Associate: 1989
ACEN accreditation history:	Practical: Initial accreditation October 2006 Associate: Initial accreditation April 1991
Program types offered:	Practical Nurse Certificate Associate of Applied Science Degree

Length of program:

Program	Semester Credits	Semesters (15 weeks per semester)	Credits		
			Non-nursing	Nursing	Prior Learning
PN	42-46	4	20-24	22	0
AD	65-69	6	20-24	45*	0

*Includes 22 credits of PN courses

Transfer credits allowed: Practical: 20-24 semester credits
Associate: 20-24 semester credits

Total number of currently enrolled students: Practical: FT 42, PT 0
Associate: FT 87, PT 0

Total number of exclusive faculty teaching in the nursing program: Practical: FT 1, PT 0
Associate: FT 6, PT 2

Total number of shared faculty teaching in the nursing program: Practical: FT 5, PT 0
Associate: FT 5, PT 1

Distance education: PN: interactive videoconferencing
AD: interactive videoconferencing, one online course

Program locations:

Location	Address	Program Percentage	Program Option
Utah State University-Eastern	639 West 100 South Blanding, UT 84511	100%	PN, AD
Utah State University-Eastern	451 East 400 North Price, UT 84501	100%	PN, AD
RCDE*-Moab	125 West 200 South Moab, UT 84532	100%	PN, AD
Education Center-Southwest	757 West 800 South Cedar City, UT 84720	100%	AD
RCDE*-Tooele	1021 West Vine Street Tooele, UT 84074	100%	AD
RCDE*-Uintah Basin	320 North Aggie Blvd. Vernal, UT 84078	100%	AD

*Regional Campus Distance Education

ACEN Standards and Criteria used to prepare the Self-Study Report: 2017

INTRODUCTION

During the Civil War, President Abraham Lincoln signed the Morrill Land-Grant Colleges Act, providing funding for the establishment of a new college in each state and territory. These schools were to promote higher education and practical learning to people of all classes and walks of life, especially rural life. In 1888, the Agricultural College of Utah was founded as Utah's land-grant institution. It became Utah State University (USU) in 1957. Since its founding, Utah State University has evolved from a small-town college tucked away in the Northern Utah mountains to a thriving research University respected around the world. In fall 2018, 27,932 undergraduate and graduate students were enrolled in an array of academic programs. These students represented all 29 counties in Utah, the 50 states, and over 70 countries. Although representative of every state and many countries around the globe, USU lacks a diverse student population as shown in Table 1. Of degree-seeking students at USU during 2018-2019, 54.3% were female and 45.7% were male.

Table 1: USU Enrollment by Racial/Ethnic Category 2018-2019

Category	Number	Percentage of Total Enrollment
Nonresident Alien	494	1.7%
Hispanic	1,666	6%
African-American	248	.9%
American Indian	452	1.6%
White	23,050	82.5%
Asian	341	1.2%
Native Hawaiian/Other Pacific Islander	90	.3%
2 or more races	540	1.9%
Unknown	1050	3.8%

The ethnic and racial diversity of current PN and AD student enrollment is reflective of USU enrollment with the exception of American Indian—21% of enrollment in the PN program and 3.5% in the AD program for 2017-2018. Most of the American Indian enrollment in the nursing program is on the Blanding campus, which is located near the Navajo Nation.

USU is one of eight state-supported colleges and universities in the Utah System of Higher Education (USHE) governed by the Board of Regents. USU's Board of Trustees functions and responsibilities are derived from the law of the State of Utah and delegated by the Board of Regents. USU's president is supported in her administrative duties and responsibilities by nine vice-presidents. The practical nurse, associate degree nursing, and baccalaureate of science in nursing programs are situated within the Department of Nursing in the College of Education and Human Services (CEHS), one of nine academic colleges/schools at USU. USU and PN/AD program organizational structure charts are available in the evidence room.

With the merger of the College of Eastern Utah (CEU) in 2010, Utah State University (USU) obtained ACEN-accredited nursing programs located in Price and Blanding. Since then, students have been able to prepare to

become licensed practical nurses (LPNs) through a certificate program and registered nurses (RNs) through USU's associate of applied science (AAS) degree program at regional campuses throughout the state. As a land grant institution, Utah State University has the responsibility to provide education across the state and maintains a presence in every county in the state of Utah. In keeping with this mission and to fulfill rural community needs for nurses, the practical nursing certificate program is offered in Blanding, Price, and Moab, and the associate degree nursing program in Blanding, Cedar City, Price, Moab, Tooele, and Vernal.

The reorganization of CEU into Utah State University brought funding, administrative, and academic challenges that initially were difficult to meet. For example, nursing faculty on campuses located at a distance from each other were asked to work toward a statewide nursing program and curriculum. Additionally, the campuses had differing students, faculty, and administration. Administrative control eventually was moved from Price, UT where the CEU program had been located to the USU main campus in Logan. The process of standardizing the program continued over the years to the point that it is now fully developed. In the past three (3) years, faculty have worked diligently to standardize curriculum, textbooks, clinical evaluation tools, faculty role expectations, student admission criteria, and other program processes and procedures. Faculty now work collaboratively across campuses and consider themselves as USU PN and AD nursing faculty as a whole.

A USU nursing program was not offered on the USU main campus in Logan until fall 2017 when the University began its baccalaureate of science in nursing (BSN) program. The BSN program was implemented in response to community needs for additional RNs to provide high quality health care. Furthermore, the two acute care facilities in Logan—Logan Regional Hospital and Cache Valley Hospital—are moving toward hiring only baccalaureate-prepared registered nurses. Only three (3) other USHE institutions have four-year pre-licensure bachelor's of nursing programs—Dixie State University, University of Utah, and Southern Utah University—all located at a significant distance from Logan. Other USHE universities and colleges offer associate's degrees and/or baccalaureate completion programs in nursing. Student demand also was a factor in beginning the USU BSN program. Currently almost 400 students on the Logan campus have declared themselves as pre-nursing majors. Following the required approval processes, the USU BSN program entered its first cohort of 23 students in fall semester 2017. The cohort graduated in May 2019. A second cohort of 33 students entered the program in fall semester 2018. ACEN awarded initial accreditation to the pre-licensure BSN program in March 2019. Currently, an RN-to-BSN completion program proposal is under review for implementation in fall 2020.

STANDARD 1 MISSION AND ADMINISTRATIVE CAPACITY

The mission and values of the PN and AD programs clearly reflect the the mission of Utah State University as the governing organization and demonstrate congruency with USU's core themes of learning, discovery, and engagement. Students, faculty, and administrators are involved in governance of USU and the PN and AD programs. Communities of interest have input into program processes and decision-making through professional advisory

committees, clinical facility alliances, student surveys, and non-nursing faculty involvement in the curriculum approval process. The program has partnerships with three technical colleges across the state in which their PN certificate program graduates are able to articulate into USU's AD program. The PN and AD programs are administered by Laura Dotson, who has over 15 years of experience as a nurse and eight years experience as a nurse educator. She has authority and responsibility for the program including budgetary processes with faculty input. PN and AD program policies for faculty and staff are consistent with USU policies with the exception of policies that are justified by goals of the nursing unit and requirements of clinical agencies. An online pathophysiology for nurses course in the AD program and occasional use of interactive videoconferencing format to offer courses between campuses is congruent with the mission and goals of USU and the PN/AD programs.

STANDARD 2 FACULTY AND STAFF

One (1) full-time faculty teaches exclusively in the PN program. Six (6) full-time faculty and two (2) part-time faculty teach exclusively in the AD program. Five (5) full-time faculty are shared between the PN and AD programs. One (1) part-time faculty is shared between the AD and BSN programs. Ten (10) out of twelve (12) full-time faculty have a master's degree in nursing. One (1) shared full-time faculty has a BSN degree and is currently enrolled in a DNP program with expected completion in 2020. A second shared full-time faculty is enrolled in an MSN in nursing education program with expected completion in 2019. One (1) part-time faculty who teaches exclusively in the AD program has a BSN, MSN, and doctorate of education in curriculum and instruction. The one (1) shared part-time faculty member has a master's degree in nursing. All full- and part-time faculty fulfill USU's qualification requirements. The number and utilization of faculty is appropriate as evidenced by faculty workload and student-to-faculty ratios in classroom, skills laboratory, and clinical settings. Faculty performance is evaluated systematically in congruence with USU and nursing programs policy on at least an annual basis according to professional practice faculty status. All PN and AD full-time faculty hold professional practice faculty appointments. New full- and part-time faculty are mentored into their roles, and evaluation of faculty indicates that their performance reflects scholarship as well as evidence-based teaching and nursing practice. Staff members—a coordinator of programs III (administrative assistant), staff assistants, business manager, business assistant, and academic advisors—are sufficient to meet program goals and support faculty and students. Orientation and support for the use of instructional and distance technologies are available to faculty.

STANDARD 3 STUDENTS

Student policies and services at USU support the goals and promote the achievement of outcomes for the PN and AD programs. Student policies for nursing and USU are accessible, non-discriminatory, consistently applied, comprehensive, and congruent with differences justified by goals and outcomes of the program and clinical agency requirements such as admission criteria, progression criteria, and health requirements. USU student services meet

the needs of nursing students. Financial aid and educational records are in full compliance with state and federal guidelines and laws. Accurate and consistent information is accessible to the public including the program's ACEN accreditation status and ACEN contact information. Changes in policies and procedures are clearly and consistently communicated to students through various methods including verbally in class, email, learning management system, and program website. All PN and AD students have access to technology services and information.

STANDARD 4 CURRICULUM

The PN and AD concept-based curriculum prepares students to achieve the program student learning outcomes (SLOs) consistent with contemporary nursing practice. The PN and AD program concept-based curriculum was developed by applying the National League for Nursing (NLN) Competencies for Graduates of Practical Nurse and Associate Degree Programs, National Council of State Boards of Nursing (NCSBN) NCLEX-PN and NCLEX-RN Test Plan Client Needs and Integrated Processes categories, and Quality and Safety Education for Nurses (QSEN) knowledge, skills, and attitudes competencies. The eight PN end-of-program student learning outcomes (EOPSLOs) and the eight AD EOPSLOs guide the course student learning outcomes, delivery of instruction, learning activities, and evaluation methodologies. Faculty regularly review the curriculum in monthly faculty meetings and at annual faculty retreat. General education and prerequisite courses provide a foundation for the program curriculum. The curriculum includes cultural, ethnic, and socially diverse concepts as evidenced in concepts and exemplars, course outcomes, course content, and clinical experiences. The curriculum and instruction reflect educational theory including constructivism, conceptual learning, Bloom's taxonomy, and adult learning. Evaluation methodologies utilized in classroom, skills laboratory, simulation, and clinical settings are varied and support achievement of student learning outcomes. The PN program is 42-46 semester credits of which 20-24 credits are general education/prerequisite courses and 22 credits are nursing courses. Students are able to complete the PN program in four (4) 15-week semesters of full-time study. The AD program is 65-69 credits of which 20-24 are general education/prerequisite courses and 45 credits are nursing courses including 22 credits of PN courses. Students are able to complete the AD program in six (6) 15-week semesters of full-time study. Each program's length is consistent with Utah Board of Regents guidelines for a certificate program (PN) and associate degree program (AD).

The PN and AD program practice learning environments are appropriate for student learning across the curriculum and for achievement of end-of-program student learning outcomes. The program provides a breadth of clinical experiences across the health care continuum with exposure of students to acute care, community, ambulatory care, long term care, and other facilities. Current written agreements with clinical sites are in place and include expectations for all parties. Clinical sites are evaluated by faculty and students. Most PN and AD courses are offered face-to-face. The PN and AD programs utilize an interactive videoconferencing format between the Moab and Blanding campuses for family nursing courses. An online pathophysiology for nurses course was introduced into the

AD curriculum in fall 2019. Faculty also use a learning management system for web-enhancement of face-to-face courses.

STANDARD 5 RESOURCES

The fiscal resources allocated to the Utah State University Department of Nursing are sufficient to support the mission of the department and ensure the achievement of nursing student learning and program outcomes. The fiscal resources allocated to the Department of Nursing reflect an equitable distribution of the total academic budget for the University among the academic departments with the nursing budget comparable to similar educational units within USU.

Physical resources vary across the six campus locations for the PN and AD programs. Although varied, physical resources are sufficient to meet the needs of faculty, staff, and students, and facilitate achievement of the end-of-program student learning outcomes and program outcomes at all locations.

Learning resources are comprehensive, current, accessible to faculty and students, and selected by faculty. Examples include but are not limited to high-fidelity simulation manikins; standardized testing and remediation package; textbook package with online resources; skills laboratory equipment; and library resources. Learning resources are appropriate for all delivery methods including face-to-face, online, and interactive videoconferencing instruction.

STANDARD 6 OUTCOMES

The Utah State University PN and AD programs each has a written plan for systematic evaluation of end-of-program student learning outcomes and program outcomes. The Systematic Plans of Evaluation (SPE) include specific, measurable expected levels of achievement for each end-of-program student learning outcome and program outcomes. The SPEs also are organized around components, frequency of assessment, methods of assessment, results, and action plans. The Nursing Faculty Organization Evaluation and Accreditation Committee revised the SPEs in accordance with 2017 ACEN Standards and Criteria. Faculty reviewed and approved the revised SPEs.

Faculty use the SPEs to assess student achievement of end-of-program student learning outcomes in an ongoing process for program decision-making. Faculty also evaluate individual courses to provide an indication of progress toward achieving the end-of-program SLOs. Additionally, faculty use the SPE to monitor achievement of program outcomes in licensure examination pass rates, program completion rates, and job placement rates. Faculty analyze sufficiency of data obtained to inform program decision-making, and ensure documentation is thorough and accurate regarding the use of assessment data in decision-making for program improvement.

STRENGTHS:

- Small cohort sizes
- Talented faculty with a commitment to student success

- Strong community support
- Regional campus structure that offers nursing programs in rural areas of the state
- Comprehensive use of ATI standardized testing and remediation package
- Abundance of scholarship funds for nursing students
- USU commitment to sustaining nursing programs
- Achievement of EOPSLOS, licensure examination first-time pass rates, and program completion rates in PN program
- Achievement of EOPSLOS, program completion rates, and job placement rates in AD program

AREAS NEEDING DEVELOPMENT:

- Inexperienced faculty
- Staff support at Moab, Tooele, and Southwest locations
- Access to clinical learning sites
- Use of high-fidelity simulation
- Maturation of concept-based curriculum
- Achievement of job placement rates in PN program
- Achievement of licensure examination first-time pass rates in AD program

FUTURE PLANS:

- Ensure availability of faculty development funds at University and department levels
- Explore distant clinical sites for greater depth and breadth
- Enhance simulation used as clinical learning experiences
- Provide opportunities for faculty to attend simulation workshops and conferences
- Continue ongoing curriculum review with major review at annual faculty retreats.
- Assess and respond to factors influencing PN job placement rates
- Assess factors influencing achievement of licensure examination first-time pass rates in Blanding AD program; implement and evaluate strategies for improvement

SECTION TWO: STANDARDS 1-5

STANDARD 1

Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1 The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

As a part of USU, the nursing program embraces the University's mission and the mission, vision, and goals of the Emma Eccles Jones College of Education and Human Services (CEHS). To participate in the achievement of the University, college, and department ambitions, USU nursing seeks to provide a quality education for nursing students, thereby improving health services for individuals, families, and communities. Nursing joins other CEHS disciplines in a commitment to "doing good work that benefits others" (www.cehs.usu.edu/about-us/mission-statement). The mission of Utah State University "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" (www.usu.edu/about/). USU's accreditation core themes of learning, discovery, and engagement further reflect its mission.

The mission of the nursing program is "to enrich regional, national, and global communities through evidence-based nursing education. Our curriculum, which reflects the core values, prepares students to demonstrate professionalism while providing holistic care" (PN/AD Student Handbook, p. 4; Faculty Handbook, p. 4). Core values for the nursing program are caring, nursing judgment, holistic care, professionalism, and safety and quality. Table 1.1 provides a comparison of USU, CEHS, and nursing program missions, core themes, vision, goals, and/or values.

Table 1.1: Congruency of USU, CEHS, and PN/AD Programs Missions, Goals, and/or Values

USU	CEHS	PN and AD Programs
Mission: Academics comes first	Offering high quality graduate and undergraduate programs	Provide a quality education for nursing students
Mission: Cultivating diversity of thought and culture	Enhancing the diversity of our faculty, staff, and students Extending the impact of our instructional and research programs nationally and globally	Nursing faculty respect individuality and personal aspirations Enriches regional, national, and global communities
Mission: Serving the public	Increase the effectiveness of services for individuals, families,	Improve health services for individuals, families, and communities

USU	CEHS	PN and AD Programs
	communities, schools, and organizations Supporting instructional, research, and service programs that cultivate dedication to building a more just and equitable society Doing good work that benefits others	Prepare students to demonstrate professionalism while providing holistic care Values: Professionalism, holistic care, caring
Core Theme: Learning The learning process encompasses... provision of the educational and financial resources students need to succeed; creation of student-centered learning environments; investment in appropriate learning infrastructure; and use of ongoing and effective assessment processes to measure learning outcomes and inform the changes and investments needed to improve those outcomes, with a focus on degree qualifications, discipline mastery and professional development.	Supporting and nurturing a faculty committed to masterful teaching	Provide a quality education for nursing students Values: Safety and quality
Core Theme: Discovery At USU, discovery is the creation and development of knowledge through the achievement of productivity and excellence in research, scholarship and the creative and performing arts.	Establishing and maintaining nationally visible research centers to advance knowledge and professional practices	Evidence-based nursing education Values: Nursing judgment
Core Theme: Engagement Outcomes at USU are measured in terms of both their academic and their societal impact.	Fostering partnerships to enhance the quality of education and human services in our local and extended communities Extending the impact of our instructional and research programs nationally and globally	Nursing faculty respond to student and community needs Enriches regional, national, and global communities Values: Professionalism, caring, safety and quality

1.2 The governing organization and nursing education ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

Utah State University and the nursing program allow for participation of faculty, administrators, and students in governance of USU and the nursing program. For example, Faculty Senate serves as the system of shared authority or participatory governance between faculty and administration. Representative groups of faculty, students, and others serve in advisory capacities to the administration and otherwise contribute to the policy making and operational functions of the University. These groups are organized into University councils, University

committees, Faculty Senate committees, advisory councils, advisory boards, and advisory committees. Nursing faculty serve on standing and ad hoc committees, as well as participate in searches for faculty positions by serving on hiring committees.

All full-time faculty in the nursing program are voting members of the Nursing Faculty Organization (NFO), and therefore, are directly involved in governance of the nursing educational unit. Part-time faculty may participate on a voluntary, non-compensated basis. The purpose of the NFO is to provide a structure for planning, communication, coordination, and evaluation of policies and procedures pertaining to the nursing faculty and students, and their interactions with USU, the College of Education and Human Services, community entities, and ACEN. The nurse administrator appoints full-time faculty to standing committees within the NFO: Admissions, Faculty Success, Program Evaluation and Accreditation, Scholarship, Student Success, and Testing. All full-time faculty are members of Curriculum Committee and Student Success Committee.

The nurse administrator chairs the NFO and is an ex officio member of all NFO standing committees. The nurse administrator represents the PN and AD programs to administration including the Department of Nursing, College of Education and Human Services, Provost, and regional campus deans and executive directors. She also is a member of USU Faculty Senate and State of Utah Nursing Advisory Peer Education Committee.

Students are provided opportunities for participation in governance. PN and AD students elect class representatives who are invited to participate in monthly NFO and Curriculum Committee meetings, and also may attend Nursing Advisory Council/Committee meetings. Students may hold membership in the NFO Student Success Committee. Evidence of faculty participation and student opportunities for participation in governance can be found in NFO By-Laws, Committee Responsibilities, and Committee Membership Lists 2017-2018, 2018-2019, and 2019-2020.; NFO and NFO Committees meeting minutes in the evidence room; and faculty personnel files.

1.3 The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.

Results of assessment of end-of-program student learning outcomes and program outcomes are shared with communities of interest including Advisory Councils on each campus, prospective and current program students, general education/support course faculty, and through USU Office of Assessment, Accreditation, and Analysis required procedures. The main mechanism by which assessment findings are shared and input provided by communities of interest is through Advisory Councils made up of clinical agency and community representatives. Each program location has its own advisory council that is combined for the PN and AD programs at the locations where both programs are offered, and meets at least once each academic year. For example, at the first Moab advisory committee meeting on March 15, 2018, committee members discussed the importance of sharing information with the program, providing information on program outcomes, and community facilities providing

feedback on nursing students and program graduates as employees. For additional examples and further details, refer to the PN/AD Advisory Council meeting minutes in the evidence room.

Students have the opportunity to provide input into program processes through their participation in shared governance by attendance at faculty meetings, course evaluations, and program exit surveys. For example, a response on the May 2017 AD Student Exit Survey was the comment, "The clinical schedule of second semester needs to be adjusted somehow. It was really difficult getting the preceptor hours completed in the time given to us." Student concerns confirmed faculty perceptions that the AD program may have too many clinical hours, making it difficult for faculty to obtain appropriate clinical learning experiences in rural areas, and for students to complete the required number of hours. The nurse administrator at the time benchmarked clinical hours in similar programs, indicating that the USU AD program clinical hours were at the high end of the range of clinical hours. Faculty subsequently reduced the number of credits in NURS 2030 Nursing Process 2 Clinical and NURS 2230 Manager of Care Clinical from 5 credits each to 4 credits each at faculty retreat in May 2017. The change in credits becomes effective fall semester 2019.

In accordance with ACEN policy, results of program outcomes are accessible to prospective students and the public on the nursing webpage. General education and support course faculty provide input into program processes and decision-making as members of campus committees who approve curriculum and course changes. The collaborative nature of faculty relationships on the USU campus provide the means by which the nurse administrator and faculty provide feedback to general education/support course faculty on how well their courses prepare students for the nursing programs and enhance professional nursing knowledge and practice. Similarly, a biology faculty who teaches anatomy and prerequisite courses to pre-nursing students on the Blanding campus has membership on the Blanding PN/AD Professional Advisory Council. Furthermore, other campus faculty participate in peer review of student achievement of end-of-program learning outcomes through required USU program assessment procedures managed by the Office of Assessment, Accreditation, and Analysis.

Clinical agencies have input into program processes through both formal agency-originated meetings and informal meetings between faculty and clinical liaisons at each agency. Examples of formal meetings include the Intermountain Healthcare Deans Council annual meeting at which deans and directors of nursing programs in the state of Utah and Intermountain Healthcare education administrative staff discuss ways to work together on improving clinical experiences. An example of an informal mechanism by which clinical agencies have input into program processes is a clinical liaison's feedback to the Uintah Basin program coordinator in February 2019 that preceptor students were being scheduled on the same shifts as Uintah Basin Technical College PN students, making it difficult to assign students to nurses. Subsequently, the Uintah Basin program coordinator met with the Technical College nurse administrator and facility nursing director for discussion of solutions with the decision being made that preceptor students would be given priority with assignment to nurses in these situations.

1.4 Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

The PN program does not utilize partnerships as defined by ACEN.

The associate program participates in a partnership with the Utah System of Technical Colleges to offer a pathway for its practical nurse certificate program graduates to achieve an associate of applied science in nursing degree. Graduates of the practical nurse certificate programs at three (3) technical colleges—Southwest Technical College, Tooele Technical College, and Uintah Basin Technical College—are able to articulate into the USU AD program on the regional campuses in those communities. Technical college PN graduates must meet USU admission criteria requirements for enrollment in the AD program. Memoranda of agreement provide guidelines for the partnership. An articulation agreement provides for the awarding of 22 credits (the equivalent of USU's PN program credits) for technical college PN courses upon completion of the AD program. The memoranda of agreement and the articulation agreement are available in the evidence room.

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

Laura Dotson holds a BSN and MSN from Chamberlain College of Nursing. She begins enrollment in a DNP program at the University of Utah in fall 2019, with an expected date of completion spring 2022. Her transcripts are available for review onsite.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

Laura Dotson began her position as nurse administrator for the USU PN and AD programs in May 2019 following the previous nurse administrator's retirement. Prior to her appointment as the PN and AD programs director, Laura was the coordinator of the nursing programs on the USU-Eastern Price campus for three years. She has been a full-time nursing faculty at USU for six years following two years as a clinical instructor. Laura has 15 years experience in nursing including as a clinical charge nurse in critical care and medical-surgical nursing units. She also has experience in family and pediatric ambulatory care nursing. The previous nurse administrator oriented and mentored Laura to the nurse administrator position. The department head for the Department of Nursing continues to mentor Laura. Laura also attended ACEN's Self-Study Forum and Program Administrators Workshop in March 2019 in preparation for assuming the nurse administrator position. Laura meets Utah State University requirements for the position. A copy of the posting for the nursing director position is available in the evidence room. Refer to Laura's curriculum vitae in Appendix A for evidence of her experiential qualifications.

1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.

Each campus location has a faculty member with three credits of administrative workload release time per semester to fulfill responsibilities as a coordinator in order to assist with PN and/or AD program administration. The three credit administrative release time is 25% of the total expected 12 credits per semester workload for professional

practice faculty. Appendix B includes a description of coordinator responsibilities. Each of the six nursing coordinators is academically qualified with a master's of nursing degree. Four are in their first year as coordinators at USU (Cedar City, Moab, Price, and Tooele). However, the Tooele coordinator was the director of another nursing program prior to beginning her position with USU. The nurse administrator mentors and supports the six coordinators on an individual basis as well as holds periodic coordinator meetings as a whole. Experienced coordinators also orient and mentor new coordinators. For instance, the Price coordinator met remotely and in person several times with the new Tooele coordinator shortly after she began her position in February 2019. The Moab and Uintah Basin coordinators also were mentored and trained by previous coordinators prior to their leaving the coordinator position. Evidence of coordinator academic and experiential qualifications can be found in faculty personnel files.

1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

Laura Dotson has authority and responsibility for the development and administration of the practical certificate and associate degree nursing programs as the PN/AD nursing programs director. She also holds the title of Assistant Department Head for Nursing. The nursing programs are located in the Department of Nursing within the College of Education and Human Services. Laura reports directly to the Department Head for Nursing (refer to USU organizational structure charts in the evidence room). She administers only the PN and AD nursing programs with the BSN program administered by the department head. Laura is aided in her responsibilities by six campus coordinators as described in Criterion 1.7.

Laura has adequate time and support in order to fulfill her responsibilities. Her time is 70% administrative, 20% teaching, and 10% service. See Appendix C for documentation of the nurse administrator's responsibilities.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

USU department heads are responsible for preparation of budget, and where appropriate, oversee the budget of the department and the expenditure of all departmental funds (USU Policy 104: The University President and Other Officers, <https://www.usu.edu/policies/104/>). The nurse administrator provides input into the budget for its preparation at the department level and administers program expenditures including but not limited to approval of operating expenses, faculty travel, faculty professional development, and equipment purchases. Each spring semester the nurse administrator solicits feedback from faculty as to budget needed for new positions and equipment through the regular budget approval process. The nurse administrator prioritizes requests made by nursing faculty and presents to the department head for approval. Departmental budgets then are prepared under the supervision of the Vice President of Business and Finance in collaboration with the Provost. Faculty are able to make budget requests throughout the year independent of the annual budget approval process. For example, the nurse administrator was able to obtain funding during spring semester 2018 for the purchase of a high-fidelity simulation manikin for the PN and AD programs on the Moab campus. Additionally, campus coordinators use purchasing cards

to independently utilize funds within guidelines specified by the nurse administrator. A copy of the purchasing guidelines is available in the evidence room.

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

Policies for nursing faculty and staff are comprehensive and provide for the welfare of the faculty and staff. Program faculty and staff are governed by University policies. Most nursing faculty policies are consistent with those of the governing organization including hiring practices, benefits, support for continuing education and development, rank and promotion, and workload. Differences are justified by goals and outcomes of the program. For example, clinical instruction requires that nursing faculty adhere to the requirements of affiliated clinical agencies. Clinical placement requirements are determined by the particular agency and most include maintenance of current, unencumbered professional nurse licensure, current CPR certification, tuberculosis screen, immunization reporting, drug testing, and criminal background check screening.

University faculty policies are found at <https://www.usu.edu/policies/> in Section 300: Personnel Policies and Section 400: Faculty Policies (Faculty Code). Staff policies also are found in Section 300: Personnel Policies. Nursing faculty policies are included in the Nursing Faculty Handbook 2017-2019 available in the evidence room.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

The PN and AD program curricula are delivered face-to-face with the exception of occasional interactive videoconferencing (IVC) on campuses where there are unmet faculty needs. For example, during fall semester 2017 the Blanding program had an open faculty position, which was not filled until January 2018. In order to offer the required instruction, some courses were broadcast from the Moab campus to Blanding. Additionally, a Moab instructor who has extensive practice experience in maternal-newborn nursing continues to broadcast two family nursing courses to Blanding. The previous nurse administrator broadcast four class sessions in NURS 2020 from her office to the Tooele campus during fall semester 2017 to assist the course instructor during the first semester of offering the program on the Tooele campus. This was a one-time occurrence, and no other campus locations have utilized IVC to offer courses in the past three years. Currently, the only courses using IVC format are broadcast from Moab to Blanding during spring semester: NURS 1042 Family Nursing 1 and NURS 1122 Family Nursing 2.

Additionally, an online course, NURS 2500 Pathophysiology for Nurses, is being implemented in the AD curriculum in fall semester 2019. The IVC and online format allows courses to be taught by experientially qualified individuals, and are congruent with USU's mission of providing high quality undergraduate education and the nursing program mission of providing a quality education for nursing students.

STANDARD 2

Faculty and Staff

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program. Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

- 2.1** Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

PN Program:

One (1) full-time faculty teaches exclusively in the PN program and has a master's degree in nursing. Five (5) full-time faculty are shared between the PN and AD programs. A full-time faculty position as a skills laboratory/simulation instructor is open on the Price campus, and when hired, will be shared between the PN and AD programs. The position has been posted, and interviews are being scheduled. An updated faculty profile table will be provided on site as this position is filled, increasing shared faculty positions from five (5) to six (6). Three (3) of the five (5) shared faculty hold master's degrees in nursing, with two (2) having a BSN, one of whom is enrolled in an MSN program with expected completion fall 2019 and the second enrolled in a DNP program with an expected completion 2020. A third shared faculty with an MSN is currently enrolled in a doctorate of education program with expected completion in 2021. All full-time faculty meet the qualifications and experience requirements of the University. The Utah State Board of Nursing, Utah Board of Regents, and Northwest Commission on Colleges and Universities do not have specific requirements for full-time faculty qualifications and experience.

AD Program:

Six (6) full-time faculty teach exclusively in the AD program. The six (6) exclusive full-time faculty in the AD program have earned master's degrees in nursing with one (1) enrolled in a doctorate of nursing program with expected completion fall semester 2019 and one (1) enrolled in a second master's degree program with expected completion April 2020. All full-time faculty meet the qualifications and experience requirements of the University. The Utah State Board of Nursing, Utah Board of Regents, and Northwest Commission on Colleges and Universities do not have specific requirements for full-time faculty qualifications and experience.

The PN and AD programs are offered in rural areas of the state. As a result, they have had difficulty at times in attracting master's-prepared individuals to faculty positions. In those situations, BSN-prepared individuals who are enrolled in a master's program or become enrolled in a master's program upon employment as a full-time faculty member are eligible for faculty positions. The one (1) shared full-time faculty with a BSN teaches almost exclusively in the PN program with the exception of family nursing courses in the AD program for which she has clinical expertise and experience. All full-time faculty have registered nurse and/or advanced practice licensure in the state of Utah.

The faculty have diverse academic backgrounds and professional experiences that qualify them to teach and mentor students in the program. The Faculty Profile Table in Appendix D and Qualification and Professional Development Addendum in Appendix E provide details.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

PN Program:

No part-time faculty teach exclusively in the PN program. However, a search is underway to fill an open part-time clinical instructor position on the Price campus. An updated faculty profile table will be provided to peer evaluators as the position is filled.

AD Program:

Two (2) part-time faculty teach exclusively in the AD program. One (1) has a master's degree in nursing, and one (1) has a BSN, MSN, and doctorate of education degree in curriculum and instruction. One (part-time) faculty is shared between the AD and BSN programs. He holds a master's degree in nursing. As with the PN program, the AD program has open part-time positions that should be filled by the start of the fall semester. These positions are a clinical instructor each for the Price, Tooele, and Southwest campuses. Again, an updated faculty profile table will be provided to peer evaluators as these positions are filled.

Part-time faculty meet the qualifications and experience requirements of the University by having a minimum of a BSN degree with two (2) years of clinical nursing experience. As with the full-time faculty positions, the Utah State Board of Nursing, Utah Board of Regents, and Northwest Commission on Colleges and Universities do not have specific requirements for part-time faculty qualifications and experience. The majority of instruction by part-time faculty is in clinical, skills laboratory, and/or simulation settings. Those faculty are registered nurses and/or nurse practitioners working in clinical practice. The exception is the two (2) part-time faculty who teach the online didactic course NURS 2500 Pathophysiology for Nurses in the AD program. The Faculty Profile Table in Appendix D and Qualification and Professional Development Addendum in Appendix E provide details.

2.3 Non-nursing faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned courses.

The PN and AD programs do not utilize non-nursing faculty.

2.4 Preceptors, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

Preceptors are utilized in the final semester of the AD program in NURS 2230 Manager of Care Clinical. Preceptors are selected in a collaborative process between faculty and clinical facility staff. Faculty established minimum qualifications for preceptors: 1.) active, unencumbered licensure as a registered nurse, BSN or higher

preferred, 2.) at least two (2) years clinical experience as an RN, 3.) interest in teaching, role modeling, mentoring, and counseling, and 4.) willingness to assume the additional responsibility of a student's learning.

A Preceptor Handbook provides information to clearly distinguish among preceptor, faculty liaison, and student roles and responsibilities. As well as providing each preceptor with a copy of the Preceptor Handbook, preceptors are invited to an informational presentation prior to the preceptorship. Full-time faculty liaisons monitor the preceptor experience, and students have the opportunity to evaluate their preceptors and clinical learning experiences at the end of preceptor clinical. Copies of the Preceptor Handbook, presentation, and student evaluation of preceptors are available in the evidence room.

Preceptors also are used in the PN program in NURS 1230 on the Price campus only. The preceptor clinical in Price was implemented in order to provide students with clinical experiences in facilities and clinics where a limited number of students were permitted to be present at one time. Faculty use a PN Preceptor Handbook that includes information similar to the AD Preceptor Handbook about roles and responsibilities. A copy of the PN Preceptor Handbook also is available in the evidence room.

2.5 The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

The number of full-time faculty on each campus appears to be sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved. Evaluation of faculty sufficiency will be ongoing, and occur during the process of measuring achievement of end-of-program outcomes and program outcomes after each graduating cohort. Overall full-time faculty-to-student ratios for spring and fall semesters 2019 are included in Table 2.1.

Table 2.1: PN and AD Programs Full-time Faculty-to-Student Ratios by Site

Site	Ratio
Spring 2019	
Blanding ¹	1:9.5
Moab ^{1, 2}	1:14.5
Price ¹	1:10
Tooele ³	1:8
Uintah Basin ³	1:11.5
Fall 2019	
Blanding ¹	1:13
Moab ^{1, 2}	1:19.5
Price ¹	1:16
Southwest ³	1:6
Tooele ³	1:14
Uintah Basin ³	1:7

¹Includes PN and AD program students in ratio calculation as faculty teach in both programs at these locations.

²Includes Blanding students in ratio calculation for Moab faculty as Moab faculty broadcast one course per semester to Blanding.

³AD students only as PN program not offered at these locations.

Faculty teaching assignments are based on educational, teaching, and professional experience, as well as workload requirements. All full-time nursing faculty of the USU PN and AD programs are designated as professional practice. Utah State University requirements for faculty workload are based on faculty classification—tenure/tenure track versus professional practice positions. The expectation for professional practice faculty workload is twelve (12) credits per semester. Faculty workload includes 90% instruction, 10% service, and possible administrative assignments as coordinators. As well as three credits of workload release, faculty who are campus coordinators receive an additional one month’s salary to compensate for any overload that results from coordinator responsibilities in addition to instructional and service responsibilities. Faculty who are not campus coordinators are eligible to receive overload compensation or extraordinary effort compensation.

Full-time faculty workloads for spring 2019 and fall 2019 are displayed in the Table 2.2.

Table 2.2: Full-time Faculty Workload by Campus

BLANDING

Faculty Name	Courses Taught	Workload Credits
Spring 2019		
Dewar, Susan	NURS 1230 Nursing Process I Clinical NURS 1240 Pharmacology II NURS 2220 Manager of Care NURS 2988 Special Problems Program Coordinator Service Total	6 1 5 2 3 1.2 18.2
Patterson, Emmy	NURS 1220 Nursing Process I NURS 2230 Manager of Care Clinical NURS 2240 Advanced Family Nursing II Service Total	3 6 1 1.2 11.2
Fall 2019		
Dewar, Susan	NURS 1030 Fundamental Concepts of Nursing Clinical NURS 1110 Pharmacology NURS 2020 Nursing Process II NURS 2988 Special Problems Program Coordinator Service Total	4 1 5 2 3 1.2 16.2
Patterson, Emmy	NURS 1010 Introduction to Nursing NURS 1020 Fundamental Concepts of Nursing NURS 2030 Nursing Process II Clinical NURS 2140 Advanced Family Nursing I Service Total	1 4 6 1 1.2 13.2

MOAB

Faculty Name	Courses Taught	Workload Credits
Spring 2019		
Chartier, Nancy	NURS 1240 Pharmacology II	1
	NURS 2220 Manager of Care	5
	NURS 2230 Manager of Care Clinical	3.6
	NURS 2988 Special Problems	2
	Program Coordinator	3
	Service	1.2
	Total	15.8
Wilson, Connie	NURS 1042 Family Nursing I	1
	NURS 1122 Family Nursing II	1
	NURS 1220 Nursing Process I	4
	NURS 1230 Nursing Process I Clinical	3.6
	NURS 2240 Advanced Family Nursing II	1
	Service	1.2
	Total	11.8
Fall 2019		
Parker, Rachel	NURS 1110 Pharmacology I	1
	NURS 1020 Fundamental Concepts of Nursing	4
	NURS 1030 Fundamental Concepts of Nursing Clinical	6
	NURS 2140 Advanced Family Nursing I	1
	Service	1.2
	Total	13.2
	Wilson, Connie	NURS 1010 Introduction to Nursing
NURS 2020 Manager of Care		5
NURS 2030 Manager of Care Clinical		6
NURS 2988 Special Problems		2
Program Coordinator		3
Service		1.2
Total		19.2

PRICE

Faculty Name	Courses Taught	Workload Credits
Spring 2019		
Dotson, Laura	NURS 2220 Manager of Care	5
	NURS 1240 Pharmacology II	1
	Program Coordinator	3
	Service	1.2
	Total	10.2
Varndell, Becky	NURS 2240 Advanced Family Nursing II	1
	NURS 1042 Family Nursing I	1
	NURS 1122 Family Nursing II	1
	NURS 2230 Manager of Care Clinical	7.5
	NURS 2988 Special Problems	2
	Service	1.2
	Total	13.7
Davis, Patricia	NURS 1220 Nursing Process I	3
	NURS 1230 Nursing Process I Clinical	6
	NURS 2977 Special Problems	2
	Service	1.2

Faculty Name	Courses Taught	Workload Credits
	Total	12.2
Fall 2019		
Varndell, Becky	NURS 2140 Advanced Family Nursing I NURS 1010 Introduction to Nursing NURS 2030 Nursing Process II Clinical NURS 2988 Special Problems Service Total	1 2 7.5 2 1.2 13.7
McOmber, Dave	NURS 2020 Nursing Process II NURS 2030 Nursing Process III Clinical Service Total	5 6 1.2 12.2
Ware, Jacqueline	NURS 1020 Fundamental Concepts of Nursing NURS 1030 Fundamental Concepts of Nursing Clinical Service Total	4 6 1.2 11.2

SOUTHWEST

Faculty Name	Courses Taught	Workload Credits
Fall 2019		
Hatch, Tim	NURS 2020 Nursing Process II NURS 2030 Nursing Process III Clinical Program Coordinator Service Total	5 3 3 1.2 12.2

TOOELE

Faculty Name	Courses Taught	Workload Credits
Spring 2019		
Jewkes, Kate	NURS 2240 Advanced Family Nursing II NURS 2230 Manager of Care Clinical NURS 2220 Manager of Care NURS 2988 Special Problems Program Coordinator (January 1-February 1) Service Total	1 1.5 5 2 1 1.2 11.7
Fall 2019		
Brooke Temby	NURS 2240 Advanced Family Nursing II NURS 2220 Manager of Care NURS 2988 Special Problems Program Coordinator Service Total	1 5 2 3 1.2 12.2

UINTAH BASIN

Faculty Name	Courses Taught	Workload Credits
Spring 2019		
Bastian, Inella	NURS 2230 Manager of Care Clinical	3
	NURS 2240 Advanced Family Nursing II	1
	NURS 2988 Special Problems	2
	Coordinator	3
	Service	1.2
	Total	10.2
Hardinger, Monte	NURS 2220 Manager of Care	5
	NURS 2230 Manager of Care Clinical	5
	Service	1.2
	Total	11.2
Fall 2019		
Bastian, Inella	NURS 2030 Nursing Process II Clinical	4
	NURS 2140 Advanced Family Nursing I	1
	NURS 2988 Special Problems	2
	Coordinator	3
	Service	1.2
	Total	11.2
Cutright, Tabitha	NURS 2030 Nursing Process II Clinical	6
	Service	1.2
	Total	7.2
Hardinger, Monte	NURS 2020 Nursing Process II	5
	NURS 2030 Nursing Process II Clinical	6
	Service	1.2
	Total	12.2

2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

All faculty are encouraged to maintain expertise, participate in scholarship, and apply evidence-based pedagogical and clinical practices. The Nursing Department provides faculty development funding for full-time faculty at \$2000 per academic year. The nurse administrator also provides budget in addition to the \$2000 per year in circumstances where it may be warranted; for example, in the fall of 2018 a part-time faculty from the Price campus was authorized to assist faculty on the Moab campus with mentoring and training to deliver high fidelity simulation. The department also funds an annual subscription to the NurseTim® webinar series and KeithRN Think Like a Nurse membership site.

In addition to department funds for attendance at conferences and workshops, USU provides opportunities for faculty to learn about evidence-based teaching practices. All full-time nursing faculty attended the Empowering Teaching Excellence (ETE) conferences in August 2017 and 2018. The ETE Conference is presented annually during August faculty retreat. The ETE conference includes workshops that focus on bringing faculty from throughout the USU system to provide highlight and share best-practices in instruction. It offers workshops in pedagogical practices such as flipping the classroom, learning analytics, classroom polling, and writing objectives. Additionally,

during this workshop USU's Center for Innovative Design and Instruction (CIDI) provides faculty training. CIDI assists faculty with the creation and maintenance of high-quality online learning environments while providing access to practical tools, relevant data, prompt and effective support, consultation, and hands-on training. CIDI instructional designers provide one-on-one support for faculty in development of their courses in Canvas.

The USU nursing administration also provides a faculty retreat each May. The focus of this retreat is to bring faculty together from each campus and review curriculum, share instructional practices, and bolster expertise. In May 2018 all faculty attended a NurseTim® workshop which focused on assessment of student learning. Similarly, faculty attended a NurseTim® workshop on item writing and analysis at faculty retreat in May 2019.

Expectations of scholarship for the professional practice faculty are related to the scholarship of teaching in which faculty examine, interpret, and share learning about teaching. One way in which faculty participate in the scholarship of teaching is participation in journal club at each monthly faculty meeting. Topics presented at journal club during the 2018-2019 academic year included community engaged learning, QSEN competencies, new graduate mentoring, easing the transition from new graduate to nurse, faculty and student incivility in undergraduate nursing programs, making nurse-patient assignments, making the most of being a student nurse, and communication surrounding medical errors.

Full- and part-time faculty hold registered nurse licensure in the state of Utah or through the Nurse Licensure Compact. Renewal of registered nurse licensure in the state of Utah requires completion of licensed practice for at least 400 hours, or licensed practice for at least 200 hours and completion of 15 hours of approved continuing education, or completion of 30 hours of approved continuing education during the 2 years prior to renewal. The Utah Board of Nursing considers nurse educator work as licensed practice. Furthermore, several full- and part-time faculty are engaged in clinical nursing practice, thus maintaining currency with evidence-based clinical practices. Faculty also hold specialty certification in various areas. The Faculty Profile Table and Faculty Development and Qualifications Addendum in Appendix E provide additional details.

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Twelve (12) staff members provide sufficient support for the nurse administrator and faculty in achieving the goals and outcomes of the nursing programs: 1.) full-time coordinator of programs III, 2.) five (5) academic advisors and one (1) advisor coordinator, 3.) full-time business manager, 4.) full-time business assistant, 5.) full-time staff assistant Price campus, 6.) full-time staff assistant Blanding campus, and 7.) full-time staff assistant Uintah Basin campus.

The full-time coordinator of programs III is a combined administrative assistant and laboratory coordinator located on the main USU campus in Logan. She provides secretarial support to the head of the Department of Nursing as well as Moab, Tooele, and Cedar City campus faculty. The coordinator of programs III is well-qualified for the role, having had previous experience as a staff assistant in other departments at USU, and as a

phlebotomist/clinical laboratory manager at Logan Regional Hospital. She possesses strong computer/technical skills and knowledge of office procedures. She is responsible for the critical function of maintaining a program outcomes database for the PN, AD, and BSN programs. She also works with academic advisors in the program application process and maintains a database of past and current applicants to the USU nursing programs.

The academic advisors provide advisement and information for pre-nursing and nursing students such as program prerequisite courses, program application, progression through the program, and graduation application. Their efforts are coordinated by an advisor coordinator located on the Moab campus. Although the academic advisors and coordinator are full-time employees at USU, they have additional responsibilities outside of the nursing program. The business manager and business assistant are shared by the Department of Nursing and the Department of Kinesiology and Health Sciences. They assist the nurse administrator and faculty with clinical affiliation agreements, human resource concerns, recruitment and hiring for faculty positions, budget reporting, travel authorization and reimbursement, and other similar functions.

The staff assistants to the various campuses share the same functions on the secretarial support level. They are expected to be knowledgeable of USU policies and procedures and general processes of the University in order to be able to address questions or concerns. Duties include, but are not limited to receiving telephone calls and emails, monitoring clinical agreements, preparing travel authorizations and reimbursements for faculty, assisting with open houses and workshops, tracking inventory, and ordering supplies. They all also play a key role in assisting current and future students as needed. In addition to these duties, the staff assistants may have specific roles unique to their campus. The staff assistant to the Price campus is an integral support person for the Student Nurse Association. She oversees the election of officers, takes part in their meetings, helps the officers with fundraisers, and assists them in planning the pinning ceremony. She also provides on campus administrative assistant support for the nurse administrator. The staff assistant to the Blanding campus assists in the setup and maintenance of skills laboratory manikins and trainers. She also assists the faculty with information technology and computer support. The Vernal campus staff assistant is the PN and AD program liaison for ATI testing and remediation across all campuses. She is an ex officio member of the USU nursing testing committee.

Although the Logan coordinator of programs III is able to provide sufficient secretarial support for faculty at the Moab, Southwest, and Tooele locations, faculty identified that a staff assistant physically present on each campus is needed. This was included as an area needing development in the ACEN focused site visit in March 2018. The previous nurse administrator subsequently explored the possibility of hiring a part-time staff assistant or utilizing a current staff assistant on each campus to provide support for faculty. Campus administrators acknowledged the need but budget constraints have not allowed for the hiring of additional staff assistants to support nursing faculty at the three (3) program locations at this time. The Department of Nursing head and PN/AD programs nurse administrator continue to explore possibilities for providing on campus secretarial support for faculty on the Moab, Southwest, and Tooele campuses.

2.8 Faculty (full- and part-time) are oriented and mentored in their areas of responsibility.

Full- and part-time faculty are oriented and mentored in their roles. The nurse administrator works with each campus coordinator in ensuring a mentor is assigned to each new full-time faculty member. An orientation checklist available in the 2017-2019 Faculty Handbook (pp. 18-19) is used as a guide to the orientation and mentoring of new faculty. Completed orientation checklists are available in full-time faculty personnel files. Furthermore, each new faculty is provided with an electronic copy of the faculty handbook, which includes a welcome letter from the nurse administrator, nursing program mission and philosophy, student learning outcomes, organizational chart, faculty expectations, faculty policies, and links to faculty resources. Given the small number of faculty and the collaborative nature of their relationships, informal mentoring among the faculty occurs. Faculty frequently consult each other about course development, teaching-learning strategies, student issues, grading practices, and testing. Part-time faculty are oriented and mentored by the campus coordinator and the clinical course lead instructor.

Utah State University provides formal orientation for new faculty during retreat week shortly before the fall semester begins. All new professional practice faculty are invited to the Foundations of USU Teaching in-service presented during retreat week. During this week as well, faculty attend college and department retreats in which important information is shared.

2.9 Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.

The program adheres to USU policy for performance evaluation of tenure-track and professional practice faculty: *Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention* available at <https://hr.usu.edu/files/policies/405.pdf>. All nursing faculty have term appointments as professional practice faculty. The nursing faculty chose to go beyond USU's minimum requirements for performance evaluation of professional practice faculty as indicated in Section 12.1 of Policy 405, 12.1 Annual Review of Faculty:

“Each department shall establish procedures by which all faculty shall be reviewed annually. This evaluation shall review the work of each faculty member in a manner and frequency consistent with accreditation standards. In the case of tenured faculty, this evaluation shall encompass a multi-year window of performance that covers a five-year span. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation letter by the department head or supervisor developed for tenure-eligible faculty as part of the promotion and tenure process (405.7.13) may not serve as a substitute for this annual review letter for

salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.”

Procedures for tenure track/tenured faculty are more explicit than those for professional practice faculty and are available in Policy 405. General guidelines are provided for the annual performance review of professional practice faculty with discretion left to departments for specific procedures. Arising from their desire to participate in a meaningful performance review process, faculty as a whole approved a performance evaluation procedure at department retreat in August 2017. Faculty revised the frequency of evaluation at faculty retreat May 2019 to once an academic year from once per semester for faculty who were within two (2) years of hire. Each full-time faculty member completes a peer evaluation, supervisor evaluation, and self-evaluation according to the following intervals: 1.) peer evaluation once per academic year, 2.) supervisor evaluation by nursing programs director or campus coordinator once per academic year, and 3.) self-evaluation once per academic year in spring semester and written as a letter to the program director indicating strengths, challenges, goals for the next year, and how administration can help faculty achieve their goals.

During late spring semester, the nurse administrator meets with each faculty member in order to review results of peer, supervisor, student, and self-evaluations. The nurse administrator then writes a summary letter to the Dean in which a recommendation is made (or not made) for continuing appointment for professional practice faculty. A similar letter is written for tenure track faculty without any recommendation being made for continuing appointment. Each faculty member is provided a copy of the summary letter. Part-time faculty are evaluated by campus coordinator or practicum course leads once per semester. The performance evaluation procedure and forms for full-time faculty are included in the Nursing Faculty Handbook 2017-2019 (pp. 14-16) and Nursing Faculty Organization (NFO) Canvas course. The part-time faculty evaluation form also is included in the NFO Canvas course website. Copies of completed evaluation forms and report letters to the Dean are available in faculty personnel files.

2.10 Faculty (full- and part-time) engage in ongoing development and receive support for instructional and distance technologies.

Orientation to technology is provided, and technological support is available to faculty. Table 2.3 provides examples of the ways in which this support is offered to faculty.

Table 2.3: Technology and Technical Support for Faculty

Technology	Orientation and Support
ATI Testing and Remediation	WebEx planning webinar with ATI nurse educator Onsite 4-hour training with ATI nurse educator Online ATI Academy ATI Facebook page ATI support personnel ATI presentation at faculty retreat May 2019
Canvas	Online instructor guide Canvas online instructor orientation Canvas Support Hotline Chat with Canvas Support Center for Innovative Design and Instruction (CIDI) support Instructional designer presentation at department retreat Individual meetings and consultation with instructional designer IT Help Desk
High-fidelity simulation	Laerdal onsite 2-day training (Held in Moab April 2018) Laerdal support personnel USU IT support
Skills laboratory equipment	Orientation and instruction by faculty colleagues Training by vendor representative Training modules provided with equipment (e.g. Alaris pump reference cards; training CD) Vendor maintenance and support
Library resources	Library liaison presentation at department retreat Individual meetings and consultation with library liaison Library liaison provides course instruction upon request
Computers and laptops	IT Help Desk at each campus

STANDARD 3

Students

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

3.1 Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.

All policies of the PN and AD programs are consistently applied and most are congruent with those of Utah State University. Policies are non-discriminatory and follow appropriate guidelines as established by the federal government regarding race, gender, disability, nation of origin, language, religion, veteran status, marital status, parental status, age, and sexual orientation. Academic and student life policies are published in the USU Catalog, and/or the PN/AD Student Handbook, and publicly accessible on the USU and nursing program website. The catalog and PN/AD Student Handbook specify policies designed to protect student rights. PN and AD students receive information on nursing program policies when they are sent an electronic copy of the PN/AD Student Handbook in the summer prior to beginning the program in fall semester. The Student Handbook is then reviewed during program orientation, and students sign a statement acknowledging their understanding of the policies within the Handbook.

Program policies that differ from those of the University are justified by the end-of-program student learning outcomes and program outcomes, or by clinical agency requirements. Table 3.1 provides a comparison of USU and PN/AD program policies that differ.

Table 3.1: USU and PN/AD Program Policy Comparison

Policy	USU	PN/AD Program
Admission Requirements	Most USU-Eastern and regional campus associate degrees and certificates are open enrollment and do not require a minimum high school GPA or ACT/SAT score; at least 19 years old for a degree-seeking student	Competitive admission. Completion of all prerequisite courses with at least a B- grade. Overall minimum GPA 3.0. Submission of online application to include personal statement, resume, and letters of recommendation.
Progression	Students placed on academic probation if completed 36 or more credit hours and overall GPA is <2.0. Academic suspension occurs if failure to achieve semester GPA of >2.0 and overall GPA remains at <2.0.	Students are required to: Maintain overall GPA of 3.0 Complete each nursing course with at least a B- grade or better. Achieve at least a 79.5% exam average in each nursing course to pass the course and progress in the program.

Policy	USU	PN/AD Program
Student Health/Clinical Requirements	Beginning fall 2017, students are required to submit evidence of: Immunity or immunization to MMR, polio, and varicella Tdap immunization Exemptions allowed for personal, medical and religious reasons.	Students are required to complete: Two-step TB test Evidence of immunity to or immunization for MMR, Varicella, and Hepatitis B Tdap immunization Annual flu vaccination Exemptions allowed for medical reasons.
Other Unique Requirements	Not applicable	Students: Must maintain current American Heart Association CPR for Healthcare Providers Have a clear background check and urine drug screen Arrange for own transportation to clinical facilities Adhere to the nursing program grooming and attire policy

3.2 Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and the ACEN contact information.

The University and PN/AD programs make every effort to ensure integrity and consistency for all information provided to the public. The University website includes pages for each academic department. In addition, information about the PN certificate and associate degree nursing requirements are presented in Degree Maps in the online University catalog accessible by the public, with links to the PN and AD Degree Maps also located on the nursing webpage. Once students declare themselves as a nursing major, information about degree requirements is accessible within Degree Works for self-monitoring of progress toward the degree. Admission and application information is located on the nursing webpage. The nursing advisors also utilizes printed information about the program in assisting pre-nursing students. The nurse administrator works with the nursing advisor coordinator in ensuring printed materials are accurate and up-to-date. Additionally, any recruitment and marketing materials developed by University marketing staff are reviewed by the nurse administrator. For example, in summer 2018 the nurse administrator reviewed and confirmed accuracy of information presented in a brochure and advisement sheet for the new AD program location in Cedar City. Nursing Student Handbook information also is reviewed and updated annually by faculty to ensure current and correct information is disseminated. The nurse administrator, administrative assistant, nursing advisor coordinator, and CEHS webmaster collaboratively review and update the nursing webpage for accuracy and currency as needed.

ACEN accreditation status and contact information is found in the University catalog, Nursing Student Handbook, printed recruitment materials, and nursing webpage including contact information for ACEN. Program

outcome information in accordance with ACEN policy is located on the nursing webpage at

<https://nhp.usu.edu/accreditation/outcomes-data>

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Changes in program information are communicated to students in a variety of ways. The combined PN/AD Student Handbook is the main mechanism for communication of program policies, procedures, and information to students. The Handbook is updated annually following its review by faculty during the annual faculty retreat. PN students receive an electronic copy of the Student Handbook during the summer before their enrollment in the program and are encouraged to read before orientation. The student handbook then is reviewed during orientation. Students complete a handbook quiz and sign a statement acknowledging they read the handbook and understand the policies and procedures described in the handbook. The signed acknowledgement forms are kept in student files and are available for review. AD students receive an electronic copy of the updated handbook at the beginning of the fall semester, and any changes in the handbook are reviewed during orientation. For example, program coordinators reviewed changes in the minimum examination average policy with second-year students during AD program orientation in August 2018. The change in policy clarified the resulting grade should students fail a course because they did not obtain the minimum examination average of 79.5% independent of their scores on other assignments in a course. Instead of receiving an F grade, students receive a grade based on whichever is lower, their examination average or overall course average.

The University Catalog is available online at catalog.usu.edu. It is updated annually during spring semester. The nurse administrator and administrative assistant revise the nursing program information as needed through Curriculog™, an online curriculum management system. Any approved nursing curricular changes apply for the next academic year or as appropriate for the new cohort of students and not currently enrolled students. Other changes in nursing program information clearly and consistently are communicated to students verbally, by email, and through Canvas announcements. For example, the campus coordinators notified students by email of the immediate implementation of a test bank policy during fall semester 2018. Students are informed of University activities via Aggie mail, bulletin boards and monitors placed throughout campuses, and University website announcements.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Utah State University offers comprehensive services to its students. Resources available to nursing students are proportionate with those available to the general student population, and available to nursing students on all campuses. Services are overseen by qualified individuals. Student services most utilized by PN and AD students include the library, financial aid, academic advising, bookstore, testing center, information technology, and registration and enrollment. PN and AD students are able to access most student services in person. On campuses where services may not be offered onsite, advisors and nursing faculty and staff are adept at helping students access

needed services via online and telephone. 100% of PN students and 94.7% of AD students who participated in the Student Exit Survey in 2018 agreed that they were able to access student services when needed. 55.5% of PN students (44.5% responded neither agree/disagree) and 94.7% of AD students responded they were able to get IT support when they needed it. Table 3.2 lists the student services most used by nursing students and method of access available to students on each campus.

Table 3.2: Student Services

Student Service	Blanding	Moab	Price	Cedar City	Tooele	Uintah Basin
Library	Onsite, website, telephone, online chat, interlibrary loan, online databases	Website, telephone, online chat, interlibrary loan, online databases	Onsite, website, telephone, online chat, interlibrary loan, online databases	Website, telephone, online chat, interlibrary loan, online databases	Website, telephone, online chat, interlibrary loan, online databases	Website, telephone, online chat, interlibrary loan, online databases
Financial Aid	Onsite, website, telephone	Website, telephone	Onsite, website, telephone	Website, telephone	Website, telephone	Website, telephone
Academic Advising	Onsite nursing advisor	Onsite nursing advisor	Onsite nursing advisor	Onsite nursing advisor at regular intervals, website, telephone	Onsite nursing advisor	Onsite nursing advisor
Bookstore	Onsite, website, telephone	Website, telephone	Onsite, website, telephone	Website, telephone	Website, telephone	Website, telephone
Testing Center	Onsite	Onsite	Onsite	Onsite	Onsite	Onsite
Information Technology	Onsite IT help desk, website, Telephone	Onsite IT help desk, website, telephone	Onsite IT help desk, website, telephone	Onsite IT help desk, website, telephone	Onsite IT help desk, website, telephone	Onsite IT help desk, website, telephone
Registration and Enrollment	Website, telephone	Website, telephone	Website, telephone	Website, telephone	Website, telephone	Website, telephone

Student services available at USU are briefly described with website addresses included for access to additional information regarding each student service.

- Academic Support

The Academic Success Center offers excellent resources for students, faculty, parents of students, and others interested in discovering new ways to study effectively, learn efficiently, and achieve academically.

<http://www.usu.edu/asc/>

- Access and Diversity Center

The Access and Diversity Center works to promote access, enhance students' educational experiences, foster responsible citizenship, and develop diverse student leaders.

<http://accesscenter.usu.edu/>

- Admissions Office

The Admissions Office mission is to recruit, admit, and enroll students who are the best fit for Utah State University; to maintain the livelihood of the University through programs and services; and achieve annual enrollment goals by keeping the individual student as its focus.

<http://www.usu.edu/admissions/>

- Advising

Each student is assigned an advisor to help them reach educational goals. A student's advisor is based on the student's current major. Undeclared majors are assigned to an advisor on the Exploratory Advising Team. Students are encouraged to meet with their advisor once a semester to assist them on their path at USU.

<https://advising.usu.edu/>

- Career Services and Student Employment

USU Career Services is the link between students and meaningful employment. Career coaches help students, alumni, and community members achieve career discovery, career opportunities, and career advancement. The Student Employment Office posts both on-campus and off-campus job opportunities for students.

<https://career-services.usu.edu/>

- Counseling and Psychological Services

Dedicated to promoting students' mental health and well-being, the Counseling and Psychology Services Office can address concerns in a confidential and supportive setting. Many services are available ranging from individual counseling to outreach and consultative services.

counseling.usu.edu

- Disability Resource Center

The Disability Resource Center provides persons with disabilities equal access to University programs, services, and activities in a manner promoting dignity and independence.

<http://www.usu.edu/drc/>

- Financial Aid Office

The Financial Aid Office can help make a degree financially possible for every qualified USU student. Grants, student loans, parent loans, and work-study funds are offered to students who qualify to help increase access to higher education. The Financial Aid Office is able to provide all the information needed for applying for federal aid.

<https://www.usu.edu/financialaid/>

- IT Service Desk

The IT Service Desk is fully equipped to handle any IT support request that a student may have. It provides world-class IT support for passwords, wireless connections, computer labs, and other IT issues.

IT.usu.edu

- Merrill-Cazier Library

The Merrill-Cazier Library is the intellectual center of Utah State University. As both a physical and virtual destination, it creates collaborative, engaging environments for learning and scholarship. The USU Libraries provide access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals.

<https://library.usu.edu/>

- Public Safety

The USU Public Safety Office provides safety, security, law enforcement, crime prevention, and emergency response services on USU campuses 24 hours a day, seven days a week.

dps.usu.edu

- Registrar's Office

The Registrar's Office is primarily responsible for maintaining accurate records and ensuring compliance with curricular requirements. Registrar staff are able to track record and registration data and use it effectively to guide student registration practices and advising. Areas within the Registrar's Office include registration; tuition and payment; records and graduation; and transfer articulation.

<https://www.usu.edu/registrar/>

- Student Support Services

Student Support Services is a federally funded TRiO program designed to provide specific activities and services for baccalaureate degree students on the Logan campus. These students are in need of academic support and meet at least one, if not more, of the following criteria: 1) low income, 2) first generation, and/or 3) have a documented disability.

sss.usu.edu

- Testing Services

USU Testing Services is committed to the highest standard of academic integrity. The online materials and testing system has been designed to assist students in finding certified proctors and testing locations and securely distributing course material as well as exam access codes to proctors and testing centers around the state of Utah. This service is for all USU students.

<https://testing.usu.edu/>

- Tutoring Center

Helping students develop competence in their academic subjects is the primary focus of the tutoring services provided by the Center. Tutoring assistance is provided in several ways: 1.) Drop-in math and statistics tutoring, 2.) online tutoring, 3.) links to free tutoring resources, and 4.) Tutor Advertiser.

<https://usu.edu/asc/tutoring/>

- Writing Center

The Writing Center conducts face-to-face or online tutoring sessions. Its main goal is to help students become independent writers for life. The Center strives to teach students to implement writing concepts discussed in class, cultivate the skills students need to create effective documents, and increase the confidence of student writers.

<https://writing.usu.edu/>

3.5 Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.

The Registrar’s Office has the responsibility for maintaining official academic records for students at USU. USU has several policies and guidelines related to student educational records. Table 3.3 indicates those policies and guidelines.

Table 3.3: USU Educational Records Policies and Guidelines

Policy/Guideline	Content
https://www.usu.edu/policies/504/	Student Policy 504: Student Records (Federal Statute: Family Educational Rights and Privacy Act of 1974 [FERPA])
https://www.usu.edu/registrar/faculty-staff/ferpa	Online FERPA tutorial for faculty and staff
https://www.usu.edu/registrar/ferpa-info	Privacy rights for students
https://www.usu.edu/.../records.../Student Information Release Authorization FERPA.pdf	Student Information Release Authorization form
rgs.usu.edu/irb/wp.../FERPA-Records-in-Research-Guidance.pdf	Guidelines for use of student educational records in research
https://www.usu.edu/parents/files/parenthandbook.pdf	FERPA Handbook for Parents

PN and AD program faculty and staff adhere to the USU student policies and guidelines. For example, upon hire and every three years, faculty and staff complete the FERPA online tutorial offered by the Registrar’s Office. This helps to ensure that all those with access to educational records are in compliance with the policies of Utah State University and state and federal guidelines. Most PN/AD student records are maintained in electronic form in Box, a password-protected document sharing platform available on the USU website. A few physical documents are kept in locked file cabinets accessible only to staff assistants in their office areas, or in the nurse administrator’s office (for example, records of grievances). Student immunization records, criminal background screen results, CPR documentation, and drug screen results are kept in the CastleBranch database, also password-protected with access

granted only to those on a need-to-know basis; i.e. the coordinator of programs III (Logan campus nursing administrative assistant). Records are kept for five years, and then archived in Box. The PN/AD Student Handbook (p. 10) contains a statement regarding the secure storage of student records and the length of time they are kept.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

USU has a current Program Participation Agreement with the Department of Education (DOE) and maintains compliance with HEA eligibility and certification requirements including acceptable results for all pertinent audits. Compliance includes monitoring three-year cohort default rates and the results of financial and compliance audits. The Financial Aid Office maintains the policies and procedures outlining how federal guidelines must be implemented. USU's official default rates available on the US Department of Education website are 5.6% in 2013, 5.3% in 2014, and 5.7% in 2015, rates that are well below the level that would cause any sanctions from the DOE.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

Student loan information largely is accomplished through online entrance and exit counseling. USU also maintains compliance with all required reporting standards for enrollment and loan information, including collaboration with federal loan servicers and private loan providers, as needed.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

Students are informed of their ethical responsibilities regarding financial assistance in a variety of ways. They are informed verbally from a financial counselor as well as informed in writing on mandatory Entrance Loan Counseling and Exit Loan Counseling available to students online at <http://www.studentloans.gov/>. The USU Financial Aid Office also takes great care to communicate these responsibilities to students receiving federal financial aid. Terms and conditions are clearly posted on the Financial Aid Office website.

3.6.3 Financial aid records are in compliance with the policies of the governing organization, state, and federal guidelines.

Financial aid records are kept electronically in the Banner system and adhere to federal standards. Records are kept for a minimum of three years from the end of each award year.

3.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

Grievance policies are in place and available to faculty and students in the PN/AD Student Handbook and USU website at <https://studentconduct.usu.edu/studentcode/>. The steps of the grievance process per policy begin with the individual faculty member and proceed as needed to the nurse administrator, department head, and academic dean. Should the dispute not be resolved at the academic dean level, the grievance can be heard in a stepwise progression by a grievance board, hearing officer, provost, and finally University president. In the past three years, the PN program has had two grievances. One grievance was brought by a student whose admission to the PN

program in 2017 was rescinded when it was discovered she had committed a serious academic integrity and professional conduct violation in a medical assistant clinical course. A second grievance was brought by a student who had failed out of the PN program in 2017 and was denied readmission. Both grievances were resolved in the program's favor at the level of the Dean's office. Documentation of resolution of the two grievances will be provided to peer evaluators on site. There were no grievances in the AD program in the past three (3) years.

3.8 Orientation to technology is provided, and technological support is available to students.

Students are oriented to the technology used in the PN and AD programs, and receive continuing support for use of technology. Table 3.4 provides examples of how technology orientation and support are provided for nursing students.

Table 3.4: Student Orientation and Support for Technology

Technology	Orientation and Support
ATI Testing and Remediation	Orientation webinar Onsite presentation by ATI representative Online tutorial ATI customer service Orientation and instruction by program faculty
Canvas	Online student guide Canvas online student orientation Canvas Support Hotline Chat with Canvas Support BSN program new student orientation IT Help Desk
High-fidelity simulation	Orientation and instruction by program faculty
Skills laboratory equipment	Orientation and instruction by program faculty
Library resources	Library liaison presentation during first semester course Meet with a Librarian 24/7 contact: online, telephone, chat
Computers, laptops, and tablets	IT Help Desk Computer lab consultants
Interactive videoconferencing	Orientation and instruction by program faculty In-person facilitator during broadcast classes

3.9 Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

All PN and AD students have access to technology services and information. The technology requirements and policies specific to courses in the learning management system are accurate, clear, consistent, and addressed through the Canvas online student orientation. Additionally, USU provides information about and assistance for online learning on its website at <https://www.usu.edu/online/>. Students do not have additional technology requirements for participation in courses offered by interactive videoconferencing (IVC) when participating in a classroom. USU has several policies related to department/program and faculty scheduling and use of IVC, and one

policy for students and IVC in the situation when students cannot participate in an IVC classroom but are participating remotely; for example, when home with an illness. The policy is available at https://ais.usu.edu/scheduling/policies/IVC_Connection. The policy specifies approval from the course instructor to participate remotely; computer, laptop, or tablet system requirements; and connection guidelines and etiquette.

STANDARD 4

Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

- 4.1** Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.

The PN and AD concept-based curricula prepare students to achieve end-of-program student learning outcomes (EOPSLOs) consistent with contemporary nursing practice. Most courses across the PN program are concept-based. However, faculty considered that two PN program courses did not lend themselves as well to concept-based teaching and learning: NURS 1110 Pharmacology and NURS 1240 Pharmacology 2. Although these courses include curriculum concepts and exemplars, they also are content-based. All program didactic courses in the AD program are concept-based with the exception of NURS 2500 Pathophysiology for Nurses. The concept-based curriculum was implemented in the PN program in fall 2016, followed by implementation in the AD program in fall 2017. Thus, three PN program cohorts and two AD program cohorts have graduated from a full sequence of the concept-based curriculum at this time.

The PN and AD curricula are built upon the program core values of caring, nursing judgment, holistic care, professionalism, and safety and quality. The curricula also support the mission of the USU nursing programs: “The USU Nursing Program enriches regional, national, and global communities through evidence-based education. Our curriculum, which reflects the core values, prepares students to demonstrate professionalism while providing holistic care” (PN/AD Student Handbook, p. 4; Faculty Handbook, p. 3).

The PN and AD curricula were developed concurrently in a simple-to-complex format as students advance from the PN program to the AD program. The AD curriculum is built upon the PN curriculum, with concepts and exemplars progressing in complexity. The PN and AD program concept-based curriculum was developed by applying the National League for Nursing (NLN) Competencies for Graduates of Practical Nurse and Associate Degree Programs, National Council of State Boards of Nursing (NCSBN) NCLEX-PN and NCLEX-RN Test Plan Client Needs and Integrated Processes categories, and Quality and Safety Education for Nurses (QSEN) knowledge, skills, and attitudes competencies. Eight end-of-program student learning outcomes for each program relate to curriculum outcome areas, sometimes noted as curriculum threads. Table 4.1 includes the EOPSLOs in a side-by-side format illustrating leveling of the outcomes from the PN to AD program.

Table 4.1: End-of-Program Student Learning Outcomes

Curriculum Outcome Areas	PN	AD
Critical thinking	Demonstrate competency while performing nursing skills incorporating critical thinking	Demonstrate proficiency while performing nursing skills incorporating nursing judgment and evidence-based practice
Holism	Implement holistic principles while caring for individuals, families, and communities across the lifespan	Apply holistic principles while caring for individuals, families, and communities across the lifespan
Nursing process & safety	Utilize the nursing process to provide safe nursing care in a structured setting	Establish priorities and ensure safe, quality care while utilizing the nursing process
Communication	Demonstrate effective communication within interdisciplinary teams	Model effective communication and leadership when collaborating within interdisciplinary teams
Ethics	Identify accountability in nursing practice according to legal and ethical principles	Model accountability in nursing practice while adhering to legal and ethical principles
Advocacy and leadership	Assume responsibility for implementing individual professional development	Advocate for professional and leadership role development in self and others
Education and health promotion	Reinforce fundamental health education and promotion in a variety of settings across the lifespan	Implement teaching plans and health promotion in a variety of settings across the lifespan
Respectful care	Demonstrate respect and caring to promote hope, health, and healing, while preserving dignity	Serve as a respectful and caring advocate in promoting hope, health, and healing, while preserving human dignity

The end-of-program student learning outcomes are clearly articulated. Students are introduced to them during program orientation. As well, they appear in the PN/AD Student Handbook, course syllabi, learning management system course sites, and clinical evaluation tools. In addition to applying professional standards, competencies, and guidelines as the curriculum was being developed, faculty compared the concept-based curriculum to the Massachusetts Nurse of the Future (NOF) Competencies at faculty retreat in 2018. Recognizing that the NOF Competencies were written for registered nurse practice, faculty chose to apply them to the PN and AD curriculum as a whole as the AD curriculum is built upon the PN curriculum. The relationship among the curriculum outcomes areas, end-of-program student learning outcomes, NLN Competencies, NCLEX Integrated Processes/Client Needs Categories, QSEN Framework and NOF Competencies are illustrated in Table 4.2 for the PN program and Table 4.3 for the AD program.

Table 4.2: PN Program: Relationship of Curriculum Outcome Areas, End-of-Program Student Learning Outcomes, NLN Competencies, NCLEX Integrated Processes/Client Needs Categories, QSEN Framework, and NOF Competencies

Curriculum Outcome Area/EOP SLO	NLN PN	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
<p>Critical Thinking</p> <p>Demonstrate competency while performing nursing skills incorporating critical thinking.</p>	<p>Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.</i></p> <p>Spirit of Inquiry <i>By collaborating with health care team members, utilize evidence, tradition, and patient preferences in predictable patient care situations to promote optimal health status.</i></p>	<p>Clinical Problem-Solving (Nursing Process) A scientific, clinical reasoning approach to client care that includes data collection, planning, implementation, and evaluation.</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Evidence-Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Evidence-based Practice The Nurse of the Future will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.</p>
<p>Holism</p> <p>Implement holistic principles while caring for individuals, families, and communities across the lifespan.</p>	<p>Human Flourishing <i>Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-based care</i></p>	<p>Culture and Spirituality Interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified,</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>	<p>Patient-centered Care The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.</p>

Curriculum Outcome Area/EOP SLO	NLN PN	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
		unique and individual preferences to client care, the applicable standard of care and legal instructions.			
<p>Nursing Process and Safety</p> <p>Utilize the nursing process to provide safe nursing care in a structured setting.</p>	<p>Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.</i></p>	<p>Clinical Problem-Solving (Nursing Process) A scientific, clinical reasoning approach to client care that includes data collection, planning, implementation, and evaluation.</p>	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Coordinated Care</i> • <i>Safety and Infection Control</i> <p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p>Safety The Nurse of the Future will minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>Informatics and Technology The Nurse of the Future will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decision that optimize patient outcomes.</p> <p>Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.</p>
<p>Communication</p> <p>Demonstrate effective communication within</p>	<p>Human Flourishing <i>Promote the dignity, integrity, self-determination, and</i></p>	<p>Communication and Documentation Verbal and nonverbal interactions between</p>	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Coordinated Care</i> 	<p>Teamwork and Collaboration Function effectively within nursing and</p>	<p>Communication The Nurse of the Future will interact effectively with patients, families, and</p>

Curriculum Outcome Area/EOP SLO	NLN PN	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
interdisciplinary teams.	<i>personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-based care.</i>	the practical/vocational nurse and the client, as well as other members of the health care team. Events and activities associated with client care are validated in written and/or electronic records that reflect standards of practice and accountability in the provision of care.	<ul style="list-style-type: none"> <i>Safety and Infection Control</i> 	interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.	colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes. Teamwork and Collaboration The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development. Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.
Ethics Identify accountability in nursing practice according to legal and ethical principles.	Professional Identity <i>Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care to provide optimal health care for</i>		Safe and Effective Care Environment <ul style="list-style-type: none"> <i>Coordinated Care</i> <i>Safety and Infection Control</i> 	Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's	Professionalism The Nurse of the Future will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Curriculum Outcome Area/EOP SLO	NLN PN	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
	<i>diverse patients and their families.</i>			preferences, values, and needs.	Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.
Advocacy and Leadership Assume responsibility for implementing individual professional development.	Professional Identity <i>Articulate a unique role as a member of the health care team, committed to evidence-based practice, caring, advocacy, and safe quality care to provide optimal health care for diverse patients and their families.</i>		Safe and Effective Care Environment <ul style="list-style-type: none"> • <i>Coordinated Care</i> • <i>Safety and Infection Control</i> 	Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Leadership The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals. Quality Improvement The Nurse of the Future uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care

Curriculum Outcome Area/EOP SLO	NLN PN	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
					system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.
<p>Education and Health Promotion</p> <p>Reinforce fundamental health education and promotion in a variety of settings across the lifespan.</p>	<p>Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care for diverse patients and their families in collaboration with the health care team.</i></p>	<p>Teaching/Learning Facilitation of the acquisition of knowledge, skills, and attitudes to assist in promoting a change in behavior.</p>	<p>Health Promotion and Maintenance</p>	<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>	<p>Communication (Teaching/learning) The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p>
<p>Respectful Care</p> <p>Demonstrate respect and caring to promote hope, health, and healing, while preserving human dignity.</p>	<p>Human Flourishing <i>Promote the dignity, integrity, self-determination, and personal growth of diverse patients, their families, and oneself to provide individualized, culturally appropriate, relationship-based care.</i></p>	<p>Caring Interaction of the practical/vocational nurse and the client in an atmosphere of mutual respect and trust. In this collaborative environment, the practical/vocational nurse provides support and compassion to help achieve desired therapeutic outcomes.</p>		<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.</p>	<p>Patient-centered Care The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.</p>

Table 4.3: AD Program: Relationship of Curriculum Outcome Areas, End-of-Program Student Learning Outcomes, NLN Competencies, NCLEX Integrated Processes/Client Needs Categories, QSEN Framework, and NOF Competencies

Curriculum Outcome Area/EOP SLO	NLN AD	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
<p>Critical Thinking</p> <p>Demonstrate proficiency while performing nursing skills incorporating clinical judgement and evidence based practice</p>	<p>Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients with a family and community context.</i></p> <p>Spirit of Inquiry <i>Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.</i></p>	<p>Nursing Process A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	<p>Evidence-Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p>Evidence-based Practice The Nurse of the Future will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.</p>
<p>Holism</p> <p>Incorporate holistic principles while caring for individuals, families, and communities across the lifespan.</p>	<p>Human Flourishing <i>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings</i></p>	<p>Culture and Spirituality Interaction of the nurse and the client (individual, family or group, including significant others and populations) which</p>	<p>Psychosocial Integrity</p> <p>Physiological Integrity</p> <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> 	<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's</p>	<p>Patient-centered Care The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a</p>

Curriculum Outcome Area/EOP SLO	NLN AD	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
		recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal instructions.	<ul style="list-style-type: none"> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	preferences, values, and needs.	full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
Nursing Process and Safety Establish priorities and ensure safe, quality care while utilizing the nursing process.	Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients with a family and community context.</i>	Nursing Process A scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.	Safe and Effective Care Environment <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> Psychosocial Integrity Physiological Integrity <ul style="list-style-type: none"> • <i>Basic Care and Comfort</i> • <i>Pharmacological Therapies</i> • <i>Reduction of Risk Potential</i> • <i>Physiological Adaptation</i> 	Safety Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.	Safety The Nurse of the Future will minimize risk of harm to patients and providers through both system effectiveness and individual performance. Informatics and Technology The Nurse of the Future will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decision that optimize patient outcomes. Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.

Curriculum Outcome Area/EOP SLO	NLN AD	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
<p>Communication</p> <p>Model effective communication and leadership when collaborating within interdisciplinary teams.</p>	<p>Human Flourishing <i>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings</i></p>	<p>Communication and Documentation Verbal and nonverbal interactions between the nurse and the client, the client's significant others, and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.</p>	<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> • <i>Safety and Infection Control</i> 	<p>Teamwork and Collaboration Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p> <p>Informatics Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p>Communication The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.</p> <p>Teamwork and Collaboration The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning, and development.</p> <p>Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.</p>
<p>Ethics</p> <p>Model accountability in nursing practice</p>	<p>Professional Identity <i>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical</i></p>		<p>Safe and Effective Care Environment</p> <ul style="list-style-type: none"> • <i>Management of Care</i> 	<p>Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing</p>	<p>Professionalism The Nurse of the Future will demonstrate accountability for the delivery of standard-based nursing care that is consistent</p>

Curriculum Outcome Area/EOP SLO	NLN AD	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
while adhering to legal and ethical principles.	<i>practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients with a family and community context.</i>		<ul style="list-style-type: none"> <i>Safety and Infection Control</i> 	compassionate and coordinate care based on respect for patient's preferences, values, and needs.	with moral, altruistic, legal, ethical, regulatory, and humanistic principles. Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.
Advocacy and Leadership Advocate for professional and leadership role development in self and others.	Professional Identity <i>Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients with a family and community context.</i>		Safe and Effective Care Environment <ul style="list-style-type: none"> <i>Management of Care</i> <i>Safety and Infection Control</i> 	Quality Improvement Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.	Leadership The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals. Quality Improvement The Nurse of the Future uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Curriculum Outcome Area/EOP SLO	NLN AD	NCLEX		QSEN	NOF
		Integrated Processes	Client Needs		
					Systems-based Practice: The Nurse of the Future will demonstrate awareness of an responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and values.
Education and Health Promotion Implement teaching plans and health promotion in a variety of settings throughout the lifespan.	Nursing Judgment <i>Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients with a family and community context.</i>	Teaching/Learning Facilitation of the acquisition of knowledge, skills, and attitudes promoting a change in behavior.	Health Promotion and Maintenance	Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.	Communication (Teaching/learning) The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
Respectful Care Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Human Flourishing <i>Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings</i>	Caring Interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support, and compassion to help achieve desired outcomes.		Patient-centered Care Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinate care based on respect for patient's preferences, values, and needs.	Patient-centered Care The Nurse of the Future will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

As noted in Criterion 4.1, the end-of-program student learning outcomes center around eight curriculum outcome areas or curricular threads: critical thinking; holism; nursing process and safety; communication; ethics; advocacy and leadership; education and health promotion; and respectful care. Course student learning outcomes (refer to an example of a PN program course syllabi and an example of an AD program course syllabi in Appendix F, and full syllabi in the evidence room) also are organized around the eight (8) outcome areas, and build in a simple-to-complex format toward the end-of-program student learning outcomes.

Tables 4.4 and 4.5 include the PN and AD curriculum maps that illustrate the progression across the curriculum from introduction through development to mastery of knowledge, skills, and attitudes related to each outcome area.

Table 4.4: PN Program Curriculum Map

Course	Outcome Areas/Curriculum Threads							
	Critical Thinking	Holism	Nursing Process & Safety	Communication	Ethics	Advocacy & Leadership	Education & Health Promotion	Respectful Care
First Semester								
NURS 1010 Intro to Nursing	I	I	I	I	I	I	I	I
NURS 1020 Fundamental Concepts	D	D	D	D	D	D	D	D
NURS 1030 Fundamental Concepts Clinical	D	D	D	D	D	D	D	D
NURS 1110 Pharmacology	D	D	D	D	D	D	D	D
Second Semester								
NURS 1042 Family Nursing 1	D	D	D	D	D	D	D	D
NURS 1122 Family Nursing 2	D	D	D	D	D	D	D	D
NURS 1220 Nursing Process 1	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
NURS 1230 Nursing Process 1 Clinical	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
NURS 1240 Pharmacology 2	D	D	D	D	D	D	D	D

I: Introduced at PN level D: Developed at PN level M: Mastered at PN level

Table 4.5: AD Program Curriculum Map

Course	Outcome Areas/Curriculum Threads							
	Critical Thinking	Holism	Nursing Process & Safety	Communication	Ethics	Advocacy & Leadership	Education & Health Promotion	Respectful Care
First Semester								
NURS 2020 Nursing Process 2	I/D	I/D	I/D	I/D	I/D	I/D	I/D	I/D
NURS 2030 Nursing Process 2 Clinical	I/D	I/D	I/D	I/D	I/D	I/D	I/D	I/D
NURS 2140 Advanced Family Nursing 1	D	D	D	D	D	D	D	D
NURS 2500 Patho for Nurses	D		D				D	
Second Semester								
NURS 2220 Manager of Care	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
NURS 2230 Manager of Care Clinical	D/M	D/M	D/M	D/M	D/M	D/M	D/M	D/M
NURS 2240 Advanced Family Nursing 2	D	D	D	D	D	D	D	D

I: Introduced at RN level D: Developed at RN level M: Mastered at RN level

Table 4.6 includes examples of the ways in which the end-of-program student learning outcomes are used to guide the delivery of instruction and direct learning activities in PN and AD program courses. For example, clinical evaluation tool categories and criteria are organized around the curriculum outcome areas and practicum course student learning outcomes. In addition, each clinical evaluation tool includes a table noting the relationship among the outcome areas, end-of-program student learning outcomes, and course student learning outcomes. Weekly clinical assessment tools that are completed by the facility nurse with whom the student has worked during a clinical shift include the nurse’s evaluation of the student in each of the eight (8) outcome areas. Clinical evaluation tools and weekly clinical assessment tools are available in the evidence room.

Table 4.6: Examples of SLOs, Learning Activities, and Assessment of Learning in PN and AD Courses

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
NURS 1010	Holism	Define the physical, emotional, intellectual, social, and spiritual needs throughout the lifespan.	Didactic instruction, active learning strategies, textbook readings	Ticket to class Quizz “Muddiest points” Unit and final examinations In-class assignment
NURS 1020	Health Promotion & Education	Identify situations where teaching would assist in achieving optimal health.	Didactic instruction, active learning strategies, textbook readings, ATI practice	ATI testing Pretest Ticket to class Unit and final examinations In-class assignment Portfolio
NURS 1030	Nursing Process & Safety	Provide direct care including basic assessment skills and documentation utilizing a nursing care plan.	Nursing skills laboratory Provision of nursing care under the direction of the clinical instructor in long term and acute care facilities	Skills checklists Weekly clinical assessment tool Clinical evaluation tool Concept map/care plan
NURS 1042	Critical Thinking	Describe basic nursing skills and critical thinking related to mother, newborn, and family care.	Didactic instruction, active learning strategies, textbook readings, ATI practice	ATI testing Unit and final examinations Online discussion Case study Discharge teaching assignment
NURS 1110	Critical Thinking	Identify the basic actions, indications, side effects, and nursing considerations for common drug classifications.	Didactic instruction, active learning strategies, textbook readings, ATI practice	ATI testing Unit and final examinations Quiz Drug classification assignment
NURS 1122	Respectful Care	Identify how to promote respect, compassion, and dignity in family nursing care.	Didactic instruction, active learning strategies, textbook readings, ATI practice, class discussion	Ticket to class Online discussion “Muddiest points” In class assignment
NURS 1220	Ethics	Apply legal and ethical principles as it relates to personal accountability in nursing practice	Didactic instruction, active learning strategies, case studies, textbook readings, ATI practice	Presentation Portfolio Ticket to class In class assignment

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
NURS 1230	Holism	Apply holistic principles throughout the lifespan.	Nursing skills laboratory Simulation learning experiences Provision of nursing care under the direction of the clinical instructor in long term and acute care facilities	Sills checklists Simulation evaluation Weekly clinical assessment tool Clinical evaluation tool
NURS 1240	Communication	Communicate appropriate medication efficacy to the health care team.	Didactic instruction, active learning strategies, case studies, textbook readings, ATI practice	ATI testing Unit and final examinations Case study Worksheet
NURS 2020	Ethics	Utilize legal and ethical principles to define and guide accountability in nursing practice.	Didactic instruction, active learning strategies, case studies, textbook readings	Study guide Group presentation In class assignment Unit and final examinations
NURS 2030	Nursing Process & Safety	Develop and prioritize an individualized plan of care to assure safety and meet outcomes.	Nursing skills laboratory Simulation learning experiences Provision of nursing care under the direction of the clinical instructor in a variety of settings	Skills checklists Simulation evaluation Weekly clinical assessment tool Clinical evaluation tool Concept maps/care plans
NURS 2140	Health Promotion & Education	Plan individualized health education and health promotion.		Online discussion Case scenario OB care map Ticket to class
NURS 2220	Communication	Function as an effective leader and communicator.	Didactic instruction, active learning strategies, case studies, textbook readings, role playing, ATI practice	IRAT/TRAT quizzes Unit and final examinations In-class assignment Pretest Giddens concept mastery assessment Portfolio
NURS 2230	Advocacy & Leadership	Exemplify professionalism and be an advocate through	Simulation learning experiences	Simulation evaluation Weekly clinical assessments

Course	Outcome Area	Course Outcome	Learning Activity	Assessment of Learning
		leadership in a variety of health care settings.	Provision of nursing care 1.) under the direction of the clinical instructor in a variety of settings and 2.) in preceptorship clinical	Clinical evaluation tool Concept maps
NURS 2240	Holism	Integrate advanced holistic nursing care throughout the lifespan.		Ticket to class Case study Quiz Unit and final examinations
NURS 2500	Critical Thinking	Evaluate the relationship among signs and symptoms and pathophysiological processes in the various systems of the human body.	Textbook readings, exemplar matrices, online videos, Panopto presentations	Quizzes Unit and final examinations

An example of a single curricular thread and how it is demonstrated throughout the curriculum in all courses provides additional evidence that PN and AD faculty use end-of-program student learning outcomes to organize the curriculum, guide delivery of instruction, and direct learning activities. Table 4.7 indicates the curricular thread or outcome area of Nursing Process and Safety in PN and AD program courses that lead to achievement of the PN EOPSLO: "Utilize the nursing process to provide safe nursing care in a structured setting" and AD EOPSLO: "Establish priorities and ensure safe, quality care while utilizing the nursing process." Additional tables that provide similar information for the remaining curricular threads, which align with the EOPSLOs, are available in the evidence room.

Table 4.7: PN and AD Curricular Thread—Nursing Process and Safety

Course	Course SLO	Learning Activities
NURS 1010 Introduction to Nursing	Explain basic principles of the nursing process in the health care delivery system	Didactic instruction, active learning strategies, textbook readings
NURS 1020 Fundamental Concepts	Explain the basis of nursing process, considering research evidence, tradition, and care preferences	Didactic instruction, active learning strategies, textbook readings, ATI practice
NURS 1030 Fundamental Concepts Clinical	Provide direct care including basic assessment skills and documentation utilizing a nursing care plan	Skills lab and clinical experiences
NURS 1042 Family Nursing 1	Utilize the nursing process to identify needs and appropriate mother, newborn, and family care	Didactic instruction, active learning strategies, clinical experiences (NURS 1230) textbook readings
NURS 1110 Pharmacology	Apply the nursing process in the safe administration of medication	Didactic instruction, active learning strategies, clinical experiences (NURS 1030), textbook readings, ATI practice
NURS 1122 Family Nursing 2	Use the nursing process to provide safe care as it relates to the family	Didactic instruction, active learning strategies, clinical experiences ((NURS 1230) textbook readings
NURS 1220 Nursing Process 1	Utilize the basis of nursing process, considering research evidence, tradition, and care preferences	Didactic instruction, active learning strategies, case studies, ATI practice
NURS 1230 Nursing Process 1 Clinical	Provide safe, direct care including assessment and documentation utilizing a nursing care plan	Skills laboratory, simulation, and clinical experiences
NURS 1240 Pharmacology 2	Integrate the nursing process in the safe administration of medication	Didactic instruction, active learning modalities, clinical experiences (NURS 1230), textbook readings, ATI practice
NURS 2020 Nursing Process 2	Create nursing care plans and determine priorities for the implementation and evaluation of holistic nursing care	Didactic instruction, active learning strategies, case studies, textbook readings, ATI practice
NURS 2030 Nursing Process 2 Clinical	Develop and prioritize an individualized plan of care to assure safety and meet outcomes	Skills laboratory, simulation, and clinical experiences
NURS 2140 Advanced Family Nursing 1	Utilize the nursing process to identify needs and establish priorities when planning mother, newborn, and family care	Didactic instruction, active learning strategies, textbook readings, ATI practice
NURS 2220 Manager of Care	Analyze actual and potential problems related to safety and quality health care Develop and prioritize a comprehensive approach to maximize safety and outcomes.	Didactic instruction, active learning strategies, case studies, textbook readings, ATI practice
NURS 2230 Manager of Care Clinical	Identify and evaluate actual and potential problems related to safety and quality health care Develop and prioritize a comprehensive approach to maximize safety and outcomes in a variety of settings	Simulation and preceptor clinical experiences
NURS 2240 Advanced Family Nursing 2	Develop and prioritize safe nursing care as it related to the family	Didactic instruction, active learning strategies, textbook readings, ATI practice
NURS 2500 Pathophysiology for Nurses	Identify the importance of applying pathophysiological principles and concepts in the provision of nursing care	Textbook readings, Panopto presentations, online videos, unit examination reviews

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The concept-based curriculum first was introduced into the PN program in fall 2016. It then was implemented into the AD program the following year in fall 2017. One full sequence of the concept-based curriculum including PN and AD programs were completed at the end of spring semester 2018, which was also the completion of the first full year of the concept-based curriculum for the AD program. As the concept-based curriculum was developed, faculty decided on end-of-program student learning outcomes, course student learning outcomes, concepts and exemplars to be included in the curriculum, and placement of the concepts and exemplars in courses across the PN and AD curriculum. Faculty made final approval of concepts and exemplars in an online survey administered in March 2016. As the curriculum was about to be implemented in fall 2016 into the PN program, a faculty retreat was held June 16, 2016 in which faculty met to discuss the curriculum, learn about conceptual learning/teaching, and review binders that included various documents and resources including the curriculum structure, concepts and exemplars matrix, concept definitions, end-of-program and course student learning outcomes, and Elsevier lesson plans for each concept.

Faculty reviewed and revised the PN and AD curriculum at faculty retreat in May 2017. Revisions to the curriculum made at retreat are as follows:

- Relocation of the exemplar *nursing process* in the concept of Clinical Judgment from NURS 1030 Fundamental Concepts of Nursing Clinical to NURS 1020 Fundamental Concepts of Nursing
- Transfer of the exemplar *hemophilia* in the concept of Clotting from NURS 1220 Nursing Process 1 to NURS 1112 Family Nursing 2 as faculty recognized the significance of hemophilia in children
- Revision of the exemplar *gestational hypertension* to *hypertension in pregnancy* in NURS 2140 Advanced Family Nursing 1 to be consistent with its current designation in clinical practice
- Removal of the exemplar *osteoarthritis* from the concept of Mobility as it was included in the concept of Inflammation
- Addition of the exemplar *systemic lupus erythematosus* (SLE) in NURS 1020 Fundamental Concepts of Nursing to expose PN students at an introductory level with SLE continuing to be included in NURS 2020 Nursing Process 2 at an advanced RN level
- Removal of the exemplar *delirium* from NURS 1220 Nursing Process 1 and reassignment to NURS 1020 Fundamental Concepts of Nursing to be taught with the exemplars of *dementia* and *Alzheimer's disease* within the concept of Cognition
- Revision of the exemplars *preoperative teaching* and *discharge teaching* in NURS 1220 Nursing Process 1 to *PN role-preoperative* and *PN role-discharge teaching* and adding *preoperative teaching* and *discharge teaching* in NURS 2020 Nursing Process 2 to reflect differences in PN and RN scope of practice in these areas

Faculty again reviewed and revised the PN and AD curriculum at faculty retreat in May 2018. Revisions to

the curriculum made at retreat are as follows:

- The exemplar of *electrolyte imbalance* (sodium, potassium) within the concept of Fluid and Electrolytes, moved from NURS 1020 Fundamental Concepts of Nursing to NURS 1220 Nursing Process 1
- Removal of the exemplar *anemia* and adding the exemplar *breast cancer* to the concept of Cellular Regulation in NURS 1020 Nursing Process 1
- *Anemia* added to the concept Cellular Regulation in NURS 1220 Nursing Process 1
- Addition of the exemplars *heart failure*, *peripheral arterial disease*, and *stroke* to the concept of Perfusion in NURS 1020 Nursing Process 1 to be consistent with the patients for whom PN students are providing care in clinical experiences
- Transfer of the exemplar *osteoporosis* within the concept of Metabolism and Nutrition to the concept of Mobility in NURS 1020 Nursing Process 1
- Move of the exemplar *grief and loss* to the concept Stress and Coping from NURS 1042 Family 1 to NURS 1122 Family 2
- Move of the exemplar of *infertility* from NURS 1042 Family 1 to NURS 2140 Advanced Family 1
- Added the exemplar of *pediatric assessment* to to the concept of Skills in NURS 1122 Family Nursing 2
- Relocation of the exemplar *Down syndrome* within the concept of Development from NURS 1122 Family 2 to NURS 2240 Advanced Family 2
- Move of the exemplar *cognitive impairment-child* within the concept of Cognition from NURS 1122 Family 2 to NURS 2240 Advanced Family 2
- *Atrial fibrillation*, *ventricular tachycardia*, *bradycardia*, *tachycardia*, *ventricular fibrillation*, and *asystole* identified within the exemplar of *cardiac dysrhythmias* in the concept of Perfusion in NURS 1220 Nursing Process 1 as the specific dysrhythmias that PNs should recognize

Additional changes to the curriculum were made at the latest faculty retreat on May 7-9, 2019. Examples of changes made at this retreat are:

- Deletion of the exemplar *health care economics* in the concept of Health Care Delivery from NURS 1220 Nursing Process 1 and the exemplar *biosurveillance* in the concept of Technology and Informatics in NURS 2220 Manager of Care as faculty concluded the exemplars were more appropriate for a baccalaureate-level nursing program
- Elimination of the concept Health Care Quality as its exemplars were moved to other concepts; *culture of safety* to the concept of Safety, *error prevention* to Safety, and *accreditation of facilities* to Health Care Delivery
- Exemplar of *hip fracture* in concept of Mobility changed to *bone fractures* in NURS 1220 Nursing Process 1 to cover all common bone fractures

- Concepts of Social Support and Self-management deleted as these concepts are covered throughout the curriculum in all courses and embedded within other concepts
- Change of the exemplar *acute lymphocytic leukemia* in NURS 2240 Advanced Family Nursing 2 to *leukemia* in order that students receive instruction regarding all leukemias

Other changes were made to the curriculum at the latest faculty retreat that included deletion, addition, and revision of existing concepts and exemplars. Faculty based their changes on their experiences in teaching courses; course and ATI examination results; course analyses; review of the systematic plans of evaluation; PN and RN scopes of practice in the state of Utah; NCLEX test plan; and categories of patients PN and AD students are likely to encounter. Refer to the 2019 faculty retreat minutes in the evidence room for additional details about the latest curriculum revision.

In addition to reviewing curriculum at annual faculty retreats, Curriculum Committee meetings are held within monthly Nursing Faculty Organization meetings. The emphasis at Curriculum Committee meetings in 2016 and 2017 was discussion of planning for implementation of the revised curriculum and since November 2017, presentation of the NOF competencies. This past year the focus has been on the review, evaluation, and revision of areas in which each campus has shown need for improvement according to ATI examination results. Minutes and records of faculty involvement in curriculum revision from 2014 to 2016 were lost with the resignation of the nurse administrator and retirement of the faculty member overseeing the revision. Documentation of faculty review and revision of the PN and AD curricula can be found in the evidence room in NFO and Curriculum Committee minutes 2016-2017, 2017-2018, and 2018-2019; annual Faculty Retreat minutes 2017, 2018, and 2019 ; and Concept-based Curriculum Retreat agenda and binder June 26, 2016.

4.4 The curriculum includes general education courses/concepts that enhance professional nursing knowledge and practice (PN).

The curriculum includes general education courses that enhance professional nursing knowledge and Practice (AD).

PN and AD courses are supported by 20-24 credits of prerequisite and/or general education courses including USU requirements for certificates of completion and associate of applied science degrees in the areas of quantitative literacy, life sciences, and social sciences. The collaborative nature of faculty relationships on USU campuses allows faculty to provide feedback to general education/support course faculty on how well their courses prepare students for the PN and AD programs while enhancing professional nursing knowledge and practice. Table 4.8 provides examples of prerequisite courses and/or general education courses in the PN and AD curricula and their application to professional nursing knowledge and practice.

Table 4.8: Application of General Education/Prerequisite Courses to Nursing

Course	Course Description	Application to Nursing
ENGL 1010 Introduction to Writing	Students learn skills and strategies for becoming successful academic readers, writers, and speakers: how to read and write critically, generate and develop ideas, work through multiple drafts, collaborate with peers, present ideas orally, and use computers as writing tools.	Prepares students for professional communication with interprofessional team members. Use of computer technology to complete assignments prepares students to perform electronic medical record charting which informs the healthcare team. Exposure to research prepares students for understanding and use of evidence-based practice.
STAT 1040 Intro to Statistics	Descriptive and inferential statistical methods. Emphasis on conceptual understanding and statistical thinking. Examples presented from many different areas.	Understanding statistical concepts prepares students for safe professional nursing practice by enhancing their knowledge of how to view and interpret data, whether it is patient data (for example, vital signs) or research results.
FCHD 1500 Human Development across Lifespan	This is an overview of human development across the lifespan, from conception to death.	Prepares students to better understand and serve patients by recognizing the varying stages of development for each individual. Helps students to understand how care may be altered given the patient's development level or status.
BIOL 2320 Human Anatomy	Study of the human body, with emphasis on the structure of each of the body's essential organ systems. As preparation for this course, it is highly recommended that students have a background in basic biology and/or human biology.	Imperative and self-evident that nursing students and nurses have a thorough knowledge of anatomy and physiology, as health care and the human body go hand in hand. Anatomy and physiology are fundamental in understanding how the body is normally structured and how it normally functions, and informs nursing care for restoration to homeostasis when body structure or function is abnormal.
BIOL 2420 Human Physiology	Functioning of the human body, with emphasis upon major organ systems. Medical and athletic examples used to illustrate important concepts.	Imperative and self-evident that nursing students and nurses have a thorough knowledge of anatomy and physiology, as health care and the human body go hand in hand. Anatomy and physiology are fundamental in understanding how the body is normally structured and how it normally functions, and informs nursing care for restoration to homeostasis when body structure or function is abnormal.
CHEM 1010 Elementary Chemistry	This course is for non-science majors. It includes basic chemical concepts and a survey of the various branches of chemistry. Heavy emphasis is placed on everyday applications to problems involving environmental pollution, radioactivity, energy sources, and human health.	Necessary for student understanding of anatomy, physiology, and pathophysiology; facilitates knowledge of bodily interactions and body's interactions with the environment. Prepares students for pharmacology and safe medication administration in recognizing actions, interactions, and effects of medications.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

The PN and AD curricula include cultural, ethnic, and socially diverse concepts as evidenced in curriculum concepts and exemplars, course objectives, course content, and clinical experiences. A core value of the USU nursing programs is holistic care, which includes the principle of sociocultural considerations. Examples in the PN program include:

- End-of-program student learning outcome: Implement holistic principles while caring for individuals, families, and communities across the lifespan
- Curriculum concept of *Culture* with exemplars: Health care practices, beliefs; Family roles (decision-making) in NURS 1020 Fundamental Concepts of Nursing
- Curriculum concept of *Health Care Delivery* with the exemplar: Healthcare disparities in NURS 1220 Nursing Process 1
- Curriculum concept of *Sexuality* in NURS 1042 Family Nursing 1 includes content on sexual orientation and gender identity
- Bio-physiological concepts inclusion of differences in risk factors in racial and ethnic groups where appropriate
- Variations in responses to medication based on ethnicity and race in NURS 1110 Pharmacology
- Exposure of students to patients of diversity in clinical settings—Indian American, Latino/Hispanic, religious diversity, LGBTQ, disabled, and others

Examples in the AD program include:

- End-of-program student learning outcome: Apply holistic principles while caring for individuals, families, and communities across the lifespan
- Curriculum concept of *Culture* with exemplar: Patient-provider communication in NURS 2020 Nursing Process 2
- Curriculum concept of *Family Dynamics* with exemplar: Care of the child with a chronic illness in NURS 2240 Advanced Family Nursing 2 includes children with disabilities
- Content related to identification of vulnerable people in the community in NURS 2220 Manager of Care class on social support
- Bio-physiological concepts inclusion of differences in risk factors in racial and ethnic groups where appropriate
- Exposure of students to patients of diversity in clinical settings—Indian American, Latino/Hispanic, religious diversity, LGBTQ, disabled, and others

4.6 The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.

The AD and PN program curriculum and instructional processes are based on educational theory, competencies related to interdisciplinary collaboration, research and evidence-based practice, and current standards of practice.

Educational Theory

As the concept-based curriculum was being developed, faculty consulted the existing literature on concept-based curricula in nursing including the work of Jean Giddens, Linda Caputi, and Beth Rodgers. Faculty adopted conceptual learning as a process through which students learn to organize information into logical mental structures and become increasingly skilled at thinking. Furthermore, faculty integrated a five-part conceptual approach to teaching and learning in the AD and PN nursing program: concepts, exemplars, concept-based curriculum, concept-based instruction, and conceptual learning. Faculty also understood the importance of the conceptual approach as an active process in which students must be engaged in their learning, and consequently integrated various active, student-centered learning strategies into their instruction such as case studies, concept maps, collaborative activities, class discussion, student presentations, clinical reflection, and others. As well as utilizing the conceptual approach to teaching as an educational theory, faculty apply Patricia Benner's novice-to-expert stages of clinical competence, adult learning theory, constructivist learning theory, and Bloom's revised taxonomy to their instruction.

Interprofessional Competencies

Interprofessional competencies are integrated throughout both PN and AD curriculum and can be seen in end-of-program student learning outcomes, course student learning outcomes, teaching strategies, and clinical experiences. For example, the PN end-of-program student learning outcome for the outcome area of communication is to "demonstrate effective communication with interdisciplinary teams". Similarly, a course outcome in NURS 1020 Nursing Process 1 is to "practice effective of verbal and nonverbal communication techniques in relating to the health care team". In parallel, the AD end-of-program student learning outcome for the outcome area of communication is to "model effective communication and leadership when collaborating within interdisciplinary teams". Similarly, a course outcome in NURS 2020 Nursing Process 2 is to "evaluate the effectiveness of verbal and nonverbal communication as a provider and teacher within interdisciplinary teams". A concept in the curriculum is collaboration and care coordination, which faculty chose to define as "communication, mutual respect, and shared decision-making within healthcare team (includes patient and family) to facilitate delivery of necessary information and services to support health and achieve quality patient care". Each bio-physiological concept includes instruction on collaborative interventions that may be involved in the clinical management of an exemplar. For instance, in the concept of acid-base balance, students are exposed to the role of respiratory therapists in the management of patients with an acid-base imbalance. Clinical learning experiences also expose students to various roles within the interdisciplinary healthcare team such as physicians, advanced practice registered nurses, nutritionists, social workers, physical

therapists, pharmacists, and others. Faculty also use non-nursing healthcare professionals as guest lecturers/presenters in the classroom. In the AD program at Uintah Basin, an inpatient pharmacist with multiple sclerosis (MS) presented to students on MS and its pharmacological treatments. Similarly, a registered dietician from the local acute care hospital presented to students on the concept of Nutrition in the PN program in Price.

Research

The curriculum reflects the importance of research in nursing and healthcare through individual courses and through content that is rooted in research. For example, the curriculum concept of evidence-based practice is introduced in the PN year with an emphasis on its recognition and consideration in both didactic and skills instruction. The concept of evidence-based practice is further explored in the AD program with the exemplar of research studies in NURS 2020 Nursing Process 2. Didactic courses in both PN and AD programs include various assignments in which students are engaged in researching the literature on a healthcare topic or problem. Faculty utilize research in various ways including presentations of primary research regarding nursing education at journal club during faculty meetings. Research topics presented at journal club included use of technology in healthcare education, teaching nursing delegation, analysis of the education-practice gap in nursing, and new graduate nurses' clinical reasoning abilities.

Standards of Practice

Standards of practice are evident in course content such as ANA Standards of Professional Nursing Practice, ANA Code of Ethics, QSEN, Utah Nurse Practice Act and Rules, and various clinical practice guidelines. Course textbooks also include references to the available evidence-based care for specific diseases and conditions. Additionally, several full-time and part-time faculty in the PN and AD programs maintain clinical practice as registered nurses, thus staying up-to-date on current standards.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of end-of-program student learning outcomes.

Faculty evaluate student competency in both PN and AD programs courses using a variety of assessment tools. These include use of multiple choice and alternative format item examinations, written assignments, oral presentations, in-class activities, skill evaluations, and clinical evaluations. Faculty use a standard syllabus template that specifies the percentage of a total course grade attributed to the following categories: examinations, quizzes/attendance/participation, assignments, and ATI NCLEX preparation. Standardization of grading weight occurs across all campuses in the PN and AD programs.

The previous nurse administrator developed a testing policy that was reviewed by faculty and then approved at department retreat in August 2017. At faculty retreat in May 2017, faculty approved the following: 1.) four unit examinations and one comprehensive final examination will be given in each didactic course, 2.) unit and final examinations will constitute 65% of a course grade, and 3.) students must achieve at least a 79.5% examination average not including quizzes and ATI examinations in order to pass a course. These requirements were

incorporated into the testing policy along with guidelines for overall planning, writing test items, administering examinations, creating test blueprints, test analysis, and review of tests with students and faculty. Several faculty attended Donna Ignatovicus' NCLEX Camp for Nurse Educators in April 2017 as they felt deficient in their knowledge and application of best practices in testing in nursing programs. Following attendance at the workshop, faculty established a goal of creating a test blueprint for at least one examination in a course this academic year, followed by the goal of consistently performing item analysis of all course examinations in the next year. At the following faculty retreat in May 2018, faculty made the decision to carry over these goals to the next academic year due to inconsistent participation of all faculty. The testing policy was reviewed and revised at the 2018 faculty retreat according to the following:

- Change name of document from "Testing Policy" to "Testing Procedure Guidelines," allowing some instructor discretion
- Revision of sequence of ATI tests throughout the curriculum of both PN and AD programs
- Removal of ATI critical thinking entrance exams in the PN and AD programs
- Addition of guidelines related to the use of study guides for course examinations

The PN and AD program testing committee developed an ATI testing and remediation policy and guidelines document which was reviewed by all PN and AD faculty and approved for implementation at the January 11, 2019 NFO meeting. Faculty based the ATI testing and remediation policy/guidelines on best practices in the use of standardized examinations in nursing programs. A copy of this document and the Testing Procedure Guidelines are available in the evidence room.

Formative/summative clinical evaluation tools and skills checklists are used to evaluate student clinical performance in the health care facility and in skills laboratory and/or simulation settings. Clinical evaluation tools are organized into categories by each outcome area and student learning outcome, reflecting National League for Nursing (NLN) Competencies for Graduates of Associate Degree Programs, National Council of State Boards of Nursing (NCSBN) *NCLEX-RN Test Plan* Client Needs and Integrated Processes categories, and Quality and Safety Education for Nurses (QSEN) competencies. Clinical evaluation tools are available in the evidence room.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, the governing organization, the state, and the governing organization's accrediting agency.

Students are required to complete 42-46 total semester credits in the PN program. The total number of credits in the PN program is consistent with Utah State Board of Regents requirements for a certificate of completion program. The Northwest Commission on Colleges and Universities (NWCCU) does not specify credit hours for certificate of completion programs. However, the PN program is congruent with NWCCU's standard that "credits and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or

equivalencies in higher education”. The curriculum includes 20-24 semester credits of prerequisites and 22 semester credits of nursing courses. Students are able to complete the program in four 15-week semesters of full-time study. Credit-to-contact hours are calculated using the following formulas: didactic 1:1; nursing skills laboratories 1:3; and clinical learning experiences including simulation 1:3. Credit and contact hours for nursing courses can be seen in Table 4.9. Table 4.10 depicts the PN curriculum including prerequisite and nursing courses.

Students are required to complete 65-69 total semester credits in the AD program. The total number of credits in the PN program is consistent with Utah State Board of Regents requirements for an associate of applied science degree program. NWCCU also does not specify credits or length for associate degree programs. The curriculum includes 20-24 semester credits of prerequisites and 45 semester credits of nursing courses, 22 credits from PN nursing courses and 23 credits from AD nursing courses. Students are able to complete the program in six 15-week semesters of full-time study. Credit-to-contact hours are calculated using the same formulas as those applied in the PN program: didactic 1:1; nursing skills laboratories 1:3; and clinical learning experiences including simulation 1:3. Credit and contact hours for nursing courses can be seen in Table 4.9. Table 4.10 depicts the PN and AD curricula sequence including prerequisite and nursing courses.

Table 4.9: Nursing Courses Credit-to-Contact Hours

Course	Credits	Contact Hours Per Week	Total Contact Hours Per Semester	
PN Program				
NURS 1010 Introduction to Nursing	2	2	30	
NURS 1020 Fundamental Concepts of Nursing	4	4	60	
NURS 1030 Fundamental Concepts of Nursing Clinical	4	12	180	
NURS 1042 Family Nursing 1	1	1	15	
NURS 1110 Pharmacology	1	1	15	
NURS 1122 Nursing 2	1	1	15	
NURS 1220 Nursing Process 1	4	4	60	
NURS 1230 Nursing Process 1 Clinical	4	12	180	
NURS 1240 Pharmacology 2	1	1	15	
Total	22	38	570	
AD Program				
NURS 2020 Nursing Process 2	5	5	75	
NURS 2030 Nursing Process 2 Clinical	4	12	180	
NURS 2140 Advanced Family Nursing 1	1	1	15	
NURS 2220 Manager of Care	5	5	75	
NURS 2230 Manager of Care Clinical	4	12	180	
NURS 2240 Advanced Family Nursing 2	1	1	15	
NURS 2500 Pathophysiology for Nurses	3	3	45	
Sub-total	23	39	585	
Total with PN courses	45	77	1055	
Total Program Credits and Contact Hours by Category				
	Credits		Contact Hours	
	PN	AD	PN	AD
Didactic	14	15	210	225
Clinical	8	8	360	360

Table 4.10: Utah State University PN and ADN Curriculum

First Year Fall	Credits	First Year Spring	Credits
ENGL 1010 Intro to Writing	3	BIOL 2420 Human Physiology	4
BIOL 2320 Human Anatomy	4	CHEM 1010 Elementary College Chem or CHEM 1110/15 General Chem with Chem Lab	3 or 4/1
HDFS 1500 Human Growth & Development Across Lifespan	3	STATS 1040 Intro Stats or STATS 1045 Intro Stats with Algebra	3 or 5
Total	10	Total	10-14
Second Year Fall (PN)	Credits	Second Year Spring (PN)	Credits
NURS 1010 Intro to Nursing	2	NURS 1042 Family Nursing 1	1
NURS 1020 Fundamental Concepts of Nursing	4	NURS 1122 Family Nursing 2	1
NURS 1030 Fundamental Concepts of Nursing Clinical	4	NURS 1220 Nursing Process 1	4
NURS 1110 Pharmacology	1	NURS 1230 Nursing Process 1 Clinical	4
		NURS 1240 Pharmacology	1
Total	11	Total	11
Third Year Fall (AD)	Credits	Third Year Spring (AD)	Credits
NURS 2020 Nursing Process 2	5	NURS 2220 Manager of Care	5
NURS 2030 Nursing Process 2 Clinical	4	NURS 2230 Manager of Care Clinical	4
NURS 2140 Advanced Family Nursing 1	1	NURS 2240 Advanced Family Nursing 2	1
NURS 2500 Pathophysiology for Nurses	3		
	13		10

The PN and AD nursing programs are each considered a full-time course of study. However, all but one semester in the curriculum sequence does not offer what is considered full-time credits for financial aid—at least 12 credits per semester. Both the PN and AD programs offer an elective course, NURS 2988 Special Problems that is available to students who may need additional credits each semester for full-time status requirements for financial aid. NURS 2988 supplements instruction in other courses, serves as an NCLEX review course, provides assistance for students at risk, or offers the opportunity for independent study depending on student needs and the semester in which it is taught. NURS 2250 Introductory Internship/Co-op is another elective course available to PN and AD students for credit through cooperative work experiences.

4.9 Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.

The PN and AD program practice learning environments are selected by faculty as deemed appropriate for student learning, and support a variety of learning options for students to achieve the end-of-program student learning outcomes. The program provides a breadth of clinical experiences across the health care continuum with exposure of students to acute care, long term care, ambulatory care, inpatient psychiatric, community organizations,

and other facilities. Given the nature of the rural communities in which the nursing programs are located, faculty and students sometimes are required to travel to distant clinical sites in order to participate in the desired range of clinical learning experiences.

The majority of practice learning environments are utilized in both the PN and AD programs. Clinical experiences in the PN program, and first semester and part of the second semester of the AD program are in student groups under the direct supervision of faculty. PN students on the Price campus are offered a 24-hour preceptor clinical during their second semester in which students work directly with clinical agency staff under the coordination of a faculty liaison. AD students in Price, Vernal, Moab, Blanding, Cedar City, and Tooele complete a 120-hour preceptor clinical in their second and final semester of the AD program in which they work directly with a clinical facility registered nurse. AD program faculty function as clinical liaisons during preceptor clinical to provide regular feedback to the clinical nurse, student, and agency; identify and resolve problems; and complete clinical evaluation of students with preceptor input.

Clinical agencies reflect contemporary practice and nationally established health and safety goals through their respective accreditation and approval processes. Acute care agencies are accredited through the Joint Commission and must address Joint Commission standards including those related to National Patient Safety Goals (NPSG). In addition, agencies participate in evidence-based practices aimed at helping them meet patient care outcomes as outlined in Center for Medicare and Medicaid Services (CMS) hospital quality initiatives. The nursing programs work to ensure that the curriculum remains current with these nationally-established goals and initiatives through ongoing communication with agency personnel and their membership on the program's professional advisory councils. Appendix K includes a list of clinical agencies used in the PN and AD programs by campus location.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Current clinical contracts must be verified before the PN or AD program sends students to a clinical facility. The Utah State University legal department oversees all clinical site contracts. A standard clinical affiliation agreement has been in place for several years, having initially been approved by the USU legal department. Clinical facility requests for use of an agreement that is not the standard agreement require USU legal counsel review and approval.

The Department of Nursing business manager maintains an online database of all clinical contracts. The business manager and nurse administrator review the clinical contracts for currency at the beginning of each semester. Each campus coordinator also reviews their clinical contracts for currency on a regular basis. The database is available for access by the department head, nurse administrator, and campus coordinators in Box, a password-protected file sharing and collaboration folder within the USU website.

Clinical contracts specify expectations for all parties and provide for the protection of students. For example, expectations for clinical facilities include provision of the necessary orientation for students to its policies, rules, and

regulations; retention of ultimate responsibility for the delivery and quality of patient care; and provision of evaluative feedback to clinical instructors. Expectations for USU include facilitation of communication with clinical agency staff; maintenance of liability insurance coverage for students and instructors; and orientation of staff who will be clinical instructors. Multiple protections for students are included in clinical contracts such as admittance of all students without discrimination of race, gender, color, national or ethnic origin, religion, age or handicap to clinical facilities; and protection of student information. Clinical contracts are available in the evidence room.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.

The PN and AD program curricula are delivered face-to-face with the exception of occasional interactive videoconferencing (IVC) on campuses where there are unmet faculty needs. For example, during fall semester 2017 the Blanding program had an open faculty position, which was not filled until January 2018. In order to offer the required instruction, some courses were broadcast from the Moab campus to Blanding. Additionally, a Moab instructor who has extensive practice experience in maternal-newborn nursing continues to broadcast two family nursing courses to Blanding. Teaching-learning and evaluation methods and materials are appropriate for face-to-face instruction as indicated in Table 4.6 in Criterion 4.2 (pp. 53-55). Learning activities, instructional materials, and evaluation methods also are appropriate for the IVC delivery format. For example, students at the distant broadcast location interact with the course instructor during class the same way as students in the classroom on campus. Faculty provide handouts in Canvas, the USU learning management system. Furthermore, IVC courses are scheduled for an additional 30 minutes beyond normal class time to provide students with an opportunity to ask questions not asked during class and consult with the course instructor.

An online course will be implemented in the AD program in fall 2019: NURS 2500 Pathophysiology for Nurses. The course will be taught by two part-time faculty with online instruction experience, one of whom has 15 years experience in online teaching and has attended several continuing education offerings in online instruction. Faculty developed the course with the assistance of a USU instructional designer. Best practices in online teaching/learning are evident in the course such as instructor presence, videotaped lectures, clear expectations, video clips, and instructor responsiveness to student inquiries within 24 hours.

All courses offered at USU whether face-to-face, online, or IVC utilize Canvas. Nursing faculty also use the learning management system to enhance face-to-face instruction such as posting of PowerPoints, supplemental learning resources, and nursing laboratory skills checklists. Faculty post assignments and examination scores to the gradebook in the learning management system.

STANDARD 5

Resources

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

The fiscal resources allocated to the Utah State University Department of Nursing are sufficient to support the mission of the department and ensure the achievement of PN and AD end-of-program student learning outcomes and program outcomes. The fiscal resources allocated to the PN and AD programs reflect an equitable distribution of the total academic budget for the University among the academic departments with the nursing budget comparable to similar educational units within USU. Table 5.1 includes three years of allocated PN/AD nursing budget amounts. Three years of detailed budget information for the nursing programs and USU as a whole are available in the evidence room. Table 5.2 includes the program budget for the Kinesiology and Health Sciences Department, which offers programs with similar instructional methodologies and requiring comparable resources as the PN and AD programs.

Table 5.1: PN and AD Budget

Year	Salaries	Benefits	Operational	Differential Tuition	Total	#Students	Per Student
2016-2017	\$756,505	\$317,045	\$87,568	\$173,214	\$1,334,332	84	\$15,885
2017-2018	\$864,067	\$342,026	\$133,850	\$285,819	\$1,625,762	95	\$17,113
2018-2019	\$902,264	\$368,577	\$86,548	\$285,819	\$1,643,208	87	\$18,887

Table 5.2: Kinesiology and Health Sciences Budget

Year	Salaries	Benefits	Operational	Differential Tuition	Total	#Students	Per Student
2016-2017	\$1,501,543	\$650,270	\$620,652	\$16,256	\$2,772,465	1380	\$2,009
2017-2018	\$1,675,099	\$751,858	\$526,612	\$13,467	\$2,953,569	1305	\$2,263
2018-2019	\$1,623,343	\$731,630	\$492,921	\$23,810	\$2,871,704	967	\$2,970

Fiscal allocations for the governing institution come primarily from allotments through the Utah State Legislature and student tuition/fees. The Utah State Legislature funds each state-owned institution of higher learning in Utah by applying a common method of allocation. These allocations are partly based on projected student enrollment and full-time equivalency (FTE). In recent years, the Utah State Legislature began using performance measures such as retention and graduation rates as other mechanisms with which to allocate funding to state-owned college and universities.

As the Department of Nursing lies within the College of Education and Human Services (CEHS), PN and AD program students pay differential tuition for nursing courses. CEHS implemented differential tuition in the 2016-2017 academic year in order to fill areas of critical need that were not receiving adequate funding for growth. The areas of critical need include accreditation expenses, compliance, course fees replacement, graduate and undergraduate student research, program enhancements, and technology support in student labs.

Other sources of funding for the AD program include a grant from the Uintah Impact Mitigation Special Service District (UIMSSD) that provides for a third full-time nursing faculty position on the Uintah Basin (UB) campus. The UIMSSD has provided this funding for the past four years. The grant expires in June 2020, at which time USU will assume funding for the third full-time nursing faculty position on the UB campus. Additionally, PN and AD program students benefit from scholarships provided by generous donors including a \$100,000 grant from Intermountain Healthcare—Logan Regional Hospital for nursing students of diversity given in 2016 and to be used until depleted. Other scholarships are available for nursing students with approximately \$40,000 awarded to PN and AD students in 2018-2019.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

Physical resources vary across the six campus locations for the PN and AD programs. Although varied, physical resources meet the needs of faculty, staff, and students, and facilitate achievement of the end-of-program student learning outcomes and program outcomes at all locations.

Blanding Campus

The PN and AD programs are located in the Health and Library Science Building. Nursing occupies space on the second floor of the building that includes two classrooms, one combined skills/simulation laboratory, four faculty offices, and one staff office. Communal study areas are available for student use on the first floor of the building where the library is located. The two classrooms are smart classrooms with secure wireless Internet, video projection, white boards, and seating appropriate for the number of students enrolled in the PN and AD programs. In addition, the two classrooms are interactive videoconferencing (IVC) capable. Faculty and staff offices are private, and each is equipped with a computer and/or laptop, desktop printer, workstation and chair, visitor chairs, bookshelves, and storage/file cabinets.

Cedar City Campus

The AD program is located on the second floor of the Southwest Technical College (STECH) Allied Health and Technology Building, a \$19.3 million building opened in 2016. The AD program will share space with the STECH PN program. This space includes a classroom, skills laboratory, simulation suite, workroom, faculty and staff offices, and breakroom. AD full-time program faculty will have private offices located near STECH PN program faculty offices. Each office is equipped with a computer and/or laptop, desktop printer, workstation and chair, visitor chairs, bookshelves, and storage/file cabinets. Classrooms are smart classrooms with secure wireless internet, video projection, white boards, and more than adequate seating for the number of students enrolled. Other classrooms in the building, conference rooms, café, and study areas are available for use by AD program faculty and students.

Moab Campus

The Moab campus is one of the smaller USU rural campuses with approximately 100 total students and nine full-time faculty. The PN and AD program faculty offices, classroom, and simulation laboratory are located in Building B, one of four single-story buildings on campus. An IVC classroom used by the PN and AD programs is located in another building on campus directly across a small parking lot from Building B. Moab faculty and students use a nursing skills laboratory in Moab Regional Medical Center (MRMC) located one mile from campus, the result of a partnership between the USU-Moab nursing programs and MRMC to provide for clinical and skills laboratory instruction in the same facility. The nursing skills laboratory is shared with USU-Moab nurse assistant program faculty and students. An area in Building B near nursing faculty offices was remodeled into a simulation lab during fall semester 2017. The simulation lab includes a control room, high-fidelity simulator, and a bed. Faculty plan on further equipping the simulation lab so that it closely resembles a hospital room. As with the Blanding campus, the classrooms are smart classrooms, and faculty offices are private and similarly equipped. Currently Moab nursing faculty are supported by the Logan campus staff assistant. A staff office is not in use although one is available.

Price Campus

The PN and AD programs are located in the McDonald Career Center on the USU Eastern campus in Price. A nursing classroom, skills laboratory, simulation laboratory, and faculty and staff offices are located on the second floor, with a renovation of the space completed during summer 2017. The classroom is a smart classroom and IVC compatible, although currently interactive videoconferencing is not used for instruction in the nursing program at Price. Six (6) faculty offices and one (1) staff office are similar to those described for Blanding and Moab.

The nurse administrator's office is located on the Price campus as it is considered the more centrally located campus for the PN and AD programs. The nurse administrator's office is located in the Reeves Building and is equipped with a workstation, chair, visitors' chairs, computer, desktop printer, bookshelf, and storage units. Her computer is networked to a central copier-printer. She uses a Cisco DX80 desktop collaborator for interactive videoconferencing as well as group video and screen sharing software (Zoom and VSee) for individual and group meetings with administrators, faculty, staff, and students on USU campuses across the state.

Tooele Campus

The AD program in Tooele was located in the Tooele Technical College (TTC) building as the program has a partnership with the TTC practical nurse certificate program to accept its qualified graduates into the USU AD program in Tooele. Beginning fall 2019, the AD program will be offered in the Science and Technology Building on the USU Tooele campus, which is located directly adjacent to TTC. The USU-Tooele Science and Technology Building is a state-of-the-art, architectural award winning facility that opened in 2016. As well as the nursing program, it houses anatomy, physiology, and cadaver labs and classrooms that are interactive videoconferencing capable. The nursing program will utilize a smart classroom, two faculty offices, skills laboratory, simulation laboratory, student study areas, student lounge, faculty lounge, and conference room on the first and second floors of the building.

Uintah Basin Campus

USU has a similar partnership with the Uintah Basin Technical College (UBTC) in offering the opportunity for its PN certificate program graduates to complete an associate's degree in nursing at the USU Vernal campus. The USU AD program is situated in the UBTC building on the USU Vernal campus, while the PN program is located at the UBTC campus in Roosevelt, UT approximately 25 miles away. The UBTC Vernal building includes a testing center; computer lab; allied health, business, and computer classrooms; auto shops and welding room; and a conference room that is IVC compatible. USU AD nursing faculty and students utilize one (1) classroom, a combined skills and simulation laboratory, and study areas on the second floor as well as have access to the testing center, computer lab, and conference room. A faculty and staff office suite is located near the classroom and laboratory on the same floor. As with the previously described faculty and staff offices, each is private and equipped with a work station, visitor chairs, computers and/or laptops, desktop printers, file cabinets, and storage cabinets. The office occupied by the campus coordinator also includes a Cisco desktop videoconferencing unit.

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Learning resources and technology used in the PN and AD programs include but are not limited to the Canvas learning management system (LMS); ATI Nursing Education testing/remediation program; Elsevier textbooks and resources; high-fidelity simulation manikins; laboratory equipment; library resources; and computers/laptops.

Learning Management System

Each nursing program course is accessible in Canvas, the USU learning management system. Faculty largely use the USU learning management system as an enhancement to face-to-face instruction; for example, faculty post course syllabi, PowerPoint presentations, and supplemental learning resources on the course LMS website. Most nursing course examinations are offered online in the LMS. Additionally, faculty utilize the LMS gradebook, and announcements and email functions to communicate with students. NURS 2500 Pathophysiology for Nurses is being implemented in the first semester of the AD program in fall 2019, and will be offered online in Canvas.

The PN and AD programs also use the LMS for faculty communication and collaboration. An LMS curriculum course is used to post the program's mission and values; end-of-program student learning outcomes; concept-based curriculum matrix; teaching resources; and syllabus templates. Faculty utilize a second LMS course to post Nursing Faculty Organization (NFO), committee, and retreat meeting minutes as well as NFO bylaws, committee assignments, program testing policy, and other miscellaneous documents. Access to Canvas will be provided to peer evaluators for review of PN and AD program and faculty support courses within the LMS.

ATI

The PN and AD programs utilize the ATI Essentials program that provides assessments, remediation and learning tools, curriculum support, medical math, critical thinking, prioritization and test taking skills, and comprehensive online tutorials covering nursing skills. The ATI Content Mastery Series provides assessment data regarding student mastery of concepts in specific content areas. Faculty use ATI assessment data results to: 1.) direct remediation efforts for individual students, 2.) aggregate data for faculty evaluation of instruction in their courses, 3.) aggregate data by cohort for measurement of achievement of end-of-program student learning outcomes, and 4.) provide longitudinal data over time. Faculty do not require student achievement of benchmarks on ATI examinations in order to progress through the program or graduate from the program.

Elsevier

PN and AD faculty and students utilize Elsevier textbooks. Students purchase a textbook package when they enter the PN or AD programs that they will use throughout the program. Students have the choice of purchasing digital textbooks or hard copies. Online resources in Evolve Elsevier are available to faculty and students such as PowerPoint presentations, practice quizzes, glossaries, images, and test banks. Faculty and students utilize Elsevier's Nursing Concepts Online course that provides access to SimChart for an electronic medical record, simulation scenarios, case studies, and adaptive testing.

Library Resources

The Merrill-Cazier Library on the Logan campus is well equipped and has several mechanisms to ensure PN and AD faculty and student access to its holdings. The Merrill-Cazier Library is considered the intellectual center of Utah State University as both a physical and virtual destination. It provides access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals. The Merrill-Cazier Library is a member of the Utah Academic Library Consortium (UALC) and Greater Western Library Alliance (GWLA). Faculty and students are able to request electronic copies of full-text articles not obtainable in USU databases through Interlibrary Loan. Faculty and students also may borrow books in person from fourteen (14) academic libraries across the state.

Students and faculty can access all library databases, e-journals, and e-books from home or anywhere with an Internet connection. To access library resources from the USU Library website, faculty and staff are prompted to enter their Aggie number and Access (Banner) password. Nursing faculty and students have access to several online

databases including CINAHL, PubMed, Scopus, Health Source: Nursing Academic, and Medline. The library also provides several mechanisms for faculty and students to obtain assistance 24 hours per day, 7 days a week by telephone, website, online chat, or Meet with a Librarian request. Research guides are available on the library webpage including a guide intended specifically for nursing and allied health students. Library hours of operation for in-person access are: Monday through Thursday, 7:30 AM to 9 PM; Friday, 7:30 AM to 5 PM; Saturday and Sunday, 1 PM to 5 PM.

A librarian is assigned as a liaison, also known as a subject librarian, for the USU nursing programs. The library liaison obtains books, electronic books, and databases requested by nursing faculty as well as presents updates on available teaching/learning resources at faculty meetings and annual faculty retreat. Choice of library holdings for the nursing program occurs through a collaborative process involving the nurse administrator, faculty, and library liaison. Additionally, faculty periodically review library holdings for currency, and request removal of holdings that are greater than five (5) years old. Library budgets are revised as needed to include access of additional library resources. The library liaison is available to present to students in the classroom, and students may contact their subject librarian online. For example, she presented on database searching to students early in fall semester 2017.

Since FY 2017, total direct library expenditures for the nursing program annually are approximately \$12,000, including \$2,600 for books and e-books, \$6,900 for journal subscriptions, and \$2,500 for a database subscription (CINAHL). Many of the journals available in the library are provided through package deals that significantly lower the cost of individual journals, but this also makes it impossible to cite accurate cost figures at the journal level. Because of this, the cited journal cost represents only a tiny percentage of the journals that directly support the nursing program. The total USU library budget for journal subscriptions is around \$5 million, and again, it is difficult to separate out those costs as individual line items for specific departments and programs.

Additional library resources that are valuable to the nursing program are provided in other ways. The Library spent \$32,000 in 2016 for subscription access to a package with over 130,000 e-books, thousands of which are in health-related fields. A subscription to a group of databases for \$4,224 provides access to the databases InfoTrac Nursing & Allied Health Collection, Health & Wellness Resource Center with Alternative Health Module, and Health Reference Center Academic in addition to dozens of subject-specific databases in other areas. Substantial funds are expended more generally for interdisciplinary databases such as Scopus (\$62,457), which indexes millions of articles in all fields. Finally, through strategic arrangements with the Utah state legislature and other libraries, the Merrill-Crazier Library receives access to various resources worth thousands of dollars, such as the databases Health Source: Nursing Academic, Health Source: Consumer, Alt HealthWatch, Biomedical Reference Collection: Basic, and AHFS Consumer Medication Information that do not entail direct costs.

Simulation and Skills Laboratory

Faculty and students use high-fidelity simulation manikins in laboratory and clinical teaching/learning experiences and as a means of evaluating student learning; for example, nursing skills competency. Faculty are interested in improving the quality and amount of simulation learning experiences offered especially in relation to replacing some clinical experiences with simulation. Several faculty have attended simulation workshops or Utah Simulation Group meetings. Additional technological learning resources in the laboratory setting include intravenous infusion pumps, feeding pumps, AED trainer, and online skills video recordings. A list of skills laboratory and simulation equipment for each program location can be found in the evidence room. The skills laboratories are available for student practice outside of regularly scheduled skills laboratory sessions at any time when it is not in use. Faculty are available to assist students and provide access to supplies.

Computers and Laptops

PN and AD students are required to have laptops. Orientation to technology is provided, and technological support is available to students and faculty including for personal laptops and tablets. The IT Help Desk hours of operation are Monday to Thursday, 8 AM to 8 PM; Friday 8 AM to 6 PM; and Saturday 10 AM to 3 PM. Although faculty and students can submit an online computer support request 24/7, IT Help Desk staff respond to the requests during hours of operation. Students have access to computer labs on each of the campuses at which the PN and AD programs are offered. Hours of operation vary among the campuses.

Learning resources are selected by faculty in several ways. During the annual budget process, the nurse administrator solicits requests for replacement and/or additional skills laboratory and simulation equipment. The nurse administrator prioritizes the requests prior to submitting to the department head for approval. The department head relies on the nurse administrator's recommendations, and all prioritized requests have been granted by the department head in the past academic year. Faculty also can make special requests to the nurse administrator independent of the annual budget process. For example, the Moab faculty proposed to the nurse administrator that a high fidelity simulator be purchased for their campus during a fall semester, which is outside of the regular budget request process. The building in which the Moab nursing program is located had been renovated with a simulation room/control room included in anticipation of adding high fidelity simulation when a simulator could be purchased. The nurse administrator was able to obtain funding for a SimMan Essential, which was purchased and installed before the start of spring semester. Faculty will continue to be involved in selection of learning resources on an as-needed basis, and as participants in the annual budget planning and request process.

5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of students engaged in alternative methods of delivery.

Students who participate in the online course in the AD program also are students enrolled in its face-to-face courses. Therefore, fiscal and physical resources are adequate to meet the needs of AD faculty and students in face-to-face and online courses. Faculty-to-student ratios are equivalent in all course delivery options, and budget

supports faculty staffing needs. Technological resources and customer support are available for students regardless of course delivery mode. As well, learning resources are similar across across methods of delivery with some differences. For example, learning resources and tools available in Canvas that support online teaching and learning include Collaborations, Conferences, Secure Exam Proctor, Research Help, My Media, and others. As all PN and AD courses utilize Canvas, these learning resources and tools are available to faculty and students across all course delivery modes. In addition, USU offers courses across the state of Utah, many of which are provided by interactive videoconferencing and online instruction. Consequently, USU offers robust fiscal, technological support, and learning resources for videoconferencing and online teaching/learning. These resources were also described in Criteria 2.10, 3.9, and 4.11.

SECTION THREE: STANDARD 6 OUTCOMES

STANDARD 6

Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcomes and each program outcome.
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcomes.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcomes.

The Utah State University PN and AD programs each have a written plan for systematic evaluation of end-of-program student learning outcomes and program outcomes. Data are collected, aggregated, and reviewed by faculty on a regular basis. Where appropriate, data are shared with campus administrators, clinical affiliates, advisory councils, and students. Each systematic plan of evaluation (SPE) includes specific, measurable expected levels of achievement for each end-of-program student learning outcome and program outcome. The SPEs also are organized around components, frequency of assessment, methods of assessment, results, and action plans. The NFO Program Accreditation and Evaluation Committee revised the SPEs in spring 2017 to be consistent with the 2017 ACEN Standards and Criteria, then presented to faculty who approved the revised SPEs at the January 19, 2018 faculty

meeting. The Program and Evaluation Committee chose to apply the revised SPE to program evaluation of academic year 2016-2017 prior to formal approval by the faculty in January 2018.

Faculty use the SPEs to assess student achievement of end-of-program student learning outcomes in an ongoing process for program decision-making. Faculty also evaluate individual courses to provide an indication of progress toward achieving the end-of-program SLOs. Faculty evaluate student progress in meeting course-level SLOs through a variety of means including course examinations, performance in clinical practicums, key assignments, and ATI Content Mastery Series examination results. Although some of these measures are formative, they provide a measure of student progress toward attainment of the end-of-program SLOS and provide the faculty and students with assessment of student learning. Faculty used to report their evaluation of individual courses on the PN or AD Program Course Analysis Forms, which they then presented at annual retreat to generate discussion and decision-making for course and program improvement. Faculty decided in spring semester 2019 to discontinue use of written course analysis forms but continue to use them to guide group discussion of courses at annual faculty retreat. A copy of a course analysis form is available in the evidence room.

Two (2) direct measures and one (1) indirect measure are used to assess students' achievement of each end-of-program student learning outcome in both the PN and AD programs:

- Final program clinical evaluation tools
 - NURS 1230 Nursing Process I Clinical in PN program
 - NURS 2230 Manager of Care Clinical in AD program
- ATI Comprehensive Predictor Examination overall and category results
 - PN NCLEX Predictor
 - RN NCLEX Predictor
- Student Exit Survey results
 - PN
 - AD

The ATI PN and RN Comprehensive Predictor Examinations categories are the same as the NCLEX examination client needs categories incorporated into the program curriculum as described in Criterion 4.1. Therefore, the ATI categories used to assess achievement of specific end-of-program SLOs reflect the relationship between an NCLEX examination client needs category and each SLO (except for the critical thinking SLO) as depicted in Table 4.1. Achievement of the critical thinking SLO is assessed using the ATI Predictor Examination Thinking Skills: Clinical Judgment/Critical Thinking in Nursing category results.

Initially with the revised SPE, all end-of-program student learning outcomes are to be assessed annually for a period of three (3) years. Subsequently, student learning outcomes will be assessed on a rotating basis. With the understanding that faculty may change the intervals of assessment based on data results and analysis. The schedule for assessment of end-of-program student learning outcomes is:

- Year 1, 2017: All SLOs were assessed
- Year 2, 2018: All SLOs were assessed
- Year 3, 2019: ALL SLOs were assessed
- Year 4, 2020: SLO 1, 2, and 3
- Year 5, 2021: SLO 4, 5, and 6
- Year 6, 2022: SLO 7 and 8

The PN and AD faculty use evaluation findings for decision-making for program improvement. Faculty review data results at annual faculty retreat and in an ongoing manner at faculty and other committee meetings. Documentation of analysis of assessment data is included in an action minutes' format to ensure that discussion, resulting actions, responsibility, mechanism of evaluating strategies, and specific ACEN standard and criteria to which the action is related, are clearly identified. The action minutes' format is used at annual faculty retreat, faculty meetings, Curriculum Committee, and other NFO committee meetings for consistent documentation. Minutes are available in the evidence room. The PN program Systematic Plan of Evaluation 2018-2019 is found in Appendix G and the AD program Systematic Plan of Evaluation 2018-2019 is found in Appendix H. Copies of previous SPEs are available in the evidence room.

Faculty began tracking longitudinal data regarding student achievement of PN and AD end-of-program student learning outcomes in spring 2019. Faculty utilize an Excel spreadsheet in which results of measures used to assess student achievement of the EOPSLOs are trended by campus and in the aggregate. Faculty believe trending the data over time will provide evidence to better inform decision-making for program improvement. For example, faculty can identify consistencies or inconsistencies in student achievement of EOPSLOs across campuses and the programs as a whole. Analysis of results and decision-making for program improvement are done by the faculty as a whole. However, results may vary from one campus to the next. Trending data by campus provides a mechanism to assist faculty on each campus with monitoring their students' results. Refer to the following tables for longitudinal data results of student achievement of EOPSLOs and program outcomes.

Table 6a: PN Program SPE Trended Data

	2016-2017	2017-2018	2018-2019
NURS 1230 Clinical Evaluation Tool			
SLO 1 Critical thinking	100%	100%	100%
SLO 2 Holism	100%	100%	100%
SLO 3 Nursing proces and safety	100%	100%	100%
SLO 4 Communication	100%	100%	100%
SLO 5 Ethics	100%	100%	100%
SLO 6 Advocacy and leadership	100%	100%	100%
SLO 7 Education and health promotion	100%	100%	100%

	2016-2017	2017-2018	2018-2019
SLO 8 Respectful caring	100%	100%	100%
Student Exit Survey			
SLO 1 Critical thinking	100%	100%	96.0%
SLO 2 Holism	87.5%	100%	87.0%
SLO 3 Nursing proces and safety	87.5%	100%	96.0%
SLO 4 Communication	87.5%	90.9%	91.0%
SLO 5 Ethics	100%	90.9%	96.0%
SLO 6 Advocacy and leadership	87.5%	90.9%	91.0%
SLO 7 Education and health promotion	87.5%	100%	96.0%
SLO 8 Respectful caring	100%	100%	96.0%
ATI Predictor Exam			
Group mean	73.9%	74.4%	77.2%
Clinical judgment/critical thinking (SLO 1)	73.7%	75.9%	78.6%
Psychosocial Integrity (SLO 2, 8)	73.1%	77.2%	80.2%
Physiological adaptation (SLO 2)	70.0%	71.6%	73.0%
Pharmacological (SLO 2, 3)	68.7%	70.2%	70.0%
Coordination of care (SLO 3, 4, 5, 6)	76.9%	75.8%	80.0%
Safety and infection control (SLO 3)	78.0%	77.3%	76.6%
Basic care and comfort (SLO 3)	76.6%	79.1%	78.5%
Reduction of risk potential (SLO 3)	76.1%	73.2%	76.0%
Health promotion and maintenance (SLO 7)	71.3%	73.9%	78.7%
NCLEX Pass Rates			
Aggregate	96.9%	85.7%	
Blanding	87.5%	85.7%	
Moab	N/A	75.0%	
Price	100%	86.0%	
Program Completion Rates			
Aggregate	94%	93%	100.0%
Blanding	94%	80%	100.0%
Moab	N/A	100%	100.0%
Price	94%	100%	100.0%
Job Placement Rates			
	97%	73%	

Table 6b: AD Program SPE Trended Data

	2016-2017	2017-2018	2018-2019
NURS 2230 Clinical Evaluation Tool			
SLO 1 Critical thinking	100%	100%	100%
SLO 2 Holism	100%	100%	100%
SLO 3 Nursing proces and safety	100%	100%	100%
SLO 4 Communication	100%	100%	100%
SLO 5 Ethics	100%	100%	100%
SLO 6 Advocacy and leadership	100%	100%	100%
SLO 7 Education and health promotion	100%	100%	100%
SLO 8 Respectful caring	100%	100%	100%
Student Exit Survey			
SLO 1 Critical thinking	93.8%	100%	92%
SLO 2 Holism	87.5%	95%	89%
SLO 3 Nursing proces and safety	87.5%	100%	86%
SLO 4 Communication	93.3%	94.7%	89%
SLO 5 Ethics	93.8%	100%	92%
SLO 6 Advocacy and leadership	93.8%	100%	89%
SLO 7 Education and health promotion	93.8%	94.7%	89%
SLO 8 Respectful caring	93.8%	94.7%	92%
ATI Predictor Exam			
Group mean	68.6%	75.2%	75.3%
Clinical judgment/critical thinking (SLO 1)	76.8%	75.1%	76.0%
Psychosocial Integrity (SLO 2, 8)	66.5%	76.4%	72.4%
Physiological adaptation (SLO 2)	73.0%	71.3%	72.5%
Pharmacological (SLO 2, 3)	62.7%	75.7%	75.4%
Management of care (SLO 3, 4, 5, 6)	75.7%	75.7%	81.0%
Safety and infection control (SLO 3)	64.7%	72.5%	73.3%
Basic care and comfort (SLO 3)	61.3%	75.0%	75.0%
Reduction of risk potential (SLO 3)	68.2%	73.9%	73.6%
Health promotion and maintenance (SLO 7)	69.9%	76.0%	77.8%
NCLEX Pass Rates			
Aggregate	85.4%	84.8%	
Blanding	87.0%	67.0%	
Moab	N/A	100.0%	
Price	76%	87.0%	

	2016-2017	2017-2018	2018-2019
Southwest	N/A	N/A	N/A
Tooele	N/A	100.0%	
Uintah Basin	100%	90.9%	
Program Completion Rates			
Aggregate	98%	98%	98%
Blanding	90.9%	100%	86%
Moab	N/A	100%	100%
Price	100%	95%	100%
Southwest	N/A	N/A	N/A
Tooele	N/A	100%	100%
Uintah Basin	100%	100%	100%
Job placement rates	91.7%	89.3%	

Table 6c: ATI Predictor Exam Results by Campus 2018-2019

	Blanding	Moab	Price		
ATI PN Predictor Exam					
Group mean	78.4%	80.5%	76.0%		
Clinical judgment/critical thinking (SLO 1)	78.6%	83.1%	77.5%		
Psychosocial Integrity (SLO 2, 8)	79.4%	75.6%	81.8%		
Physiological adaptation (SLO 2)	66.2%	74.7%	74.8%		
Pharmacological (SLO 2, 3)	70.0%	76.0%	69.3%		
Coordination of care (SLO 3, 4, 5, 6)	77.9%	85.8%	79.5%		
Safety and infection control (SLO 3)	80.7%	84.0%	73.6%		
Basic care and comfort (SLO 3)	83.8%	84.0%	75.2%		
Reduction of risk potential (SLO 3)	66.1%	87.8%	77.5%		
Health promotion and maintenance (SLO 7)	71.4%	76.9%	81.5%		
	Blanding	Moab	Price	Tooele	Uintah Basin
ATI RN Predictor Exam					
Group mean	80.3%	76.2%	78.6%	74.3%	72.1%
Clinical judgment/critical thinking (SLO 1)	79.8%	73.1%	79.2%	75.1%	73.6%
Psychosocial Integrity (SLO 2, 8)	70.8%	64.1%	74.6%	72.5%	72.5%
Physiological adaptation (SLO 2)	85.7%	66.7%	66.3%	75.5%	73.2%
Pharmacological (SLO 2, 3)	75.7%	79.7%	75.6%	75.8%	74.3%
Management of care (SLO 3, 4, 5, 6)	90.0%	76.7%	87.2%	73.0%	77.9%
Safety and infection control (SLO 3)	80.0%	74.1%	81.6%	73.0%	66.1%
Basic care and comfort (SLO 3)	72.3%	79.5%	83.4%	71.4%	71.1%
Reduction of risk potential (SLO 3)	67.8%	92.6%	81.6%	73.8%	66.9%
Health promotion and maintenance (SLO 7)	77.1%	73.8%	82.4%	78.6%	75.2%

- 6.2 The program demonstrates evidence of students' achievement on the licensure examination.
- The program's most recent licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
- There is ongoing assessment of the extent to which graduates succeed on the licensure examination.
- There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.
- There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

PN Program:

The PN program uses ACEN's standard as the expected level of achievement on the licensure examination: at least 80% of all first-time test takers during the same 12-month period will pass the licensure examination. The performance of the USU PN graduates on the NCLEX-RN is measured by Utah Board of Nursing official reports. The Utah Board of Nursing provides official reports of licensure examination pass rates through an email to the nurse administrator on a quarterly basis. The licensure examination pass rates provided in the reports are entered into a database kept by the Logan coordinator of programs III for review by the nurse administrator and faculty on an ongoing basis. The program has one admission per academic year in the fall semester. As there is one program option and three program locations, data are disaggregated by date of program completion and location, and aggregated for the program as a whole. The Board of Nursing provides only aggregated results; therefore, each of the campus staff assistants records results of licensure examination pass rates for its graduates by date of program completion, which then are reported to the Logan coordinator of programs III for inclusion in the centralized database. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Program Evaluation and Accreditation Committee minutes, as well as the SPE.

The program has met the expected aggregated outcome of 80% with two program locations below the expected level of achievement in the past three (3) years: Blanding in 2016 and Moab in 2017. Faculty recognized that strategies needed to be implemented to improve licensure examination pass rates on the Blanding and Moab campuses. Faculty first discussed the factors that may have impacted the rates and determined the size of the Moab cohort (four graduates), for example, did not allow for even one (1) graduate to fail the PN licensure examination on the first attempt without dropping licensure exam rates below the desired 80% outcome. Faculty discussed the need for each location to evaluate the SLOs, NCLEX-PN test plan, and ATI categories not meeting the expected outcomes (NFO meeting, February 8, 2019). Additionally, faculty are no longer broadcasting courses from Moab to Blanding with the exception of two (2) family nursing courses, thus decreasing faculty-to-student ratios for Moab faculty.

Examples of other strategies undertaken by faculty beginning in 2016 to improve licensure examination pass rates include approval of a no-exception policy to program admission criteria. Faculty also approved a policy that limits prerequisite courses to two (2) repeats if students do not achieve the required B-minimum grade (Department Retreat minutes, August 16, 2016). Another strategy was to implement better utilization of ATI testing and remediation. The Testing Committee developed enhanced ways to use ATI that were approved by faculty (NFO Retreat minutes, May 9, 2017) and initiated in fall 2017. An ATI Testing and Remediation Policy was approved by faculty in January 2019. As indicated in criterion 4.7, faculty adopted a testing policy that requires students to maintain at least a 79.5% course examination average to pass a nursing course. Additionally, faculty standardized clinical evaluation tools that are used on all campuses where the PN program is located. Faculty will continue to evaluate licensure examination pass rates, and initiate action as needed for continual program improvement.

Table 6.1: NCLEX-PN Licensure Examination Pass Rates

Expected Level of Achievement	Year	Aggregated Licensure Examination Pass Rate	Licensure Examination Pass Rate by Program Location
Annual pass rate of first-time takers will be at or above 80%	2018-2019	100% YTD	Blanding: Moab: Price:
Same as above	2017-2018	85.7%	Blanding: 87.5% Moab 75% Price: 86%
Same as above	2016-2017	96.9%	Blanding: 87.5% Price: 100%
First-time pass rates will be at or above national mean	2015-2016	82.4%	Blanding: 77% Price: 90%

AD Program:

The AD program uses ACEN's standard as the expected level of achievement on the licensure examination: at least 80% of all first-time test takers during the same 12-month period will pass the licensure examination. As with the PN graduates, the performance of the USU AD graduates on the NCLEX-RN is measured by Utah Board of Nursing official reports. The Utah Board of Nursing provides official reports of licensure examination pass rates through an email to the nurse administrator on a quarterly basis. The licensure examination pass rates provided in the reports are entered into a database kept by the Logan coordinator of programs III for review by the nurse administrator and faculty on an ongoing basis. The program has one admission per academic year in the fall semester. As there is one program option and five current program locations, data are disaggregated by date of program completion and location, and aggregated for the program as a whole. The Board of Nursing provides only aggregated results; therefore, each of the campus staff assistants records results of licensure examination pass rates for its graduates by date of program completion, which then are reported to the Logan coordinator of programs III for

inclusion in the centralized database. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Program Evaluation and Accreditation Committee minutes, as well as the SPE.

The AD program has struggled with maintaining acceptable licensure examination pass rates but has seen significant improvement in aggregated licensure examination pass rates from 2015 to 2018. In 2012 ACEN granted the USU AD program continuing accreditation with conditions related to non-compliance with Standard 6 Outcomes, including licensure examination pass rates that had been consistently below the national mean. At its meeting on March 12-13, 2015, the ACEN Board of Commissioners accepted the Follow-Up Report of the AD program in which actions that had been undertaken to improve licensure examination pass rates were described. Those strategies resulted in slight improvement in pass rates. Faculty recognized that other strategies needed to be implemented to further improve licensure examination pass rates on the Blanding and Price campuses. Faculty initially discussed the multiple factors that may have impacted student success on the NCLEX-RN licensure examination such as significant turnover in nurse administrator and full-time faculty; inexperienced faculty; inadequate administrative support; inconsistencies in processes and practices across program locations; and student demographics. For example, USU-Eastern at Blanding is located near the Navajo Nation and enrolls Indian American students in the nursing program who may be first generation college students, without internet access in their homes, have limited financial resources, and lack adequate transportation. Although the Blanding campus has abundant resources for Indian American students, some persist with challenges and barriers in meeting the expectations of the nursing program. Additionally, the Blanding campus had an open faculty position for 2017-2018 that was not filled until spring 2018.

The AD program has met the expected aggregated outcome of 80% in the past three (3) years with two program locations below the expected level of achievement: Blanding in 2016 and 2018; and Price in 2016 and 2017. Strategies implemented by faculty to improve AD program licensure examination pass rates include:

- Faculty review of nursing research related to predictive factors for NCLEX success
- No-exception policy to program admission criteria
- Limitation of prerequisite course repeats to two (2)
- Consistent utilization of ATI testing and remediation across program locations
- ATI Testing and Remediation policy
- Minimum 79.5% course examination average
- Use of identical clinical evaluation tools at all program locations
- Revision of systematic plan of evaluation to include data collection and evaluation of student achievement of end-of-program student learning outcomes
- NCLEX review course offered at cost to department on all program locations in spring semester 2017 and 2018

- NCLEX review course offered on Blanding campus only in spring 2019 as a pilot project to determine if review course helpful for students at risk

Faculty discussed the need for each location to evaluate the SLOs, NCLEX-RN test plan, and ATI categories not meeting the expected outcomes (NFO meeting, February 8, 2019). Faculty will continue to evaluate licensure examination pass rates, and initiate action as needed for continual program improvement.

Table 6.2: NCLEX-RN Licensure Examination Pass Rates

Expected Level of Achievement	Year	Aggregated Licensure Examination Pass Rate	Licensure Examination Pass Rate by Program Location
Annual pass rate of first-time takers will be at or above 80%	2018-2019	80.5% YTD	Blanding: Moab: Price: Tooele: Uintah Basin:
Same as above	2017-2018	84.8%	Blanding: 67% Moab: 100% Price: 87% Tooele: 100% Uintah Basin: 90.9%
Same as above	2016-2017	85.4%	Blanding: 87% Price: 76% Uintah Basin: 100%
First-time pass rates will be at or above national mean	2015-2016	87.1% (national mean = 84.6%)	Blanding: 56% Price: 56% Uintah Basin: 100%

6.3 The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the entire nursing program as well as disaggregated by program option, location, and date of program completion or entering cohort.

PN Program:

Faculty assess program completion data by applying an expected level of achievement that 80% of students starting PN program courses will complete the nursing program within 3 semesters or 150% of program length. Faculty chose the expected level of achievement based on student demographic data and characteristics that

suggested a high level of program completion for recent cohorts. In addition, small cohort sizes on the campuses where the PN program is offered provide the opportunity for establishing the faculty-student relationships that enhance student retention. The PN program has exceeded its ELA for program completion in the past three years. Reasons for students not completing the program include personal, family, and health issues and course failures. Personal, family, and health issues significantly exceed course failures as reasons for non-completion. Students are eligible for readmission following a course failure by submitting an application in which they include an essay describing what they will do to ensure their success in the program. Students who withdraw from the program for personal, family, and health issues are granted an automatic readmission in the following fall semester if they wish to be readmitted.

As with licensure examination pass rates, program completion rates are entered into a database kept by the Logan coordinator of programs III for review by the nurse administrator and faculty on an ongoing basis. For the purpose of disaggregating program completion rates by location, campus coordinators and staff assistants keep records of program completion rates for their students for the purpose of disaggregating program completion rates by location. This information then is conveyed to the Logan coordinator of programs III for centralization of the program outcomes database. As there is one program option and three program locations, data are disaggregated by entering cohort and location, and aggregated for the entire program. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Evaluation and Accreditation Committee minutes, as well as the SPE available in Appendix G.

Table 6.3: PN Program Completion Rates

Expected Level of Achievement	Entering Cohort Year	Aggregated Program Completion Rate	Program Completion Rate by Program Location
80% of students starting PN program courses will complete the nursing program within 3 semesters or 150% of program length	2018	100%	Blanding: 100% Moab: 100% Price: 100%
Same as above	2017	93%	Blanding: 80% Moab: 100% Price: 100%
Same as above	2016	94%	Blanding: 94% Price: 94%
Same as above	2015	100%	Blanding: 100% Price: 100%

AD Program:

Faculty assess program completion data by applying an expected level of achievement that 80% of students starting AD program courses will complete the nursing program within 3 semesters or 150% of program length.

Faculty chose the expected level of achievement based on student demographic data and characteristics that suggested a high level of program completion for recent cohorts. In addition, small cohort sizes on the campuses where the AD program is offered provide the opportunity for establishing the faculty-student relationships that enhance student retention. The AD program has exceeded its ELA for program completion in the past three years. Reasons for students not completing the program include personal, family, and health issues and course failures. Students are eligible for readmission following a course failure by submitting an application in which they include an essay describing what they will do to ensure their success in the program. Students who withdraw from the program for personal, family, and health issues are granted an automatic readmission in the following fall semester if they wish to be readmitted.

The process for maintenance of AD program completion rates in a centralized database is the same as that utilized in the PN program. As there is one program option and three program locations, data are disaggregated by entering cohort and location, and aggregated for the entire program. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Evaluation and Accreditation Committee minutes available in the evidence room, as well as the SPE in Appendix H.

Table 6.4: AD Program Completion Rates

Expected Level of Achievement	Entering Cohort Year	Aggregated Program Completion Rate	Program Completion Rate by Program Location
80% of students starting AD program courses will complete the nursing program within 3 semesters or 150% of program length	2018	98%	Blanding: 86% Moab: 100% Price: 100% Tooele: 100% Uintah Basin: 100%
Same as above	2017	98%	Blanding: 100% Moab: 100% Price: 95% Tooele: 100% Uintah Basin: 100%
Same as above	2016	98%	Blanding: 90.9% Price: 100% Uintah Basin: 100%
Same as above	2015	100%	Blanding: 100% Price: 100% Uintah Basin: 100%

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed. There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the program as a whole.

PN Program:

Faculty assess job placement data with an expected level of achievement for job placement of 80% of program graduates will be employed as a practical nurse at 6-12 months after completing the program. Faculty chose the expected level of achievement based on program demographic data and job placement trends. Community demand exists in the rural communities in which the program is located for practical nurses. However, the program did not meet its job placement ELA in 2018. Faculty regarded the low job placement rates in 2018 as a direct reflection of students waiting to seek nursing employment until completion of AD courses, and instead choosing to focus on the AD program of study. Also, students are choosing to remain in current positions such as nurse assistants as there is little wage difference for licensed practical nurse (LPN) positions in rural communities in which the program is located. Furthermore, new Utah legislative requirements for nursing skill mix in hospitals led to some hospitals deciding to reduce hiring of licensed practical nurses. Faculty revised the ELA in 2018 to from 90% to 80% of graduates will be employed as PNs at 6-12 months following completion of the program to be more consistent with job placement trends.

The method of assessment for job placement has been personal contact with graduates by faculty and/or staff. As cohort sizes are small and graduates tend to stay within their rural communities for employment, this method has worked well for assessing job placement. In the past three (3) years, all but one (1) program graduate has been accounted for as to his/her employment status. An alumni survey to assess job placement was last administered in 2014. Faculty adopted a formal reporting form in fall 2017 to facilitate consistency in documentation of alumni employment status, a copy of which is available in the evidence room.

Graduate job placement rates are entered into a database kept by the Logan coordinator of programs III for review by the nurse administrator and faculty on an ongoing basis. Like program completion rates, campus coordinators and staff assistants collect data on their students, then share with the Logan coordinator of programs III for a centralized database of program outcomes. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Program Evaluation and Accreditation Committee minutes, as well as the SPE.

Table 6.5: PN Program Job Placement Rates

Expected Level of Achievement	Year	Job Placement Rate			
			Number of Graduates	Number Contacted	Percent Contacted
80% employed as PNs at 6-12 months	2018	73%	28	27	96%
90% employed as PNs at 6-12 months	2017	97%	33	33	100%
90% employed as PNs at 6-12 months	2016	94%	33	33	100%

AD Program:

As with the PN program, faculty assess job placement data with an expected level of achievement for job placement of 80% of program graduates will be employed as a registered nurse at 6-12 months after completing the program. Faculty chose the expected level of achievement based on program demographic data and job placement trends. Community demand exists in the rural communities in which the program is located for associate degree-prepared registered nurses. Healthcare facilities in these communities have difficulty attracting baccalaureate-prepared registered nurses. As yet, the facilities have not made specific plans to implement BSN-prepared educational requirements for entry level RN positions. The program did not meet its job placement ELA in 2015 and 2016. Faculty regarded the low job placement rates in 2015 and 2016 as a direct reflection of low licensure examination pass rates and believed that as pass rates improved, job placement rates also would improve. However, faculty revised the ELA in 2017 from 90% to 80% of graduates will be employed as RNs at 6-12 months following completion of the program to be more consistent with job placement trends. The method of assessment for job placement has been personal contact with graduates by faculty and/or staff. As cohort sizes are small and graduates tend to stay within their rural communities for employment, this method has worked well for assessing job placement. In the past three years, the percent of graduates contacted ranged from 89.2% to 98%. An alumni survey to assess job placement was last administered in 2014.

AD program graduate job placement rates are maintained in a database kept by the Logan coordinator of programs III in the same manner as PN and AD licensure examination pass rates, PN and AD program completion rates, and PN job placement rates. Results of analysis are used for program decision-making and clearly indicated in faculty meeting, annual faculty retreat, and Program Evaluation and Accreditation Committee minutes, as well as the SPE.

Table 6.6: AD Program Job Placement Rates

Expected Level of Achievement	Year	Job Placement Rate			
			Number of Graduates	Number Contacted	Percent Contacted
80% employed as RNs at 6-12 months	2018	89.3%	50	56	89.2%
90% employed as RNs at 6-12 months	2017	91.7%	47	48	98%
Same as above	2016	79.5%	38	39	97.4%

Appendix A: Curriculum Vitae for Laura Dotson

Curriculum Vitae
Laura M. Dotson
Utah State University
laura.dotson@usu.edu

Professional Experience

Director/Assistant Department Head Utah State University PN/ADN programs Department of Nursing	5/2019-present
Nursing Program Coordinator Utah State University-Eastern, Price	10/2016-5/2019
Nursing Program Interim Coordinator Utah State University Eastern, Price	5/2016-10/2016
Professional Practice Assistant Professor Utah State University-Eastern, Price	9/2014-present
Temporary Instructor of Nursing Utah State University-Eastern, Price	9/2013-9/2014
Clinical Nursing Instructor Utah State University-Eastern, Price	9/2011-5/2013
College CTE Educator, Advanced Health Science USU-Eastern/Carbon High School	9/2012-12/2015
Charge and staff nurse, family practice medical office The Family Clinic/Dr. Karen Radley	2005-2013
Staff nurse, internal medicine office Dr. David Nichols	2002-2011
Staff nurse, pediatric clinic Castle County Clinic/Kim Quinlon, APRN	2003-2011
Charge and staff nurse, ICU/CCU and medical/surgical floor; house supervisor Castleview Hospital	1992-2004

Education

Bachelor of Science in Nursing/ Master's of Science Nursing Education Chamberlain College of Nursing St. Louis, MO	10/2011
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Associates in Nursing 5/1995
College of Eastern Utah
Price, UT

Certificate in Practical Nursing 5/1993
College of Eastern Utah
Price, UT

Professional Licensure

Registered nurse, Utah, #264676-3102, exp. 1/31/2121 1995-present

Licensed practical nurse, Utah 1993-1995

Nursing Instruction Experience

Utah State University PN/ADN Programs, Price, UT
ADN: Didactic-NURS 2020 Nursing Process 2, NURS 2220 Manager of Care
ADN: Clinical-NURS 2230 Manager of Care Clinical in acute care settings

PN: Didactic-NURS 1020 Fundamental Concepts of Nursing, NURS 1220 Nursing Process 1, NURS 1110
Pharmacology, NURS 1240 Pharmacology 2

PN: Clinical-NURS 1030 Fundamental of Concepts Clinical, NURS 1230 Nursing Process 1 Clinical in
community, geriatrics, rehabilitation, and acute care settings

Utah State University/Carbon High School: NURS 1015 and 1016 Advanced Health Science

Administrative

PN/ADN Program Director 5/2019-present
Nursing Program Coordinator 10/2016-5/2019
Interim Nursing Program Coordinator 5/2016-10/2016

Committees

State of Utah Nursing Advisory Peer Education Committee 7/2017-present
Utah State University Faculty Senate 9/2017-present
NFO Testing Committee 12/2017-present
NFO Curriculum Committee 3/2014-present
Nursing Administration Council 5/2016-9/2016
Chair and member, faculty search committees 6/2014-present
ACEN Follow-up Report 6/2014-9/2014

Community Service

Utah State University Study Abroad/Service in Honduras 5/2017

USU Eastern Flu Clinic	2013-present
CPR and BLS certification coordinator	2013-present
Carbon School District Regional Science Fair judge	2013-present
Governing Board Secretary, Price Chapel	2077-2011
PTA Board Secretary	2004-2006
PTA Board Vice President	2009-2011
American Cancer Society Relay for Life captain/coordinator	2003-2007
Christain Missionary Alliance mission nurse	2004
Camp nurse, Hotchkiss, CO	2004-2007

Awards

Utah State University-Eastern, Price Faculty of the Year	2017
Castleview Hospital Ten Years of Outstanding Service	2003

Presentations

Carbon High School Health Education	2016
PN NCLEX Review	2015-2016
Creekview Elementary School Maturation Education	2005
Community Women's Health Living Event, Price, UT	2006

Appendix B: Campus Coordinator Responsibilities

PN/AD Campus Coordinator, Course Lead, and Clinical Instructor Responsibilities

Campus Coordinator

- Facilitate partnerships with local clinical facilities and communities of interest.
- Set up and schedule all local clinical education arrangements for students.
- Review and track student files for completeness and compliance with clinical agency requirements.
- Coordinate the gathering of agency specific documentation necessary for student placement into clinical agencies.
- Establish and maintain positive working relationships with clinical agency management and staff.
- Be the first contact for local student issues and concerns.
- Manage resolution of student clinical issues with clinical faculty, nursing program director, and campus administrators.
- Recruit local clinical adjunct faculty and vet them for approval with the nursing program director and department head.
- Provide oversight for orientation of new clinical faculty.
- Oversee performance evaluation of clinical faculty.
- Monitor and sign off on clinical faculty time sheets.

Clinical Course Lead Instructor

- Develop course syllabus.
- Determine course grading criteria and create clinical assignments.
- Work with the campus coordinator in determining specific clinical sites appropriate for the clinical course.
- Determine pre- and post-conference topics.
- Assist campus coordinator with orientation of new clinical faculty.
- Assist campus coordinator with performance evaluation of clinical faculty.
- Provide student clinical orientation.

Clinical Instructor

- Provide direct supervision and instruction of students in clinical settings.
- Grade clinical assignments for students in assigned clinical groups.
- Contact campus coordinator regarding any student issues in the clinical setting.
- Conduct pre- and post-conferences.
- Assist clinical course lead instructor in determining pre- and post-conference topics.
- Assist clinical course lead instructor in student clinical orientation.

Appendix C: PN/AD Programs Nurse Administrator Responsibilities

Administrative Duties in USU Nursing Programs

Director of Nursing Program

- Provide vision, direction and leadership for the nursing program.
- Provide oversight of program accreditation.
- Provide oversight and administration of program evaluation.
- Provide oversight of program budgets in collaboration with the department head, campus administration and nursing program faculty; prepare and administer program budgets.
- Provide input to the department head on budget priorities.
- Provide oversight of course scheduling and teaching assignments across the program.
- Work with campus administrators and community partners to assure that local issues and needs are considered in the program.
- Have active state and national professional organization involvement.
- Lead and facilitate continuous program and curricular improvement.
- Lead active faculty recruitment.
- Lead nursing faculty development activities and mentoring processes in collaboration with the department head.
- Direct supervision of full-time and part-time faculty.
 - First contact for faculty personnel issues and concerns
 - Act as mentor, coach, and advocate
 - Communicate and interpret department/program expectations
 - Facilitate achievement of excellence in teaching and service
- Facilitate and manage non-local clinical relationships and oversee all clinical contracts including obtaining new contracts and insuring contracts are current.
- Provide input to the department head on faculty and staff evaluation, promotion, and performance issues.
- Provide oversight, leadership, and consistency for student admissions and advising.
- Work collaboratively with department head and faculty on student issues and concerns.
- Explore and pursue programmatic grants.
- Ensure program policy and procedures are implemented and revised as necessary.
- Organize and facilitate nursing faculty meetings and committees in collaboration with the department head.
- Function as an ex officio member of Nursing Faculty Organization committees.
- Schedule and facilitate Nursing Advisory Committee meetings once per semester.

Appendix D: Faculty Profile Table

Faculty Profile Table

Name of Institution: Utah State University

Name of Nursing Education Unit: PN and ADN Programs

Academic Term(s) and Date(s) Included: Fall 2019

Date Form Completed: July 11, 2019

The program must provide the educational and experiential faculty qualifications required by each agency below.			
Agency	Name of Agency	Requirement	Not Applicable <i>Directions: If not applicable, provide a brief explanation why.</i>
The program's state regulatory agency for nursing	Utah State Board of Nursing, Division of Occupational and Professional Licensure	Reference: Text:	The current Utah State Nurse Practice Act Rules R156-31b (December 22, 2016) does not include educational and experiential qualifications for nursing faculty.
Other state agency (e.g., state department of education, state system, etc.)	Board of Regents, Utah System of Higher Education	Reference: Text:	The Utah System of Higher Education does not specify requirements for faculty qualifications.
The program's governing organization	Utah State University	Reference: Policy 401: 4.2 The Faculty with Term Appointments Text: Faculty members with substantial professional experience and expertise in a specific professional arena outside of academe, who contribute to an academic program by administration, teaching, mentoring, advising, service, or other responsibilities based on his or her professional experience may be appointed to one of the following ranks: professional practice instructor, professional practice assistant professor, professional practice associate professor, or professional practice professor, after full consultation between the department head and the	

		<p>faculty of the department that grants credit in this area.</p> <p>Human Resources Position Description #F1600199 Professional Practice Assistant Professor, Nursing: Minimum qualifications of a master's degree in nursing, record of excellent teaching, ability to promote a positive and collaborative learning environment, registered nurse licensure in the State of Utah or eligible for licensure in the state.</p> <p>Reference: Policy 401.3.2 The Tenured and Tenure Eligible Faculty—Academic Ranks</p> <p>Text: Appointment as or advancement in rank to assistant professor requires a terminal degree or its equivalent; demonstrated ability in teaching, research or creative endeavors, extension, service, or other qualifying work in accordance with the role statement and evidence of progressive professional development as determined by the appropriate administrator.</p> <p>Appointment as or advancement in rank to associate professor requires all the qualifications prescribed for an assistant professor; an established reputation in teaching, research or creative endeavors, extension, service, or other qualifying work in accordance with the role statement; and broad recognition for professional success in the field of appointment.</p> <p>Appointment as or advancement in rank to professor requires all the qualifications prescribed for an associate professor and</p>	
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		<p>an established outstanding reputation in the field of appointment.</p> <p>Human Resources Position Description #F1600200 Assistant Professor, Nursing: Minimal qualifications of a doctorate with a graduate degree in nursing, record of excellent teaching, ability to work with external constituents, excellent verbal & written communication skills, registered nurse licensure in the State of Utah or eligible for licensure in the state or by interstate compact.</p> <p>Human Resources Position Description #H1700696 Part-time Clinical Instructor, BSN: Minimal qualifications of a BSN from an accredited nursing program, minimum of two years clinical nursing experience, licensure as a registered nurse in good standing with the State of Utah or eligible to obtain Utah licensure or by interstate compact, ability to communicate effectively orally and in writing, interpersonal, problem-solving, and decision-making skills.</p>	
<p>The governing organization's accrediting agency</p>	<p>Northwest Commission on Colleges and Universities</p>	<p>Reference: Text:</p>	<p>NWCCU standards and policies do not address specific faculty qualifications. Standard 2.B.1 states, "The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position."</p>

Faculty Profile Table
Qualifications of Full-Time Faculty Exclusive to Practical Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching at the time of the site visit. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • <i>Alphabetical Order by Last Name</i> 	<ul style="list-style-type: none"> • <i>Month/Year</i> 	<ul style="list-style-type: none"> • <i>Undergraduate Degree(s): name of degree/date of completion</i> • <i>Graduate Degree(s): name of degree/specialty/date of completion</i> • <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i> 	<ul style="list-style-type: none"> • <i>Current licensure: state/license number/expiration date</i> • <i>Current certifications: type/date acquired/expiration date</i> 	<ul style="list-style-type: none"> • <i>Course: Prefix, Number, Role/Responsibilities</i> • <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>
Ware, Jacqueline	August 2019	MS, Meterology, 2007 BSN, 2015 MS, Nursing Leadership & Management, 2017	Utah, RN, 10949963-3102, Exp. January 31, 2121	NURS 1020 NURS 1030 NFO Curriculum Committee NFO Student Success Committee NFO Testing Committee

Faculty Profile Table
Qualifications of Full-Time Faculty Exclusive to Associate Degree Nursing Program

Directions: Complete requested information below for each full-time exclusive faculty member teaching at the time of the site visit. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME • Alphabetical Order by Last Name	DATE OF INITIAL APPOINTMENT • Month/Year	ACADEMIC DEGREES • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion	LICENSURE/ CERTIFICATION • Current licensure: state/license number/expiration date • Current certifications: type/date acquired/expiration date	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY • Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.
Bastian, Inella	August 2013	Associates of Nursing, 1994 BSN, 2008 MSN, 2013	Utah, RN, 200806-3102, exp. January 31, 2021	NURS 2030 NURS 2140 NURS 2230 NURS 2240 NURS 2988 UB campus coordinator NFO Curriculum Committee NFO Program Evaluation & Accreditation Committee NFO Student Success Committee NFO Testing Committee
Cutright, Tabitha	August 2019	PN Certificate, 2011 Associates of Nursing, 2014 BSN, 2018 MSN, Nursing Education, 2019	Utah, RN, 8012032-3102, exp. January 31, 2021	NURS 2030 NURS 2230 NFO Curriculum Committee NFO Faculty Success Committee NFO Student Success Committee

Hardinger, Monte	January 2018	Associates of Nursing, 2006 BSN, 2011 MSN, 2016 Enrolled, FNP MSN, expected date of completion 4/2020	Utah, RN, 5919083-3102, exp. January 31, 2021	NURS 2020 NURS 2030 NURS 2220 NURS 2230 NFO Admissions Committee
Hatch, Timothy	July 2019	Associates of Science, 2011 Associates of Nursing, 2014 MSN, Nursing Leadership and Education, 2019	Utah, RN, 11013664-3102, exp. January 31, 2021	NURS 2020 NURS 2030 Southwest Campus Coordinator NFO Curriculum Committee NFO Student Success Committee
McComber, David	August 2019	Associates of Nursing, 1999 BSN, 2002 MSN, Acute Care NP, 2007 Post-master's certificate, Nursing education, 2007	Utah, APRN 378942-4405, exp. January 31, 2020 Adult acute care nurse practitioner certification, ANCC, exp. June 6, 2023	NURS 2020 NURS 2030 NFO Curriculum Committee NFO Scholarship Committee NFO Student Success Committee
Temby, Brooke	August 2019	BS, Zoology, 2001 BSN, 2004 MBA, Healthcare Management, 2011 MSN, Nursing Education, 2014 Enrolled, PhD in Nursing program, expected date of completion, fall 2019	Utah, RN, 5758339-3102, exp. January 31, 2021	NURS 2020 NURS 2030 NURS 2140 NURS 2220 NURS 2230 NURS 2240 Tooele campus coordinator NFO Curriculum Committee NFO Program Evaluation & Accreditation Committee NFO Student Success Committee

Faculty Profile Table
Qualifications of Part-Time Faculty Exclusive to AD Nursing Program

Directions: Complete requested information below for each part-time exclusive faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • Alphabetical Order by Last Name 	<ul style="list-style-type: none"> • Month/Year 	<ul style="list-style-type: none"> • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> • Current licensure: state/license number/expiration date • Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> • Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.
Grady, Carole	July 2016	BA, Secondary Education, 1967 BSN, 1980 MSN, Nurse Practitioner, 1993 EdD, Curriculum & Instruction, 2006	Utah, APRN, 4839991-4405, exp. January 31, 2020 Women's health care nurse practitioner, NCC, 1993-present; exp. 2020	NURS 2500
Gregersen, Myly	August 2017	Associates of Nursing, 1997 BSN, 2011 MSN, 2015	Utah, RN, 283188-3102, exp. January 31, 2121	NURS 2030 NURS 2230

Faculty Profile Table

Qualifications of Full-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program

Directions: Complete requested information below for each part-time shared faculty member teaching ***at the time of the site visit***. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • <i>Alphabetical Order by Last Name</i> 	<ul style="list-style-type: none"> • <i>Month/Year</i> 	<ul style="list-style-type: none"> • <i>Undergraduate Degree(s): name of degree/date of completion</i> • <i>Graduate Degree(s): name of degree/specialty/date of completion</i> • <i>Waiver/exception (if applicable) for credential/experience requirements: (explain)</i> • <i>Currently enrolled: name of degree/projected date of completion</i> 	<ul style="list-style-type: none"> • <i>Current licensure: state/license number/expiration date</i> • <i>Current certifications: type/date acquired/expiration date</i> 	<ul style="list-style-type: none"> • <i>Course: Prefix, Number, Role/Responsibilities</i> • <i>Committees; Course, Clinical, Laboratory Coordination, etc.</i>
Dewar, Susan	August 2018	BA, Rhetoric, MAT, Elementary Education, AAS Nursing, MSN, Nursing Education, 2008	Utah, RN, 10896485-3102, exp. January 31, 2121	NURS 1030 NURS 1110 NURS 1230 NURS 1240 NURS 2020 NURS 2220 NURS 2988 Blanding campus coordinator NFO Admissions Committee NFO Curriculum Committee NFO Program Evaluation & Accreditation Committee NFO Student Success Committee

Parker, Rachel	August 2019	BSN, 2011 Enrolled MSN , Nursing Education, expected completion 2019	Utah, RN, 9478555-3102, exp. January 31, 2121	NURS 1110 NURS 1020 NURS 1030 NURS 2140 NFO Curriculum Committee NFO Scholarship Committee NFO Student Success Committee
Patterson, Emmy	August 2017 (part-time clinical instructor) January 2018 (full-time)	Associate of Nursing, May 2007 BSN, December 2017 Enrolled DNP program, expected completion 2020	Utah, RN, 6237527-3102, January 31, 2019	NURS 1010 NURS 1020 NURS 1220 NURS 2030 NURS 2140 NURS 2230 NURS 2240 NFO Curriculum Committee NFO Scholarship Committee NFO Student Success Committee
Varndell, Becky	August 2016	Associate of Nursing, 2007 BSN, 2012 MSN, 2016 Enrolled DNP program, expected completion 2021	Utah, RN, 815775-3102, January 31, 2019	NURS 1010 NURS 1030 NURS 1042 NURS 1122 NURS 2030 NURS 2140 NURS 2240 NURS 2988 Price Campus Coordinator NFO Curriculum Committee NFO Faculty Success Committee NFO Scholarship Committee, chair NFO Student Success Committee
Wilson, Connie	August 2017	BSN, 1996 MSN, Nursing Education, 2019	Utah, RN, 310803-3102, exp. January 31, 2121	NURS 1010, Instructor NURS 1020, Instructor NURS 1042, Instructor NURS 1122, Instructor NURS 1220, Instructor NURS 2140, Instructor

				NURS 2240, Instructor NFO Curriculum Committee NFO Faculty Success Committee, Chair NFO Student Success Committee
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Faculty Profile Table

Qualifications of Part-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program

Directions: Complete requested information below for each part-time shared faculty member teaching **at the time of the site visit**. Insert additional rows as needed. Each person listed here should also be included in the Qualification and Professional Development Addendum.

1	2	3	4	5
LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	TEACHING AND NON-TEACHING AREA(S) OF RESPONSIBILITY
<ul style="list-style-type: none"> • Alphabetical Order by Last Name 	<ul style="list-style-type: none"> • Month/Year 	<ul style="list-style-type: none"> • Undergraduate Degree(s): name of degree/date of completion • Graduate Degree(s): name of degree/specialty/date of completion • Waiver/exception (if applicable) for credential/experience requirements: (explain) • Currently enrolled: name of degree/projected date of completion 	<ul style="list-style-type: none"> • Current licensure: state/license number/expiration date • Current certifications: type/date acquired/expiration date 	<ul style="list-style-type: none"> • Course: Prefix, Number, Role/Responsibilities • Committees; Course, Clinical, Laboratory Coordination, etc.
Johnson, Stanford	January, 2018	BS, Liberal Arts & Sciences, 2001 Associates of Nursing, 2009 BSN, 2016 MSN, 2018	Utah, RN, 6463045-3102, exp. January 31, 2121	NURS 2500 NURS 3035 NURS 4025 NURS 4215

Appendix E: Faculty Development and Qualifications Addendum

Faculty Development and Qualifications Addendum

Full-time Faculty

Faculty Name: Inella Bastian

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Maternal/Newborn
 - Leadership
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Nursing Program Professional Practice Assistant Professor, Utah State University, 2013-present: Didactic and clinical instructor in ADN program
 - Nursing Program Uintah Basin ADN Program Coordinator, Utah State University, 2017-present
 - Nursing Program Instructor, UBTech, 2011-2013: Didactic, Lab, and Clinical
 - Nursing Program Clinical Instructor, UBTech 2009-2013
 - OB Assistant Department Manager/staff nurse, 1994-present: Uintah Basin Medical Center
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - NRP instructor, 2012-present: providing neonatal resuscitation certification.
 - AWHONN monitoring instructor, 2016-present: providing fetal monitoring instruction.
 - Nurse Tim, Item Writing and Analysis, USU Nursing Faculty Retreat, May 2019
 - Iggy's Concept-Based Curriculum Conference, 2019
 - Nurse Tim Nuts and Bolts Conference, 2017 and 2018
 - Mom/Baby Conference, 2018
 - Nurse Tim, Meaningful Assessment, USU Nursing Faculty Retreat, May 2018
 - Nurse Tim, Concept-Based Teaching Workshop, USU Nursing Faculty Retreat, May 2017

Faculty Name: Tabitha Cutright

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Medical-surgical nursing
 - Emergency room nursing
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU AD nursing program, Uintah Basin, August 2019-present
 - Clinical instructor, USU AD nursing program, Uintah Basin, 2018-2019
 - Staff nurse, Ashley Regional Medical Center, Emergency Department, 2015-present
 - Staff nurse, Ashley Regional Medical Center, Medical-Surgical Nursing, 2014-2015
 - Licensed practical nurse, family practice/OB clinic, 2011-2014

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Current certifications: BLS, ALS, PALS, TNCC, ENPC, SANE
 - Enrolled MSN program with expected completion summer 2019

Faculty Name: Susan Dewar

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Home health and hospice
 - PACU
 - Fundamentals
 - Medical-surgical
 - Nursing research
 - Leadership

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional Practice Assistant Professor/Program Coordinator, Utah State University, 2018-present: Program coordination, didactic, lab/simulation, clinical instruction in PN/ADN program.
 - Associate Professor of Nursing, Northwestern College, Bridgeview, IL, 2015-2018: Didactic, lab/simulation/clinical instruction in ADN program.
 - Nursing Faculty, Aurora University, Aurora, IL, 2015-2016: Didactic instruction in RN-BSN program.
 - Nursing Faculty, Kaplan Inc, Chicago, IL, 2015-2016: Instruction of NCLEX-RN courses in Midwest region.
 - Assistant Professor of Nursing, Dominican University, River Forest, IL, 2014-2015: Didactic, lab/simulation, clinical instruction in BSN program.
 - Dean of Nursing, Rasmussen College, Rockford, IL, 2013-2014: Administered start-up of ADN program.
 - Assistant Professor of Nursing, Chamberlain College, Addison, IL, 2009-2013: Didactic, lab/simulation, clinical instruction in BSN program.

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - 2019, February. Conference attendee: Concept-based Curriculum, D. Ignatavicius, Denver, CO.
 - 2019, May. Nurse Tim, Item Writing and Analysis, USU Nursing Faculty Retreat.
 - 2018, March. Attendee: ACEN Self-Study Forum, Providence, RI
 - 2018, April. Webinars: Nurse Tim: Debriefing in Sim; Connecting Clinical to Classroom; INACSL Standards; Flipping the Classroom.
 - 2017, November. Elite Continuing Education Courses: Childhood Abuse Identification and Management; Cancer Prevention and Detection for the Adult Patient; Falls Assessment and Prevention.
 - 2016, August. NetCE Continuing Education Courses: Analgesic Overdose; PTSD.

Faculty Name: Monte Hardinger

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - IV therapy
 - Wound care
 - Intraoperative nursing

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU AD nursing program, Uintah Basin, 2018-present
 - Staff nurse, Uintah Basin Medical Center, Vernal, UT IV therapy and wound care, 2016-present
 - RN circulator, Ashley Medical Center, Vernal, UT, operating room, 2017-2018
 - Clinical education coordinator, Uintah Basin Medical Center, Vernal, UT, 2013-2016
 - CNA instructor, Uintah Basin Technical College, Roosevelt, UT, 2014-2015
 - RN circulator, University of Utah Medical Center, operating rooms, 2012
 - Night supervisor, VA Nursing Home, Salt Lake City, UT 2010-2012

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Current certifications: BLS, ACLS, PALS, CNOR
 - Iggy's Concept-Based Curriculum Conference, 2019
 - Nurse Tim, Item Writing and Analysis workshop, USU Nursing Faculty Retreat, May 2019
 - Nurse Tim, Meaningful Assessment workshop, USU Nursing Faculty Retreat, May 2018
 - Nurse Tim Nuts and Bolts Nurse Educator Conference, 2018
 - ATI Nurse Educator Conference, 2018
 - USU Faculty E-learning Workshop, 2018

Faculty Name: Timothy Hatch

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Surgical nursing
 - Critical care
 - Inpatient psychiatric

- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, campus coordinator, USU AD nursing program, Cedar City, July 2019-present
 - Adjunct instructor, Southwest Technical College PN program, 2019
 - Staff nurse, Cedar City Hospital, surgical services, 2018-present
 - Critical care resource nurse, St. Luke's Magic Valley, 2017-2018
 - Charge nurse, St. Luke's Canyon view, inpatient psychiatric and detox center, 2016-2018
 - Float pool, St. Luke's Magic Valley, cardiopulmonary, medical, surgical, behavioral med, intermediate care, emergency department, pediatrics

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Current certifications: NHISS, BLS, ACLS, PALS
 - Completed MS in Nursing Education and Leadership, May 2019

Faculty Name: David McComber

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Neurology
 - Neurosurgery
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU nursing program, Price, August 2019-present
 - Neurology NP/CEO, Restorative Neurology, 2018-present
 - Neurology NP, Castleview Specialists, 2016-2018
 - Hospitalist NP, Landmark Hospital, Jordan Valley and Jordan Valley West Medical Centers, 2014-2016
 - Adjunct clinical faculty, University of Utah College of Nursing, 2013-present
 - Neurosurgery NP, VA Medical Center, 2013-2014
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - American Academy of Neurology, member, current
 - American Association of Nurse Practitioners, member, current
 - Utah County Medical Reserve Corps, current

Faculty Name: Rachel Parker

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Medical Surgical
 - Labor and Delivery
 - Emergency Room
 - Postpartum, Mom-baby
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU nursing program, Moab, August 2019-present
 - Clinical instructor, USU nursing program, Moab, 2018-August 2019
 - ER RN, St. Francis Hospital Tulsa, OK — 2011-2012 RN in large metro trauma center. Assessment skills, medicine administration, ACLS, procedural sedation, assist physicians in procedures, OR preparation
 - Labor and Delivery RN, St. Francis Hospital Tulsa, OK --- 2012-2013 RN in busy L&D floor. Manage patients through labor and/or induction, delivery room RN, administer NRP, circulate in OR, recover patients in PACU, take care of high risk patients and postpartum patients

- L&D and High Risk Antepartum RN, Presbyterian St. Luke's Hospital Denver, CO --- 2014- 2015 Responsibilities similar to those of the L&D floor listed above. Additionally care of long term antepartum patients. Also circulation in OR for other procedures besides just c-sections.
 - OR, Med Surg, OB/NRP, ER RN, Moab Regional Hospital Moab, UT --- 2015-current RN at small rural hospital. Responsibilities include floating to ER and OR, also attending each birth as NRP/newborn nurse. Mainly work as med/surg and postpartum/ nursery RN.
 - USU Moab regional campus 2018- Lab instructor. Teaching LPN nursing skills.
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Enrolled MSN nursing education with expected completion summer 2019

Faculty Name: Emmy Patterson

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Rural acute care nursing
 - Home care and hospice
 - Psychiatric nursing
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU Nursing Programs, 2018-present
 - Clinical instructor, USU PN and ADN programs, Blanding, 2017-2018
 - Rural acute care RN, San Jaun Health Services, Blanding, UT, 2007-present
 - RN, ProCase Management Home Health Care, 2017-present
 - RN, Rocky Mountain Health Care and Hospice, Blanding, UT, 2010-2012
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Enrolled, DNP program, Univeristy of Utah, expected completion 2020
 - Nurse Tim, Meaningful Assessment workshop, USU Nursing Faculty Retreat, May 2018
 - Nurse Tim, Item Writing and Analysis workshop, USU Nursing Faculty Retreat, May 2019

Faculty Name: Brooke Temby

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Parish nursing
 - Home health care and hospice
 - Case management
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, campus coordinator, USU AD nursing program, Tooele, August 2019-present
 - Clinical instructor, campus coordinator, USU AD nursing program, Tooele, February 2019-August 2019

- Evaluator, Western Governors University, Health Professions College, 2017-present
 - Program director, Mountainland Technical College, PN program, 2016-2019
 - Instructor/clinical coordinator, Mountainland Technical College, PN program, 2014-2016
 - Patient care/quality manager, Gentiva Health Services, 2013-2014
 - Clinical director, Utah Home Health and Hospice, 2008-2012
 - Case manager, Kids Only Home Health, 2012-2016
 - Case manager, Hearts for Home Health, 2015-2016
 - CNA instructor, Rocky Mountain CNA, 2001-2013
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Nurse Tim, Item Writing and Analysis workshop, USU Nursing Faculty Retreat, May 2019
 - Enrolled PhD in Nursing Education program, Capella University with expected completion fall 2019; dissertation topic—nursing student perceptions of spiritual nursing care

Faculty Name: Becky Varndell, MSN, RN

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Maternal-Newborn
 - ICU
 - Neonatal ICU
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional Practice Assistant Professor, Utah State University-Eastern, 08/2016-Present, didactic and clinical instruction in the PN and ADN programs, Campus Coordinator starting 08/2019
 - Adjunct Faculty, Utah State University-Eastern, 01/2014-05/2016, didactic and clinical instruction in the PN and ADN programs
 - Women's Services Nurse, Castleview Hospital, 01/2012-09/2016, nursery and postpartum nurse, assisted in labor and delivery, presented at the Perinatal Meeting to advocate for a policy on drug withdrawal in the neonate, assisted with the Smart Start perinatal education class, manager of the bereavement program, trainer for the Auditory Brainstem Response Hearing Test equipment
 - ICU Nurse, Castleview Hospital, 11/2011-4/2012, nurse to critically ill patients of all ages and diagnoses
 - Neonatal ICU nurse, University Medical Center, 06/2008-11-2011, nurse in a level III NICU caring for critically ill neonates, preceptor, mentor to a nursing student, co-chair for both the March of Dimes and Clinical Practice Committees
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Enrolled at Nebraska Methodist College, obtaining a Doctorate of Education in Education and Leadership in Healthcare, estimated completion 12/2020
 - 5/2019 Attended Nurse Tim live training – Blueprinting, Test Writing and Item Analysis
 - 3/2019 Attended Memphis Nurse Educator Institute
 - 2/2019 Unbound Medicine Webinar - Developing Clinical Judgment with Today's Nursing Students

- 8/2018 NurseTim Webinar – Pediatric Assessment: A Review of Three Tools
- 7/2018 NurseTim Webinar – Documenting Deficiencies in Clinical: Attitude, Behavior, Competency
- 5/2018 NurseTim Webinar - Assessing and Promoting Students' Clinical Performance
- 5/2018 Attended NurseTim live training – Strategies for Meaningful Assessment of Student Learning
- 1/2018 Attended Elsevier's Nursing Education Conference
- 8/2017 NurseTim Webinar - Maternal/Women's Health Nursing: 6 Strategies for Class and Clinical
- 4/2017 Attended NCLEX® Camp for Nurse Educators: Tips and Strategies to Promote Student Success
- 2/2017 Attended Iggy's CBC Camp: Tools and Strategies for Conceptual Learning in Nursing Education

Faculty Name: Jacqueline Ware

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Medical-surgical nursing
 - Leadership and management
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU nursing programs, Price, August 2019-present
 - Clinical instructor, USU nursing program, Price, 2018-2019
 - Staff nurse, Castleview Hospital, Price, UT, medical-surgical unit, 2018-present
 - Relief charge nurse, St. Luke's Meridian Center, Meridian, ID, medical-surgical unit, 2016-2018
 - Staff nurse, St. Luke's Meridian Center, Meridian, ID, medical-surgical unit, 2015-2018
 - Adjunct clinical instructor, Boise State University, , 1/2018-5/2018
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Orthopedic Nurses Association board member

Faculty Name: Connie Wilson

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Labor and delivery
 - Perinatal nursing
 - Nursing management
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Professional practice assistant professor, USU nursing programs, Moab, 2017-2019
 - Nurse manager/staff nurse, Moab Regional Hospital, 2004-present
 - Nurse manager, Allen Memorial Hospital (now Moab Regional), surgical department, 2003-2004
 - Staff nurse, University of Utah Medical Center, labor and delivery, 2001-2003

- Nurse manager, Allen Memorial Hospital, perinatal department, 1998-2001
- Staff nurse, Allen Memorial Hospital, medical-surgical unit, 1996-1998
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Current certifications: Neonatal Resuscitation, AWHONN Intermediate and Advanced Fetal Monitoring
 - Nurse Tim, Item Writing and Analysis workshop, USU Nursing Faculty Retreat, May 2019
 - Engaged Faculty Retreat, Dixie State University, 2019
 - ATI Nurse Educator Conference, 2018
 - Nurse Tim, Meaningful Assessment workshop, USU Nursing Faculty Retreat, May 2018

Part-time Faculty

Faculty Name: Carole Grady

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Women's health care
 - Nursing research
 - Pathophysiology
 - Leadership
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Part-time instructor, USU AD nursing program, August 2019-present
 - Nursing Program Director, Professional Practice Professor, Utah State University, 2016-2019: Administration of PN, AD, and BSN programs; didactic instruction in BSN program
 - Professor of Nursing, tenured, Dixie State University, 2001-2016: Didactic and clinical instruction in ADN and RN-to-BSN programs
 - Women's Health Care Nurse Practitioner, Planned Parenthood, St. George, UT, 2006-present
Well-women care, contraception, STI screening and treatment, menstrual cycle dysfunction.
 - Women's Health Care Nurse Practitioner, Strong Memorial Hospital, Ambulatory Clinic, Rochester, NY, 1993-2001. Prenatal and postpartum care, well-women care, noncomplex women's health issues, urogynecology, chronic pelvis pain, menopausal care
 - Staff nurse, Strong Memorial Hospital, NICU, cardiac cath lab, high risk antepartum and postpartum units, 1980-1993
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - 2019, June. Keynote address, Embracing Change. Utah Nurse Assistant Registry Summer Conference, Salt Lake City, UT.
 - 2018, April. Workshop presentation. The Tao of Mentoring. UWHEN State Conference, Salt Lake Community College, Salt Lake City, UT.
 - 2017, April. Workshop presentation. Resilience: Bouncing Forward or Bouncing Back. UWHEN State Conference, Utah State University-Eastern, Price, UT.

- 2016, April. Panel presentation. It Is Not About you: Handling Professional Interactions with Aplomb. UWHEN State Conference, University of Utah, Salt Lake City, UT.
- 2016, March. Podium presentation. Chances and Choices: Finding, Opening, and Walking through Doors of Opportunity. UWHEN Chapter, Dixie State University, St. George, UT.
- Nurse Tim, Item Writing and Analysis workshop, USU Nursing Faculty Retreat, May 2019
- Nurse Tim, Meaningful Assessment workshop, USU Nursing Faculty Retreat, May 2018
- Nurse Tim, Concept-Based Teaching workshop, USU Nursing Faculty Retreat, May 2017
- NCC Certification Continuing Education Modules, women's health care, 2017-2019

Faculty Name: Myly Gregersen

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Emergency room care
 - Medical-surgical nursing
 - Clinical informatics
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)
 - Clinical instructor, USU nursing programs, Price, 2017-present
 - Lab assistant, USU CNA program, Price, 2016
 - Castleview Hospital, emergency department, clinical informatics supervisor, staff/charge nurse medical-surgical unit, house supervisor, 1997-present
 - CNA, LPN, Emery County Care and Rehab, 1993-1997
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Current certifications: TNCC, PALS, ACLS, ENPC, NRP

Faculty Name: Stan Johnson

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics)
 - Same Day Surgery
 - Surgical
 - Pediatrics
 - Home Health

Clinical practice and/or teaching experience: (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- Part-time instructor, USU AD nursing program, August 2019-present
- Part-time instructor, USU BSN program, clinical & simulation, 2018 – Present
- Staff nurse, Logan Regional Hospital, Same Day Surgery, 2013 - Present
- Staff nurse, Logan Regional Hospital, Surgical Unit, 2010 - 2013

- Staff nurse, Logan Regional Hospital, Pediatric Unit, 2010 – 2013
- Staff nurse, Access Home Health & Hospice, Home Health, 2006 – 2010
- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
 - Logan Regional Hospital RN clinical training requirements

Appendix F: Syllabi Examples

UtahState University
NURSING

NURS 1020
Fundamental Concepts of Nursing
Fall 2019

Faculty:

Faculty's Name, MSN, RN

Office: Room # (Building)

Office phone: 435-xxx-xxxx

Emergency/Clinical phone: 435xxx-xxxx

Enter info
← here, then
delete box

Faculty's Name, MSN, RN

Office: Room # (Building)

Office phone: 435-xxx-xxxx

Emergency/Clinical phone: 435-xxx-xxxx

Email: Use CANVAS email system to send and receive faculty messages

NURS 1020
Fundamental Concepts of Nursing

Course Description: An introduction to the principles of basic nursing concepts, skills, and interventions required to provide safe, holistic care across the lifespan

Credits: 4

Prerequisite/Restriction: Admission to Practical Nursing Program

Corequisite: NURS 1010, NURS 1030, NURS 1110

	PROGRAM Student Learning Outcomes:	COURSE Student Learning Outcomes:
1	Demonstrate competency while performing nursing skills incorporating critical thinking.	Explore the concepts of performing nursing skills using the nursing process while developing critical thinking.
2	Implement holistic principles while caring for individuals, families, and communities across the lifespan.	Determine the physical, emotional, intellectual, social, and spiritual needs throughout the lifespan.
3	Utilize the nursing process to provide safe nursing care in a structured setting.	Explain the basis of nursing process, considering research evidence, tradition, and care preferences.
4	Demonstrate effective communication within interdisciplinary teams.	Practice effective verbal and nonverbal communication techniques in relating to the health care team.
5	Identify accountability in nursing practice according to legal and ethical principles.	Using ethical and legal principles, recognize personal accountability for personal actions as a student nurse.
6	Assume responsibility for implementing individual professional development.	Identify personal goals for learning experiences that allow for optimum development as a student nurse.
7	Reinforce fundamental health education and promotion in a variety of settings across the lifespan.	Identify situations where teaching would assist in achieving optimum health.
8	Demonstrate respect and caring to promote hope, health, and healing, while preserving dignity.	Identify own behaviors and values that may promote or inhibit nursing care that preserves dignity.

Textbooks

Required:

- Adams, M., Holland, N., & Urban, C. (2019). *Pharmacology for nurses: A pathophysiologic approach* (6th ed.). Boston, MA: Pearson.
- Giddens, J. (2017). *Concepts for nursing practice* (2nd ed.). St. Louis, MO: Mosby-Elsevier.
- Halter, M. (2018). *Varcarolis' foundations of psychiatric mental health nursing* (8th ed.). St. Louis, MO: Elsevier.
- Ignatavicius, D., & Workman, M. (2018). *Medical-surgical nursing: Patient-centered collaborative care* (9th ed.). St. Louis, MO: Elsevier.
- Lynn, P. (2018). *Skill Checklists for Taylor's Clinical Nursing Skills* (5th ed.). Riverwoods, IL: Wolters Kluwer Health.
- Lynn, P. (2018). *Taylor's clinical nursing skills* (5th ed.). Riverwoods, IL: Wolters Kluwer Health.
- Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2018). *Maternal child nursing care* (6th ed.). St. Louis, MO: Elsevier.
- Yoost, B., & Crawford, L. (2020). *Fundamentals of nursing: Active learning for collaborative practice* (2nd ed.). St. Louis, MO: Elsevier.

Recommended:

- F.A. Davis (2019). Reference Bundle: *Taber's medical dictionary, Davis Drug Guide, Davis handbook of laboratory & diagnostic tests*. [Print + eBooks].

Online Resources:

- Utah State University Nursing (2016). *USU PN/ADN Student Handbook 2019* [PDF document]. Retrieved from <http://nursing.usu.edu/> [Click on "Current Students", and then click on "PN/ADN Student Handbook." Handbook is updated annually by August 31]
- Assessment Technologies Institute (ATI) (2016). ATI Nursing Education [online testing software]. Kansas City, KS: Assessment Technologies Institute.

Electronics

- Required:** Laptop, iPad or similar mobile device. Internet access.

Instructional Methods

Reading Assignments	Audiovisual	Quizzes
Group Discussions	Case studies	Small group activities
Lecture	Concept maps	Demonstrations
Role play	Student Presentations	Work Sheets
Online assignments	Research	Self-Reflection

Students are required to read assignments, take assigned quizzes, and/or complete assigned learning activities prior to and in preparation for class time. Such activities are an important part of the final grade.

Library Use:

The USU Library is available online to all current students, faculty, and staff as well as to members of the community. The research guide “NURS: Research in Nursing” is available to help students and faculty find and use research databases to locate articles and books relevant to assignments in this course. Access the nursing guide on *Canvas* under the “Research Help” tab or https://lgapi.libapps.com/widget_c.php?g=83942J. Journal articles are available through USU interlibrary loan, a service students need to register for and allow a few days to receive articles through USU e-mail. The nursing librarian, Britt Fagerheim, is pleased to assist nursing students and faculty. Please contact her at britt.fagerheim@usu.edu Phone: 435-797-2643.

Accommodations for 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."

Enter your campus DRC info here, → then delete this box

Blanding Campus: DRC
Contact Shirley Clarke
Phone 435-678-8171
shirly.clarke@usu.edu

USU Disability Resource Center
Logan Campus
800-259-2966

Selected USU Student Policies:

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:

<https://studentconduct.usu.edu/studentcode/article7>

Student Input:

Periodically throughout the semester, students may be asked to complete a survey regarding the course, resources, and/or faculty. Student input is extremely valuable and the nursing programs are improved and updated based on this information.

IDEA Survey: At the end of the semester, students will receive via *Canvas*/USU email, a survey asking about standardized learning outcomes.

Nursing Student Requirements:

The *Nursing Student Handbook* provides specific policies related to conduct, appearance, attendance, employment, grading, and other important requirements for students. Students are responsible to read and sign that they understand the policies, expectations, and consequences within the handbook. An updated version is available on the nursing website each Fall semester at <http://nursing.usu.edu/>. Note the following from the handbook:

1. All formal assignments and exams must be completed and submitted in order to complete the course,
2. In-class assignments contribute to the attendance, participation, quizzes grade,
3. A minimum grade of “B-” is needed in all required courses to remain in the program, and
4. A minimum course exam average (not including ATI or quizzes) of 79.5% is required to pass nursing courses.

Evaluation of Student Learning:

Pre-class preparation and engaged participation in class are fundamental to success in the USU nursing program. Evaluation of student learning is accomplished through quizzes, attendance, active participation, assignments, preparation for NCLEX, and examinations.

Students are required to keep copies of all electronic and paper submissions until the final grade is posted. Refer to the student handbook for policies related to submission requirements and penalties for late work, absences, and other grading guidelines. The current handbook is available on the nursing website at <http://nursing.usu.edu/>.

Grading Structure:

Examinations (Unit & Comprehensive)	65%
Quizzes/Attendance/Participation	10%
Assignments/Portfolio	15%
NCLEX Preparation - ATI	<u>10%</u>
TOTAL PERCENTAGE	100%

Examinations:

Examinations provide summative evaluations of student learning. NCLEX-style questions are used with increasing difficulty as students progress through the program.

Examinations may be scheduled in the testing center or at times other than regularly scheduled class periods. Location will be announced in class or on *Canvas*.

Quizzes/Attendance/Participation:

Quizzes and other learning validation activities are used to assess student attendance and preparation for class throughout the semester. Attendance is essential for success, but active, thoughtful participation is vital for learning and preparation for unit exams. These activities may be given at any point of a class period and may not be repeated or “made-up” if missed. Preparation is the student’s responsibility. Pre-class assignments are listed in the Student Study Guide for each unit and will include essential readings, videos, or worksheets to prepare for class.

Assignments:

Assignments will include instructions and outcome criteria such as a grading rubric. Assignments may include a variety of learning activities such as written work, research paper, a portfolio, or presentations. Students are responsible to submit all assignments when due. Late penalties may be imposed according to Student Handbook policy.

NCLEX Preparation:

ATI practice and proctored assessments are required throughout the program. Focused reviews and remediation activities may be necessary depending upon the score obtained on these assessments. See the *Canvas* course for a schedule of activities and testing dates, and the ATI Policy.

Syllabus and Calendar Changes:

The USU Nursing Faculty reserves the right to make changes to the syllabus, calendar, and assignments as appropriate to best accommodate the needs of the class and to ensure learning outcomes are met. Faculty will announce such changes during class, by *Canvas* email or *Canvas* announcements. Students are responsible to check the *Canvas* course and USU email frequently to ensure all messages are read and changes are understood. Students not present in class when an announcement is made are responsible for any and all changes to the course.

Student Study Guides:

Students will be provided an outline of each unit of study that includes the topic, learning objectives, readings, and other class assignments.

Faculty on each Campus will provide class, lab, and clinical schedules.

UtahState University
NURSING

NURS 2020

Nursing Process 2

Fall 2019

Faculty:

Faculty's Name, MSN, RN

Office: Room # (Building)

Office phone: 435-xxx-xxxx

Emergency/Clinical phone: 435xxx-xxxx

Enter info
← here, then
delete box

Faculty's Name, MSN, RN

Office: Room # (Building)

Office phone: 435-xxx-xxxx

Emergency/Clinical phone: 435-xxx-xxxx

Email: Use CANVAS email system to send and receive faculty messages

NURS 2020
Nursing Process 2

Course Description: Advanced nursing process and skills with emphasis on prioritizing and nursing judgment.

Credits: 5

Prerequisite/Restriction: Admission to Nursing - AAS Program

Corequisite: NURS 2030, NURS 2140

	PROGRAM Student Learning Outcomes:	COURSE Student Learning Outcomes:
1	Demonstrate proficiency while performing nursing skills incorporating nursing judgment and evidence-based practice.	Develop advanced nursing skills and apply creative, critical thinking when making clinical decisions in a variety of settings.
2	Apply holistic principles while caring for individuals, families, and communities across the lifespan.	Modify holistic nursing care to meet the needs of individuals, families, and communities across the lifespan.
3	Establish priorities and ensure safe, quality care while utilizing the nursing process.	Create nursing care plans and determine priorities for the implementation and evaluation of holistic nursing care.
4	Model effective communication and leadership when collaborating within interdisciplinary teams.	Evaluate the effectiveness of verbal and nonverbal communication as a provider and teacher within interdisciplinary teams.
5	Model accountability in nursing practice while adhering to legal and ethical principles.	Utilize legal and ethical principles to define and guide accountability in nursing practice.
6	Advocate for professional and leadership role development in self and others.	Examine individual professional goals and demonstrate responsibility for self-development.
7	Implement teaching plans and health promotion in a variety of settings across the lifespan.	Develop teaching plans to promote health specific to developmental stage and knowledge level across the life span.
8	Serve as a caring and respectful advocate in promoting hope, health, and healing, while preserving human dignity.	Practice being a role model of advocacy in a caring and respectful manner while preserving human dignity.

Textbooks

Required:

- Adams, M., Holland, N., & Urban, C. (2019). *Pharmacology for nurses: A pathophysiologic approach* (6th ed.). Boston, MA: Pearson.
- Giddens, J. (2017). *Concepts for nursing practice* (2nd ed.). St. Louis, MO: Mosby-Elsevier.
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- Lynn, P. (2018). *Taylor's clinical nursing skills* (5th ed.). Riverwoods, IL: Wolter Kluwer Health.

Please note: ADN students who previously purchased the 4th edition of Adams or the 1st edition of Giddens may use the earlier textbook, but will have the responsibility to compare assigned readings with the textbook they chose to use. ADN students may use reference texts of their choice, although Taber's, Davis' Drug Guide, and Davis' Laboratory Handbook are recommended by faculty (obtain full textbook list at orientation).

Online Resources:

- Utah State University Nursing (2016). *USU PN/ADN Student Handbook 2019* [PDF document]. Retrieved from <http://nursing.usu.edu/> [Click on "Current Students", and then click on "Student Handbook." Handbook is updated annually by August 31]
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NCLEX Preparation:

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Syllabus and Calendar Changes:

The USU Nursing Faculty reserves the right to make changes to the syllabus, calendar, and assignments as appropriate to best accommodate the needs of the class and to ensure learning outcomes are met. Faculty will announce such changes during class, by *Canvas* email or *Canvas* announcements. Students are responsible to check the *Canvas* course and USU email frequently to ensure all messages are read and changes are understood. Students not present in class when an announcement is made are responsible for any and all changes to the course.

Student Study Guides:

Students will be provided an outline of each unit of study that includes the topic, learning objectives, readings, and other class assignments.

Faculty on each Campus will provide class, lab, and clinical schedules.

Appendix G: PN Program Systematic Plan of Evaluation

**Utah State University
Practical Nursing Program
Systematic Plan of Evaluation
2018-2019**

Standard 6: Outcomes

Program evaluation demonstrates that student have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation that contains:

- a. specific, measurable expected levels of achievement;
- b. appropriate assessment methods;
- c. regular intervals for assessment;
- d. sufficient data to inform program decision-making for maintenance and improvement;
- e. analysis of assessment data to inform program decision-making; and
- f. documentation demonstrating use of assessment data in program decision-making.

Criterion 6.1 End-of-Program Student Learning Outcomes

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

ELA: 100% of students completing NURS 1230 Nursing Process 1 clinical will receive a "meets criteria" rating on each component of the final clinical evaluation tool.

85% of students agree that they were able to achieve each end-of-program student learning outcome on the PN Exit Survey.

The overall composite score for the cohort on the ATI PN Comprehensive Predictor examination will be at or above the national mean.

The composite score (group mean) for each program location will be at or above the national mean.

SLO 1 Critical Thinking:

The overall composite score for the cohort on the ATI Comprehensive Predictor Examination Clinical Judgment/Critical Thinking category will be at least 75%.

SLO 2 Holism:

The overall composite score for the cohort in the Psychosocial Integrity category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Physiological Adaptation category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Pharmacological and Parenteral Therapies category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 3 Nursing Process and Safety:

The overall composite score for the cohort in the Coordination of Care category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Safety and Infection Control category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Basic Care and Comfort category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Pharmacological and Parenteral Therapies category on the ATI Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Reduction of Risk category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 4 Communication:

The overall composite score for the cohort in the Coordination of Care category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 5 Ethics:

The overall composite score for the cohort in the Coordination of Care category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 6 Advocacy and Leadership:

The overall composite score for the cohort in the Coordination of Care category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 7 Education and Health Promotion:

The overall composite score for the cohort in the Health Promotion and Maintenance category on the ATI Comprehensive Predictor examination will be at or above the national mean.

SLO 8 Respectful Caring:

The overall composite score for the cohort in the Psychosocial Integrity category on the ATI Comprehensive Predictor examination will be at least 75%.

(Overall composite scores are the group means aggregated for all program locations.)

Component	Frequency	Method of Assessment	Results
End-of-program SLOs	Annually for 3 years: All SLOs Year 4: SLOs 1, 2, & 3 Year 5: SLOs 4, 5, & 6 Year 6: SLOs 7 & 8 Rotating cycle to be repeated pending results	ATI Comprehensive Predictor Examination: <ul style="list-style-type: none"> Overall composite score 	Group mean: 77.2% Disaggregated: Blanding 78.4% Moab 80.5% Price 76% National mean: 69.3%
End-of-program SLOs: 1. Critical Thinking	Annually for 3 years Year 4	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Clinical Judgment/Critical Thinking 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 96% agreed achieved SLO <u>ATI:</u> Group mean: 78.6%
End-of-program SLO: 2. Holism	Annually for 3 years Year 4	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination categories: <ul style="list-style-type: none"> Psychosocial integrity Pharmacological and parenteral therapies Physiological adaptation 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 87% agreed achieved SLO <u>ATI:</u> Psychosocial integrity Group mean: 80.2% National mean: 65.9% Pharmacological Group mean: 70% National mean: 64.9% Physiological adaptation Group mean: 73% National mean: 66.2%

<p>End-of-Program SLO: 3. Nursing process & safety</p>	<p>Annually for 3 years Year 4</p>	<p>NURS 1230 final clinical evaluation</p> <p>Student Exit Survey</p> <p>ATI Comprehensive Predictor Examination categories:</p> <ul style="list-style-type: none"> • Coordination of care • Safety and infection control • Basic care and comfort • Pharmacological and parenteral therapies • Reduction of risk 	<p><u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria</p> <p><u>Student Exit Survey:</u> 96% agreed achieved SLO</p> <p><u>ATI:</u> Coordination of care Group mean: 80% National mean: 71.2%</p> <p>Safety and infection control Group mean: 76.6% National mean: 70.4%</p> <p>Basic care and comfort Group mean: 78.5% National mean: 68.7%</p> <p>Pharmacological Group mean: 70% National mean: 64.9%</p> <p>Reduction of risk Group mean: 76% National mean: 66.1%</p>
<p>End-of-Program SLO: 4. Communication</p>	<p>Annually for 3 years Year 5</p>	<p>NURS 1230 final clinical evaluation</p> <p>Student Exit Survey</p> <p>ATI Comprehensive Predictor Examination category:</p> <ul style="list-style-type: none"> • Coordination of care 	<p><u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria</p> <p><u>Student Exit Survey:</u> 91% agreed achieved SLO</p> <p><u>ATI:</u> Coordination of care</p>

			Group mean: 80% National mean: 71.2%
End-of-Program SLO: 5. Ethics	Annually for 3 years Year 5	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> • Coordination of care 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 96% agree achieved SLO <u>ATI:</u> Coordination of care Group mean: 80% National mean: 71.2%
End-of-Program SLO: 6. Advocacy & leadership	Annually for 3 years Year 5	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> • Coordination of care 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 91% agreed achieved SLO <u>ATI:</u> Coordination of care Group mean: 80% National mean: 71.2%
End-of-Program SLO: 7. Education & health promotion	Annually for 3 years Year 6	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> • Health promotion and maintenance 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 96% agreed achieved SLO <u>ATI:</u> Health promotion and maintenance Group mean: 78.7%

			National mean: 71%
End-of-Program SLO: 8. Respectful care	Annually for 3 years Year 6	NURS 1230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Psychosocial integrity 	<u>NURS 1230 Clinical Evaluation Tool:</u> 100% met criteria <u>Student Exit Survey:</u> 96% agreed achieved SLO <u>ATI:</u> Psychosocial integrity Group mean: 80.2% National mean: 65.9%

Action Plan:

2019: ELA met for overall group aggregated and disaggregated means on ATI predictor exam, NURS 1230 Clinical Evaluation Tool, and Student Exit Survey for all EOPSLOs. Faculty decision to change ELA for ATI predictor exam subcategories from “at or above 75%” to “at or above the national mean” for consistency with overall group score ELA, and provides more meaningful data for decision-making. As clinical decision-making/critical thinking is reported without a comparison national mean, its ELA will remain at 75% or greater. Using revised ELA, met for all subcategories on ATI predictor exam.
 ELA met ATI: Critical Thinking, Communication, Ethics, Advocacy and Leadership, Education and Health Promotion, and Respectful Care.
 ELA not met ATI: Holism (Pharmacological Therapies, Physiological Adaptation) and Nursing Process and Safety (Pharmacological Therapies)
 2018: ELA met for aggregated and disaggregated overall group means on ATI predictor exam, Student Exit Survey, and NURS 1230 Clinical Evaluation Tool for all EOPSLOs. ELA not met for ATI categories: Health Promotion and Maintenance (EOPSLO #7 Education & Health Promotion); Pharmacological Therapies (EOPSLOs #2 Holism and #3 Nursing Process & Safety); and Reduction of Risk Potential (EOPSLO #3 Nursing Process & Safety). Faculty reviewed specific topics to review within ATI categories for each campus cohort predictor exam results targeting topics to review in which less than 50% of cohort answered correctly. See May 2018 annual faculty retreat minutes for curriculum review discussion. Second, comprehensive curriculum review planned for faculty retreat May 2019. Trended data discussion implemented at NFO Meeting March 8, 2019 to note categories with ELA not met but improvement from previous year.
 2017: ELA met for overall composite score on ATI Comprehensive Predictor exam, Student Exit Survey, and NURS 1230 Clinical Evaluation tool for all EOPSLOs. ELA not met on ATI Comprehensive Predictor exam categories for Blanding in all 8 EOPSLOs. In 3 EOPSLOs (Communication, Ethics, and Advocacy and Leadership) close to ELA at 74.4%. ELA not met on ATI Comprehensive Predictor exam categories for Price: Physiological Adaptation (73.7%), Education and Health Promotion (73.5%). Lowest actual level of achievement: Pharmacological and Parenteral Therapies at 59.9% with Blanding cohort.

Criterion 6.2 Licensure Examination Pass Rates

The program demonstrates evidence of graduates’ achievement on the licensure examination.
 The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
 There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.
 There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

ELA: Licensure examination pass rates will be at least 80% for all first-time test-takers during the same 12-month period.

Component	Frequency	Method of Assessment	Results
Licensure examination pass rates	Annually	NA and faculty review of NCSBN/Utah Board of Nursing NCLEX licensure examination pass rate report and program outcomes database BON reports aggregated pass according to calendar year Program tracks disaggregated pass rates by year of program completion/graduation	<u>Aggregated:</u> 2019: 100% YTD 2018: 85.7% 2017: 96.9% 2016: 82.4% <u>Price:</u> 2019: 2018: 86% 2017: 100% 2016: 90% <u>Blanding:</u> 2019: 2018: 87.5% 2017: 87.5% 2016: 77% <u>Moab:</u> 2019: 2018: 75%

Action Plan:
 2019: TBD when results available
 2018: ELA met for program as whole and Price and Blanding locations. ELA not met at Moab; only four graduates with one not passing on first attempt. Faculty discussed small enrollment numbers and impact on licensure exam pass rates. No longer broadcasting courses from Moab to Blanding with exception of 2 family nursing courses so decreased faculty-to-student ratios for Moab faculty.
 2017: ELA met for program as a whole and by location. Continue to monitor. Implemented required minimum course exam average.
 2016: ELA met for program as a whole and Price. Faculty approved no exceptions policy to admission criteria; limit to two repeats of a prerequisite course. Continue to offer NURS 2988 as elective course for NCLEX review. Admission criteria non-exception, limit on prerequisite course repeat with fall 2017 admission

<p>Criterion 6.3 Program Completion The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which the students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.</p>			
<p>ELA: 80% of students starting PN program courses will complete the nursing program within 3 semesters or 150% of program length.</p>			
Component	Frequency	Method of Assessment	Results
Program completion rates	Annually in May	<p>NA review of program completion database</p> <p>Program completion rates by date of entering cohort</p>	<p><u>Aggregated:</u> 2018: 100% 2017: 93% 2016: 94%</p> <p><u>Price:</u> 2018: 100% 2017: 100% 2016: 94%</p> <p><u>Blanding:</u> 2018: 100% 2017: 80% 2016: 94%</p> <p><u>Moab:</u> 2018: 100% 2017: 100% 2016: N/A</p>
<p>Action Plan: 2018: ELA met for program as whole and by location, continue to monitor 2017: ELA met for program as whole and by location, continue to monitor 2016: ELA met for program as a whole and by location, continue to monitor</p>			

Criterion 6.4 Job Placement

The program demonstrates evidence of graduates' achievement in job placement.
 The expected level of achievement for job placement is determined by the faculty and reflects student demographics.
 There is ongoing assessment of the extent to which graduates are employed.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.
 There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

ELA: 80% of program graduates will be employed as a practical nurse at 6-12 months after completing the program.

Component	Frequency	Method of Assessment	Results
Job placement rates	Annually at 6-12 months after graduation	Personal contact by faculty and staff with graduates Nursing Program Alumni News: Employment and Other documentation form NA review of job placement database	2019: 2018: 73%; 96% graduates contacted (27/28) 2017: 97%; 100% graduates contacted (33/33) 2016: 94%; 100% graduates contacted (33/33)

Action Plan:

2019: TBD when results available
 2018: Faculty discussion that increasing numbers of PN graduates are entering the USU ADN program and choosing not to seek employment while enrolled in their studies. Students also are remaining in current positions such as nurse assistants as there is little wage difference for PN positions in rural communities in which the program is located. New Utah legislative requirements for nursing skill mix in hospitals led to some hospitals deciding in the past year to reduce hiring of LPNs. Faculty approved revision of ELA to 70%. Substantive change report submitted to ACEN 11/13/2018.
 2017: ELA met, continue to monitor
 2016: ELA met, continue to monitor

Appendix H: AD Program Systematic Plan of Evaluation

**Utah State University
Associate Degree Nursing Program
Systematic Plan of Evaluation
2018-2019**

Standard 6: Outcomes

Program evaluation demonstrates that student have achieved each end-of-program student learning outcome and each program outcome.
The nursing program has a current systematic plan of evaluation that contains:

- g. specific, measurable expected levels of achievement;
- h. appropriate assessment methods;
- i. regular intervals for assessment;
- j. sufficient data to inform program decision-making for maintenance and improvement;
- k. analysis of assessment data to inform program decision-making; and
- l. documentation demonstrating use of assessment data in program decision-making.

Criterion 6.1 End-of-Program Student Learning Outcomes

The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.
There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.
There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

ELA: 100% of students completing NURS 2230 Manager of Care clinical will receive a "meets criteria" rating on each component of the final clinical evaluation tool.
85% of students agree that they were able to achieve each end-of-program student learning outcome on the ADN Exit Survey.
The overall composite score for the cohort on the ATI RN Comprehensive Predictor examination will be at or above the national mean.
The composite score (group mean) for each program location will be at or above the national mean.
SLO 1 Critical Thinking:
The overall composite score for the cohort on the ATI Comprehensive Predictor Examination Clinical Judgment/Critical Thinking category will be at least 75%.
SLO 2 Holism:
The overall composite score for the cohort in the Psychosocial Integrity category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Physiological Adaptation category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Pharmacological and Parenteral Therapies category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 3 Nursing Process and Safety:

The overall composite score for the cohort in the Management of Care category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Safety and Infection Control category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Basic Care and Comfort category on the ATI Comprehensive RN Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Pharmacological and Parenteral Therapies category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

The overall composite score for the cohort in the Reduction of Risk category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 4 Communication:

The overall composite score for the cohort in the Management of Care category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 5 Ethics:

The overall composite score for the cohort in the Management of Care category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 6 Advocacy and Leadership:

The overall composite score for the cohort in the Management of Care category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 7 Education and Health Promotion:

The overall composite score for the cohort in the Health Promotion and Maintenance category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

SLO 8 Respectful Caring:

The overall composite score for the cohort in the Psychosocial Integrity category on the ATI RN Comprehensive Predictor examination will be at or above the national mean.

(Overall composite scores are the group means aggregated for all program locations.)

Component	Frequency	Method of Assessment	Results
End-of-program SLOs	Annually for 3 years: All SLOs Year 4: SLOs 1, 2, & 3 Year 5: SLOs 4, 5, & 6 Year 6: SLOs 7 & 8 Rotating cycle to be repeated pending results	ATI Comprehensive Predictor Examination: <ul style="list-style-type: none"> Overall composite score 	Group Mean: 75.1% National mean: 71.6% Blanding: 80.3% Moab: 76.2% Price: 77.4% Tooele: 74.3% Uintah Basin: 72.1%
End-of-program SLOs: 1. Critical Thinking	Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 4: 2020	NURS 2230 Final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Clinical Judgment/Critical Thinking in Nursing 	<u>NURS 2230 Clinical Evaluation Tool</u> : 100% met criteria <u>Student Exit Survey</u> : 92% agreed achieved SLO <u>ATI</u> : Clinical Judgment/Critical Thinking: 75.7%
End-of-program SLO: 2. Holism	Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 4: 2020	NURS 2230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination categories: <ul style="list-style-type: none"> Psychosocial integrity Pharmacological and parenteral therapies Physiological adaptation 	<u>NURS 2230 Clinical Evaluation Tool</u> : 100% met criteria <u>Student Exit Survey</u> : 89% agreed achieved SLO <u>ATI</u> : Psychosocial integrity: Group mean: 72.3% National mean: 71.5%

			<p>Pharmacological and parenteral therapies: Group mean: 75% National mean: 72.2%</p> <p>Physiological adaptation: Group mean: 72.5% National mean: 72%</p>
<p>End-of-Program SLO: 3. Nursing process & safety</p>	<p>Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 4: 2020</p>	<p>NURS 2230 final clinical evaluation</p> <p>Student Exit Survey</p> <p>ATI Comprehensive Predictor Examination categories:</p> <ul style="list-style-type: none"> • Management of care • Safety and infection control • Basic care and comfort • Pharmacological and parenteral therapies • Reduction of risk 	<p><u>NURS 2230 Clinical Evaluation Tool</u>: 100% met criteria</p> <p><u>Student Exit Survey</u>: 86% agreed achieved SLO</p> <p><u>ATI</u>: Management of care: Group mean: 81% National mean: 77.1%</p> <p>Safety and infection control: Group mean: 73.3% National mean: 67.3%</p> <p>Basic care and comfort: Group mean: 74.6% National mean: 70.9%</p> <p>Pharmacological and parenteral therapies: Group mean: 75% National mean: 72.2%</p>

			Reduction of risk potential: Group mean: 73.4% National mean: 70.3%
End-of-Program SLO: 4. Communication	Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 5: 2021	NURS 2230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	<u>NURS 2230 Clinical Evaluation Tool</u> : 100% met criteria <u>Student Exit Survey</u> : 89% agreed achieved SLO <u>ATI</u> : Management of care: Group mean: 81% National mean: 77.1%
End-of-Program SLO: 5. Ethics	Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 5: 2021	NURS 2230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	<u>NURS 2230 Clinical Evaluation Tool</u> : 100% met criteria <u>Student Exit Survey</u> : 92% agreed achieved SLO <u>ATI</u> : Management of care: Group mean: 81% National mean: 77.1%
End-of-Program SLO: 6. Advocacy & leadership	Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 5: 2021	NURS 2230 final clinical evaluation Student Exit Survey ATI Comprehensive Predictor Examination category: <ul style="list-style-type: none"> Management of care 	<u>NURS 2230 Clinical Evaluation Tool</u> : 100% met criteria <u>Student Exit Survey</u> : 89% agreed achieved SLO

			<p><u>ATI:</u> Management of care: Group mean: 81% National mean: 77.1%</p>
<p>End-of-Program SLO: 7. Education & health promotion</p>	<p>Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 6: 2022</p>	<p>NURS 2230 final clinical evaluation</p> <p>Student Exit Survey</p> <p>ATI Comprehensive Predictor Examination category:</p> <ul style="list-style-type: none"> Health promotion and maintenance 	<p><u>NURS 2230 Clinical Evaluation Tool:</u> 100% met criteria</p> <p><u>Student Exit Survey:</u> 89% agreed achieved SLO</p> <p><u>ATI:</u> Health promotion and maintenance: Group mean: 78% National mean: 68.9%</p>
<p>End-of-Program SLO: 8. Respectful care</p>	<p>Annually for 3 years: 2016-2017, 2017-2018, 2018-2019 Year 6: 2022</p>	<p>NURS 2230 final clinical evaluation</p> <p>Student Exit Survey</p> <p>ATI Comprehensive Predictor Examination category:</p> <ul style="list-style-type: none"> Psychosocial integrity 	<p><u>NURS 2230 Clinical Evaluation Tool:</u> 100% met criteria</p> <p><u>Student Exit Survey:</u> 92% agreed achieved SLO</p> <p><u>ATI:</u> Psychosocial integrity: Group mean: 72.3% National mean: 71.5%</p>
<p>Action Plan: 2019: ELA met for overall group aggregated and disaggregated means on ATI predictor exam, NURS 2230 Clinical Evaluation Tool, and Student Exit Survey for all EOPSLOs. Faculty decision to change ELA for ATI predictor exam subcategories from “at or above 75%” to “at or above the national mean” for consistency with overall group score ELA, and provides more meaningful data for decision-making. As clinical decision-making/critical thinking is reported without a comparison national mean, its ELA will remain at 75% or greater. Using revised ELA, met for all subcategories on ATI predictor exam.</p>			

2018: ELA met for ATI overall group mean; NURS 2230 Clinical Evaluation Tool and Student Exit Survey for all EOPSLOs. ELA not met for ATI Physiological Adaptation category for EOPSLO #2 Holism. Most common specific topics needing review include illness management, alternations in body systems, hemodynamics, and pathophysiology. ELA not met for ATI Safety and Infection Control, Reduction of Risk Potential categories for EOPSLO #3 Nursing Process and Safety. Most common specific topics needing review in Safety and Infection Control include accident/error/injury prevention and standard precautions/transmission-based precautions/surgical asepsis. Most common specific topics needing review in Reduction of Risk Potential include therapeutic procedures and potential for complications of diagnostic tests/treatments/procedures. First cohort to graduate from concept-based curriculum. See curriculum review in May 2018 faculty retreat minutes. Second intensive curriculum review planned for May 2019 faculty retreat. Each campus faculty to review their cohort results in the areas where ELA not met. Trended data discussion implemented at NFO Meeting, 3/8/2019, see meeting minutes.

2017: ELA met for ATI overall group mean; NURS 2230 Clinical Evaluation tool and Student Exit Survey for all EOPSLOs. ELA not met for ATI Health Promotion and Maintenance category for EOPSLO #7: Education and health promotion. Specific topics needing review included assessment of fetal well-being, fetal heart rate monitoring, health promotion of preschoolers, health promotion of infants, contraindications combination oral contraceptives, adolescent nutritional needs, understanding nutritional food labels, aging process, and client teaching about exercise in pregnancy.

Results are last cohort that graduated from previous curriculum. Concept-based curriculum to be implemented in AD program in fall 2017. CBC includes concept of Health Promotion with exemplars of primary prevention, secondary prevention, and tertiary prevention. Monitor results with first cohort in revised curriculum.

Criterion 6.2 Licensure Examination Pass Rates

The program demonstrates evidence of graduates' achievement on the licensure examination.

The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

ELA: Licensure examination pass rates will be at least 80% for all first-time test-takers during the same 12-month period.

Component	Frequency	Method of Assessment	Results
Licensure examination pass rates	Annually	<p>NA and faculty review of NCSBN/Utah Board of Nursing NCLEX licensure examination pass rate report for aggregated rate</p> <p>BON reports aggregated licensure examination pass rates by calendar year and quarter.</p>	<p><u>Aggregated:</u> 2019: 80.5% YTD 2018: 84.8% 2017: 85.4% 2016: 87.1%</p> <p><u>Blanding:</u> 2019: 2018: 67% 2017: 87% 2016: 56%</p> <p><u>Price:</u></p>

		NA and faculty review of centralized database for disaggregated rates by location and year of program completion.	<p>2019: 2018: 87% 2017: 76% 2016: 56%</p> <p><u>Uintah Basin:</u> 2019: 2018: 90.9% 2017: 100% 2016: 100%</p> <p><u>Moab:</u> 2019: 2018: 100%</p> <p><u>Tooele:</u> 2019: 2018: 100%</p>
<p>Action Plan:</p> <p>2019: 2018: ELA met for aggregate, Price, UB, Moab, and Tooele; ELA not met at Blanding. Price with significant improvement in past 3 years. 2018 cohort first group to graduate with concept-based curriculum. See minutes of curriculum review during May 2018 faculty retreat. Second intensive curriculum review planned for May 2019 faculty retreat. Each campus faculty to review their cohort results in the areas where ELA not met. Trended data discussion implemented at NFO Meeting, 3/8/2019, see meeting minutes. Department to fund Hurst NCLEX review course for Blanding graduates spring 2019. NA decided that department would not fund review course for all campuses as students did not attend as should in May 2018. Funding for NCLEX review course in Blanding to be viewed as a pilot project for determination if review course helpful for students at risk. Blanding campus with open faculty position 2017-2018 that was not filled until spring 2018. New Blanding coordinator began position fall 2019.</p> <p>2017: ELA met for aggregate, Blanding, and Uintah Basin. Price with 20 percentage points improvement from 2016 but did not meet ELA. Continue to evaluate effectiveness of strategies implemented</p> <p>2016; NCLEX review course offered, no cost to students as covered by department funds; Testing Policy enacted including requirements for minimum 79.5% exam average in each nursing course</p> <p>2016: ELA met for aggregate and Uintah Basin; faculty discussion of reasons for low pass rates; approved no exception policy to admission criteria; limitation of prerequisite courses to two repeats; NCLEX review course offered with cost covered by students; enhanced use of ATI testing and remediation. Reviewed nursing research related to predictive factors for NCLEX success. Student Success Committee formed within NFO.</p>			

<p>Criterion 6.3 Program Completion</p> <p>The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by the faculty and reflects student demographics. There is ongoing assessment of the extent to which the students complete the nursing program. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.</p> <p>ELA: 80% of students starting ADN program courses will complete the nursing program within 3 semesters or 150% of program length.</p>			
Component	Frequency	Method of Assessment	Results
Program completion rates	Annually in May	NA and faculty review of program completion database by date of entering cohort	<u>Aggregated:</u> 2018: 98% 2017: 98% 2016: 98% <u>Blanding:</u> 2018: 86% 2017: 100% 2016: 90.9% <u>Price:</u> 2018: 100% 2017: 95% 2016: 100% <u>Uintah Basin:</u> 2018: 100% 2017: 100% 2016: 100% <u>Moab:</u> 2018: 100% 2017: 100% 2016: N/A <u>Tooele:</u> 2018: 100% 2017: 100% 2016: N/A
<p>Action Plan: 2018: ELA met, continue to monitor 2017: ELA met, continue to monitor</p>			

Criterion 6.4 Job Placement

The program demonstrates evidence of graduates' achievement in job placement.
 The expected level of achievement for job placement is determined by the faculty and reflects student demographics.
 For students who do not hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.
 For students who hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.
 There is ongoing assessment of the extent to which graduates are employed.
 There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.
 There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

ELA: 80% of program graduates will be employed as a registered nurse at 6-12 months after completing the program.

Component	Frequency	Method of Assessment	Results
Job placement rates	Annually at 6-12 months after graduation	Faculty and staff contact with graduates Nursing Program Alumni News: Employment and Other documentation form NA and faculty review of job placement database	2019: 2018: 89.3%; 89.2% graduates contacted (50/56) 2017: 91.7%; 98% graduates contacted (47/48) 2016: 79.5%; 97.4% graduates contacted (38/39)

Action Plan:

2019: TBD when results available
 2018: ELA met; continue to monitor
 2017: ELA met; continue to monitor
 2016: ELA not met; slight improvement from prior year, faculty discussion that continues to be related to low licensure examination pass rates; ELA revised to 80% of program graduates employed as RN at 6-12 months following program completion; additional strategies implemented to improve pass rates; see Criterion 6.2 action plan

ITEM FOR ACTION

Utah State University's Department of Environment and Society, 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 Environment and Society offers undergraduate majors (Bachelor of Science (BS) degrees) in Environmental Studies (ES), Recreation Resource Management (RRM) and Geography (GEOG). Environment and Society also offers a Certificate on the National Environmental Policy Act, a Certificate program in Natural Resources and Environmental Education, and a Certificate in GIS. The department also houses graduate degree programs for a Master of Science in Environment and Society, Recreation Resource Management, and Geography, and collaborates with other departments on a graduate level degree program for the Master of Natural Resources degree and with the Ecology Center on an MS and PhD in Ecology. Finally, the department also offers a PhD in Environment and Society.

This review highlights the strengths and strides made within the Department of Environment and Society over the last seven years, particularly in the last five years. The department's focus has been to improve research and publications, recruit and retain faculty, improve student learning, and increase national visibility of the department's programs and research.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Utah State University Department of Environment and Society.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University conducted a periodic review of the Department of Environment and Society 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 Environment and Society, 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 Template

Institution Submitting Review: *Utah State University*
Program Title: *Department of Environment and Society*
School or Division or Location: *S.J. and Jessie E. Quinney College of Natural Resources*
Department(s) or Area(s) Location: *Name of Department/Area Location*
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.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Renee V. Galliher*

Seven-Year Program Review
Higher Education Institution
Department of Environment and Society
June 22, 2020

Reviewers:

- Dr. Lynn Huntsinger, Russell Rustici Chair in Rangeland Management, Rauser College of Natural Resources Associate Dean of Instruction and Student Affairs, University of California, Berkeley.
- Dr. Paul Jakus, Professor of Applied Economics, Utah State University.
- Dr. B. L. Turner II, Regents' Professor & G. F. White Professor of Environment and Society, School of Geographical Sciences & Urban Planning and School of Sustainability, Arizona State University.

Program Description:

Reporting to Dean Chris Luecke, the [Department of Environment and Society](#) (ENVS) is one of three in the S.J. & Jessie E. Quinney College of Natural Resources (QCNr). These were created in 2002 upon reorganization of the College. The focus of ENVS is environmental social science; the other two QCNr departments are Wildland Resources (WILD), which focuses on the ecology and management of wildlife, rangelands and forests, and Watershed Science (WATS).

The Department's mission, last updated in 2002, is:

- to promote scholarship and creativity in the discovery, synthesis, and transfer of knowledge relating to the human dimensions of natural resource and environmental management;
- to apply social science concepts and approaches to better understand human-environment interactions at a range of spatial scales; and
- to enhance the effectiveness of policies, planning, and administrative processes that affect sustainable use of the natural world.

Undergraduate Programs

Environment and Society offers undergraduate majors (Bachelor of Science (BS) degrees) in Environmental Studies (ES), Recreation Resource Management (RRM) and Geography (GEOG). These three overlapping, inter-disciplinary fields of study define environmental social science as expressed in ENVS teaching programs. Each of these degrees has an ad hoc curriculum committee, with the Environmental Studies and Geography curricula updated in 2016.

Post-Baccalaureate Certificates

ENVS offers a large, unique and nationally-renowned Certificate on the [National Environmental Policy Act](#) (NEPA), a Certificate program in [Natural Resources and Environmental Education](#) (NREE) and has cooperated with QCNr since 2017 on a [Certificate in GIS](#). Many students in the QCNr Master of Natural Resources (MNR) program (see below) also acquire one of these certificates.

Master's and PhD Degree Programs

Since the 2013 review, ENVS has made substantial changes in its Master of Science and PhD degrees. Until 2016, ENVS shared Bioregional Planning with Landscape Architecture and Environmental Planning (LAEP) in the College of Agricultural Science, but ENVS ceded that program to LAEP upon the retirement of its Director, Richard Toth. A Geography/Peace Corps Master's International Program was discontinued in 2016 by the Peace Corps. The MS and PhD in "Human Dimensions of Ecosystem Science and Management" were renamed "Environment and Society" in 2016. Parallel to the BS level, ENVS offers MS degrees in Environment and Society, Recreation Resource Management, and Geography. ENVS also supports QCNR on the Master of Natural Resources (MNR) degree and the Ecology Center on an MS and a PhD in Ecology.

Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table					
Department or Unit-- Environment & Society					
	Year	Year	Year	Year	Year
	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty					
Headcount	15	14	14	15	15
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	13	12	13	14	14
Full-time Tenured	11	10	8	9	8
Full-time Non-Tenured	2	2	4	4	4
Part-time			1	1	2
With Master's Degrees	1				1
Full-time Tenured					
Full-time Non-Tenured	1				1
Part-time					
With Bachelor's Degrees					
Full-time Tenured					
Full-time Non-Tenured					
Part-time					
Other	1	2	1	1	
Full-time Tenured					
Full-time Non-Tenured	1	2	1	1	
Part-time					

Total Headcount Faculty					
Full-time Tenured	11	10	8	9	8
Full-time Non-Tenured	4	4	5	5	5
Part-time			1	1	2

FTE (A-1/S-11/Cost Study Definition)					
Full-time (Salaried)	9.03	12.27	11.74	12.12	9.32
Teaching Assistants	0	0	0	0	0.34
Part-time (May include TAs)	0.2	0	0.31	0.32	0.36
Total Faculty FTE	9.23	12.27	12.05	12.44	10.02

Number of Graduates					
Certificates					
Associate Degrees					
Bachelor's Degrees	26	28	28	48	43
Master's Degrees	4	3	3	3	10
Doctoral Degrees	4	2	0	4	3

Number of Students— (Data Based on Fall Third Week)					
Total # of Declared Majors	148	157	176	189	186
Total Department FTE*	191.9	240.1	228.6	234.9	246.6
Total Department SCH*	2749	3472	3283	3387.5	3568.5
*Per Department Designator Prefix					

Student FTE per Total Faculty FTE 20.7909 19.56805 18.97095 18.88264 24.61078

Cost (Cost Study Definitions)					
Direct Instructional Expenditures	1418583	1695708	1852827	1948844	1736261
Cost Per Student FTE	7392.304	7062.506	8105.106	8296.484	7040.8

Funding					
Appropriated Fund	1252916	1555104	1565474	1831180	1887149
Other:					
Special Legislative Appropriation					
Special Fees/Differential Tuition					
Total	1252916	1555104	1565474	1831180	1887149

Grants & Contracts	498605	742731	1543217	1025631	831225
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**2020 REVIEW AND ASSESSMENT
OF THE DEPARTMENT OF ENVIRONMENT AND SOCIETY (ENVS)
UTAH STATE UNIVERSITY**

SUMMARY

General Topics

- *ENVS has taken major steps to reorganize and strengthen its capacity to serve its degree granting role and its national standing among environment and society programs nationwide.*
- *ENVS should continue to sharpen its identity across environmental studies, recreational management, and geography with the aim of cohering and enhancing unit-wide visibility nationally.*
- *Attention is required for junior faculty retention and graduate student recruitment, both of which may be enhanced by increasing cohorts of shared research interests.*
- *Future faculty expertise should follow ENVS refined identity and research cohort goals. GIS and remote sensing constitute one expertise to consider.*
- *Attention to staff appreciation and salaries is recommended.*

Research

- *Analysis of the number and quality of departmental publications revealed strong upward trends. Contributors include both senior and junior faculty members, and members of all research groups. ENVS has achieved an unmistakable improvement in this output measure.*
- *If the department seeks “national status” for recreation and resource management portion of the program, we recommend that ENVS identify similar units across the country and develop a set of metrics against which to gauge progress. ENVS may also wish to seek accreditation by an organization such as COAPRT.*
- *ENVS enjoys a well-deserved international reputation for its range management research. In preparing for the future, it should consider how modern range science fits within the broader field of Environmental Studies. In particular, Utah and other states in the mountain west are public land states, and future programmatic decisions should consider research questions and funding opportunities relevant to the region.*

Undergraduate Education

- *Undergraduate students reported a high degree of overlap among three core courses (ENVS 2340, 4000, and 4700). ENVS should review the content of these courses to remove the “excessive similarity” and identify new content for the core.*
- *More faculty buy-in for increasing enrollments is desirable if this is an administrative goal. Higher enrollments will bring in more SCH-incentive funds to support grad students, for example.*
- *Graduating seniors currently on the job market expressed a desire for more science courses, such as those offered by WATS and WILD. These students admitted that they did have the opportunity to take these courses but were unaware of the tradeoffs made earlier in their degree programs. An improved set of advising materials describing different elective “tracks” for different types of employment should be developed, particularly for those applying for Environmental Science positions.*

- *With 1.4 teaching FTE, the RRM teaching program relies heavily upon non-tenure track positions to deliver its courses.*
- *ENVS delivers two popular certificate programs. Limited programmatic support for the NEPA certificate, the most popular of the programs, places this certificate program at high risk. The program has attained a national reputation even as it has been operated on a shoestring; the program is worthy of a greater institutional commitment.*
- *There should be better coordination of the curricula in the three majors, including making them more distinct and reducing redundancy.*
- *The Geography major needs to take more advantage of its spatial/GIS programs and teaching. Naming the major so that this component is clear may attract more students. A new vision for the major might integrate the two components of human-environment interactions and spatial analysis.*

Graduate Education

- *ENVS has created a single Ph.D. degree for the Department and reduced the number of master's degrees. Though the three master's degrees are small, they serve a professional education purpose of use to the state and the public lands agencies that manage much of Utah. The certificate programs, two of which are heavily enrolled, NEPA and GIS, are an important service to the state, while NREE contributes to improved environmental education.*
- *The Ph.D. program's identity is still being formed. A central theme or vision advanced in the core courses will help the program be more coherent. Co-advising and shared labs, and a shared learning/theory seminar for PhD students should be encouraged.*
- *The department should actively plan for a limited graduate student funding environment that still recruits the students needed for research.*
- *Review committees should help reduce program redundancy and think about ways to increase the coherence of the program and the methods and skills that must go along with research on complex environmental problems.*

Extension

- *Discussions with Extension faculty revealed some unease with how their work was assessed by USU Extension administrators. Better administrative-faculty communication could alleviate some of this concern. However, the current structure of Extension departments--with Natural Resource Extension Specialists included as a small part of the much larger group of Specialists addressing the need of production agriculture--also contributes to this perception. Despite having recently reorganized into three departments, USU Extension may wish to consider a fourth group of Natural Resource Extension Specialists.*

Statewide Campuses

- *ENVS will have three faculty posted at two of USU's campuses in southeastern Utah. The review committee believes the department can use this foothold to (1) increase funding, student numbers, and research output in the RRM program, (2) increase the number of ES majors, and (3) establish a strong relationship with the underserved Native American population in southeastern Utah.*

1. BACKGROUND

- 1.1 Review Team
- 1.2 Review Objectives

2. DEPARTMENTAL RESPONSES TO THE 2013 REVIEW

3. IDENTITY OF AND WITHIN ENVS

- 3.1 Current Conditions
- 3.2 Programmatic Considerations

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- 4.2 Faculty Expertise
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- 5.1 Trend on Refereed Publications
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- 6.1 Undergraduate Programs
 - 6.1.1 Degree Organization
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APPENDIX

INSTITUTION'S RESPONSE

1. BACKGROUND

1.1 Review Team

The composition of the review team was:

- Dr. Lynn Huntsinger, Russell Rustici Chair in Rangeland Management, Rausser College of Natural Resources Associate Dean of Instruction and Student Affairs, University of California, Berkeley.
- Dr. Paul Jakus, Professor of Applied Economics, Utah State University.
- Dr. B. L. Turner II, Regents' Professor & G. F. White Professor of Environment and Society, School of Geographical Sciences & Urban Planning and School of Sustainability, Arizona State University.

The Department of Environment and Society (ENVS) provided the review team with a 2020 self-study report, the 2013 review of the program, and the department's response entitled, "An Adaptive Management Strategy" completed in 2015. In addition, the review team asked for and received additional information, foremost a list of the publications of the department's faculty members. The on-campus assessment of the review team took place on March 8-10, 2020. The team met with different segments of ENVS, from undergraduate students to the Dean of the Quinney College of Natural Resources, the college in which ENVS is situated. The review team's initial assessment was discussed with the Chair of ENVS and the Dean of the College. The schedule undertaken by the review team is found in Appendix 1.

1.2 Review Objectives

The review follows the general charge of the Utah State Board of Regents Policy R411, focusing on the effective and ineffective activities of the program. Care has been taken to address a list of questions provided to the review team in the department's self-study (Appendix 2). The review team's response to these queries are noted throughout this assessment below the headings to the report's sections and designated in the text by the specific questions placed in parentheses (e.g., Q1, Q2, Q3 ... etc.). In addition to these questions, the review team also offers observations relevant to the department's operations. Summations are provided for each major section and in some cases, subsections.

Special attention is given to the identification and topical/disciplinary arrangement of the department (Section 3, below), which the review team recognizes as a major endeavor for the long-term enhancement of ENVS. The decisions that the program makes regarding identity will have impacts across many parts of the department, foremost the curriculum and degree labels of ENVS.

Please note that this assessment does not reiterate the information provided to the review team that is known to the administration and the program. Such information is mentioned briefly only as means to clarify points made in the review team's assessment. Also note that specific questions may be addressed in more than one section of the document and are noted by the question number in parenthesis.

2. DEPARTMENTAL RESPONSES TO THE 2013 REVIEW

(Question 1) To what extent has ENVS adequately resolved the issues raised in the 2013 review (Appendix 1)?

(Question 2) What have been the impacts on ENVS of the 2015 Adaptive Management Strategy (Appendix 2) and its implementation?

The department has responded well to the major recommendations of the 2013 review team (Q1-2; and various other sections). Foremost, an open search generated new leadership and new hires consistent with the orientations suggested by the review team, focused on expanding the methods and analytics suited for ENVS. Improvements in the number of doctoral and master's degree programs have been made and a good balance exists among the faculty numbers for the three topical and undergraduate degree-granting legs of the program—Environmental Studies (ES), Recreational Resource Management (RRM), and Geography (GEOG).¹ The RRM unit appears ripe for national-level status as an academic program (Q10). The comradery and operational cohesiveness of faculty and graduate students appears strong and ready to address departmental challenges.

In addition to these and other changes and alterations, significant attention has been given to the 2015 Adaptive Management Strategy (Q2). Among these applauded by this review team, is the reduced number of degrees offered within the program, and additional availability of methods instruction. The strategy also identifies a series of programmatic changes—deliberations of which have led to action in most cases—dealing with curricular issues, added faculty expertise, creation of a graduate admissions committee, and increasing external funding for research and graduate student support. Details are offered in Section 6.

In summary, ENVS has taken major steps to reorganize and strengthen its capacity to serve its degree granting role and its national standing among environment and society programs nationwide.

3. IDENTITY AND VISIBILITY ENVIS

While specific in kind, many of the questions posed to this review team involve the broader issue of how ENVIS seeks to orient its research and national visibility. ENVIS 2015 “Adaptive Management Strategy” identifies its broad, departmental strength to reside at the environment-society interface with five themes cross-cutting specific faculty member research interests. The recognition of the five themes is the first step toward a departmental identification. Only one theme, recreational resource management, is recognized in the materials provided to the review as an identity of national status-visibility possibilities. This identity captures only a small segment of the department, however. The other four themes appear to be consistent with the range of faculty expertise, but may be too broad in scope to command for a faculty the size of

¹ These three “legs” of ENVIS were identified by the Chair. They correspond well to the base undergraduate degrees offered by the department and to the arrangement of faculty members meeting the review team. In some sense, these legs have resonance across the faculty at large regarding their research roles as embedded in resource and recreational management, geography, and other specialties. Where appropriate this report may refer to the “legs” to expedite discussion of either the teaching-curricular or composition of the faculty of ENVIS.

ENVS. The next step might aim to condense, fuse, or add another identity (or two) on which to gain national visibility.

The identity process will be somewhat difficult given the legacies of the department and the extant range of faculty expertise. As such, the review team is reluctant to identify specific identities to consider. Discussions with the review team indicate that ENVS is aware of the various identities to explore. In that regard, the review team offers the following.

- Recreational management is a well-defined identity. With new hires and IORT, this identity could become--and may be quickly approaching--national level visibility.
- The broad identity of ENVS as the “environment-society interface” may capture much, if not most, of its faculty but is too broad in scope to constitute a unified research identity.
- The human-environment relationship associated with some members and the human dimensions of resource management associated with others--both of which are broad in scope--are historically distinctive in their topics and approaches of study.
- Alternative identities, such as resource and environmental sustainability may be too broad as well.
- Ideally, the aim should be to develop one or two research identities to which a significant number of ENVS members are contributors and, ideally, have synergies with recreational management.

In summary, ENVS should continue to sharpen its identity across its various research areas with the aim of cohering and enhancing unit-wide visibility. Success in this action should prove fruitful for many of the questions-issues posed to the review team.

4. DEPARTMENT AND PEOPLE

(Question 4) What areas of expertise should be identified for the next few upcoming faculty lines? How can these hires synergize with and complement existing strengths in ENVS and QCNR?

(Question 6) In the wake of the departures of Drs. Baggio, Burchfield, and Schild how can ENVS improve retention of talented assistant professors, including addressing factors outside the department's direct control?

(Question 7) How can recruitment of talented graduate students be improved?

ENVS has made excellent advances by balancing faculty member numbers among its ES, RMM, and GEOG legs, the quality of hires made subsequent to ENVS's last review, the enlargement of “methods” or skill sets among the faculty members' expertise, and the enhancements of distant campus and online capabilities. Foremost, the review team applauds the increases in sponsored research and publication output within ENVS (Section 5).

The review team's observations relevant for this section of the report focus on Q4 and Q6 and with program staffing.

4.1 Junior Faculty Retention

ENVS has a recent history of hiring quality junior faculty members only to lose them within a relatively short time span. There are a number of reasons why this loss may arise, ranging from employment opportunities for spousal partners to preferred lifestyle locations. Central to consider, however, is the aspirations of junior scholars-researchers who seek to enhance their visibility and status, thought to be gained by movement to other programs and institutions (Q6). The high quality of the junior faculty members entering ENVS amplifies the level of aspirations and the capacity to move elsewhere. The review team congratulates ENVS on their identification and recruitment of excellent junior hires, but recognizes the retention issues that follow from this process.

Given institutional constraints on salaries, issues on start-up funding expenditures, and other fiscal matters identified in various ways to the review team, retention may be improved by the generation of special conditions that enhance scholarly output or gain special interests of the individuals of concern. As an example, the RMM cluster of ENVS has access to national parks and forests that few other institutions enjoy. While such direct research enticements do not exist for all ENVS faculty, focusing on research clusters in which the sum of the unit exceeds the individuals involved, may offer inducements for retention. Highly productive research clusters induce high quality graduate student applications, offering yet another rationale for faculty retention. The department, college, and institution must recognize and be prepared to respond to the reality that highly visible junior faculty will be approached by other institutions, generating retention issues.

Some impediments to retention cannot easily be solved at the departmental level, such as spousal accommodation, higher salaries, or the financial flexibility to match job offers from other institutions. One issue with an easy solution is the apparent disconnect between the expectations of young faculty built up during the hiring process and the realities encountered when they arrive on campus. The committee heard: “What you are told in negotiations is not what you actually get.” This critique involved numerous dimensions, from having expenditure requests (out of startup funds) denied to being heavily loaded with service responsibilities immediately upon their arrival on campus (if not before). Many junior faculty are also under the impression that faculty salaries are capped by Utah Legislative fiat, which is simply false. Retention of young faculty is already difficult enough without unnecessarily leaving a sour taste from the beginning; better administrative communication with newly arrived faculty is imperative.

4.2 Faculty Expertise

Identification of expertise to consider in new hires (Q4) is biased by the composition of the review team and the paucity of its knowledge about the overall membership of ENVS. Given this proviso, several opportunities are offered.

- The increases in faculty members and staffing addressing GIS and various modeling methods raises the question of adding expertise in remote sensing (few experts exist in QCNR at large and none in ENVS). Remote sensing and GIS work hand-in-hand and

together offer highly viable means of addressing a large array of human-environment problems and can fit nicely into spatial modeling, which has increased within ENVS.

- Several ES students requested more ecological or environmental science in the ES curriculum. This might be considered, as having the combination of social science and ecological science capabilities is often useful. A faculty line focused on connecting social and ecological processes may be a benefit to integrating faculty research and the curriculum.
- Other expertise is difficult to identify until the ENVS determines its future direction, maintaining current research, teaching and certificate status, moving in new directions, or focusing on specific parts of ENVS current program.

4.3 Recruiting Graduate Students

(Question 7) How can recruitment of talented graduate students be improved?

High quality and productive graduate students are essential for a robust research program and for assistance in teaching and mentoring undergraduates. At least one interpretation of Question 7, however, suggests that improvements in the overall performance of recruiting is desired. The level of information on recruitment limits the observations of the review team, however. Recreation continues to develop its visibility and the number and quality of recreation-oriented Ph.D. students impressed the review team. The recreation group also expressed the least concern about funding students, at least relative to the other ENVS research groups. It is suspected that solidification of pan-unit identity will increase visibility--beyond individual faculty members--for ES and GEOG as both maintain highly productive researchers-scholars (Section 5).

Once the identity issues are resolved, several other issues warrant consideration. Overall, funding for graduate student support has increased over the last five years, from \$154,000 in 2015 to \$385,000 in 2020, but according to many faculty, has not kept pace with rising costs of living and increased numbers of graduate students. Given funding constraints, what constitutes the min-max number of total graduate students that the ENVS can typically support over four- to five-year intervals, and given admission-acceptance ratios and the typical time to degree, what constitutes a sustainable annual intake? The review team did not query these items and the program did not provide detailed information relevant to them. ENVS must assess its funding packages relative to comparable programs elsewhere. Attention should be given to sponsored research that funds research assistantships over other elements common to funded research packages. Finally, the review team recognizes that admits to ENVS dropped precipitously from 2017/2018 to 2018/2019, presumably registering a concern for support of the current pool of graduate students.

Consistent with the 2013 departmental review, ENVS now maintains a Graduate Selection Committee, which employs a number of factors for admission, including the GRE, which many other program-institutions no longer require or make optional in order to reduce certain kinds of bias and increase the diversity of graduate programs. The review team's impression is, however, that in practice graduate students are essentially recruited and selected by individual faculty members. Faculty members seemed satisfied with the quality of graduate student applicants during our interviews. Given the rising productivity and visibility of the faculty, we expect that

the number and quality of applicants will continue to increase (Q7). A lack of secure funding, however, will be a barrier at both M.S. and Ph.D. levels.

4.4 Staff

Given the programmatic size of ENVS, the current staff of three and their division of labor appear adequate. Recognition of their roles and performance warrants attention, foremost to staff time-in-service and salary levels. The review team did not have sufficient information on the range of staffing associated with programs (e.g., certificate) linked to ENVS. In at least one case, however, a critical staff member (NEPA) holds an hourly, post-doctoral position which the review team interprets as inadequate for the responsibilities in question (Section 6).

In summary, programmatic planning to create incentives to retain highly visible junior members of the department requires consideration, such clustering expertise in research and teaching. Adding remote sensing to ENVS might be considered. Retention of faculty members and recruitment of quality graduate students involves developing programmatic identities for the three legs of ENVS. Attention to broader staff appreciation and salary levels is also warranted.

5. RESEARCH

(Question 1) To what extent has ENVS adequately resolved the issues raised in the 2013 review (Appendix 1)?

(Question 2) What have been the impacts on ENVS of the 2015 Adaptive Management Strategy (Appendix 2) and its implementation?

(Question 5) What areas of research in environmental social science represent emerging opportunities for new and continuing ENVS faculty in a period of uncertainty in Federal research funding?

(Question 8) ENVS has a strong tradition in the social science of range management based on the efforts of two senior Professors (Brunson and Coppock). How should ENVS conceptualize the future of range management and act accordingly?

(Question 10) With the recent hires of Zach Miller and Wayne Freimund, adding to Chris Monz and Jordan Smith, where does the Recreation Resource Management program in ENVS stand in comparison to the top programs nationally? What would take this strong program to national prominence?

Part of ENVS responses to its last review (Q1 & Q2) is attention to the research productivity of the department as registered in the amount and visibility of its published research. Here the department has excelled.

5.1 Trends in Refereed Publications

In addition to the data reported in the research section of the self-study report, the committee requested the publication records of ENVS faculty for the calendar year period 2015-2019. Publication information was received on March 4, 2020 for all members of the ENVS faculty remaining on staff at the time of the review, and our count of publications was restricted to the

time period during which they were on the ENVS faculty. Hence, our evaluation of the ENVS publication record does not include (1) publications by ENVS faculty who may have departed prior to December 2019, (2) publications by current ENVS staff that appeared prior to joining the ENVS faculty, or (3) any publications by those who have joined the ENVS faculty after January 1, 2020.

Our focus is on trends in refereed journal article publication per research FTE. The number of publications on the March 4 list differs a bit from those reported in Table 2 of the self-study, but the general trend of total publications remains the same across both sources of data. We do not include books or book chapters in the analysis. Publications were normalized by total departmental research FTE using the research appointments of those who remain on the ENVS faculty.

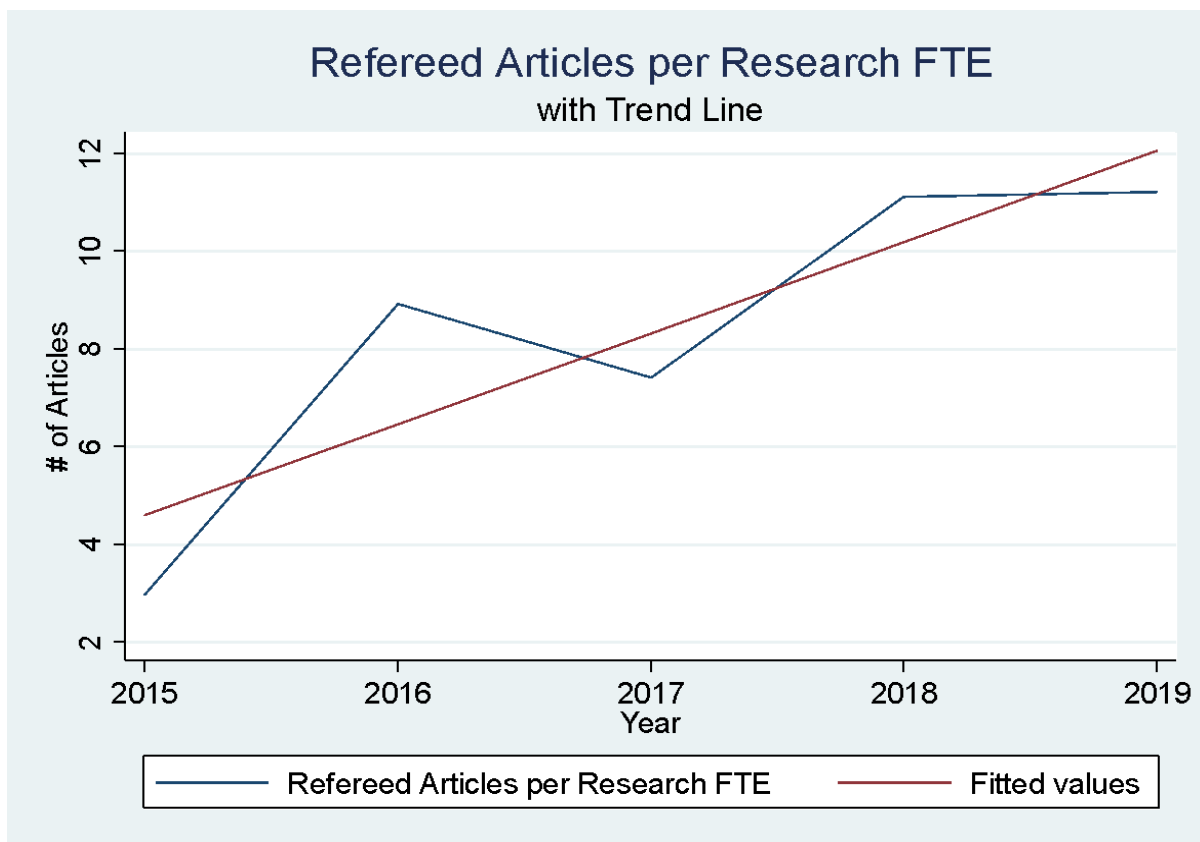


Figure 1: Refereed Publications per Research FTE

Figure 1. The trend in ENVS faculty publications per research FTE for the 2015-2019 period. The data show a strong, positive trend in research output. Further, this trend is not driven solely by ambitious young faculty; indeed, the record shows that senior faculty have also been strong contributors to this trend.

By any measure, the count of publications per research FTE has been increasing in an impressive fashion. However, one must also evaluate the quality of journals in which ENVS faculty choose to publish. While narrowly focused journal rankings may be available for a given discipline (e.g., geography) or subject of study (e.g., ecosystems), we rely upon a more general index of journal

influence provided by SCIMAGO Journal Rankings (scimagojr.com). This database provides an SJR score for nearly 32,000 journals, where the score reflects a journal prestige factor.² We use the rankings published in 2018; for comparison, *Nature* had an SJR score of 16.345 (ranking #30 overall) and *Science* had an SJR score equal to 13.251 (#45 overall).³ Less than 14% of ranked journals have an SJR score greater than one; the remainder have a score of less than one.⁴

One can create a ‘quality of publications’ index for the department by weighting publications according to their SJR score. In 2019, for example, ENVS faculty published two papers in the *Proceedings of the National Academy of Sciences* (SJR=5.601) and four papers in the *J. Outdoor Recreation and Tourism* (SJR=0.796). In these cases, the two *PNAS* papers contribute 11.202 points to the total departmental score, whereas the four *JORT* papers contribute 3.184 points to the total. We calculate a quality weighted total score for all journal publications in each year, and then divide by departmental research FTE for that year. Figure 2 depicts the trend in quality-weighted publications per research FTE.

If the increased output from ENVS faculty had come at the expense of journal quality, then the trend line in Figure 2 should have a relatively flat slope—more publications in journals with SJR scores less than one. This can be seen between 2017 and 2018, when the year-on-year number of refereed publications increased by more than 40%. Although there were many fewer publications in 2017 than in 2018, these appeared in higher ranked journals and the quality-weighted index for 2017 is nearly equal to that of 2018. However, the 2017-2018 period is the exception rather than the rule, and the quality-weighted trend line for ENVS research output is relatively steep over the full timeframe.

² From the SCIMAGO website: “The SJR is a size-independent prestige indicator that ranks journals by their ‘average prestige per article’. It is based on the idea that ‘all citations are not created equal’. SJR is a measure of scientific influence of journals that accounts for both the number of citations received by a journal and the importance or prestige of the journals where such citations come from. It measures the scientific influence of the average article in a journal, it expresses how central to the global scientific discussion an average article of the journal is.”

³ The upper end of the rankings is dominated by medical, genetics, and physical science journals.

⁴ Some 38% of ENVS publications appear in the top 14% of journals.

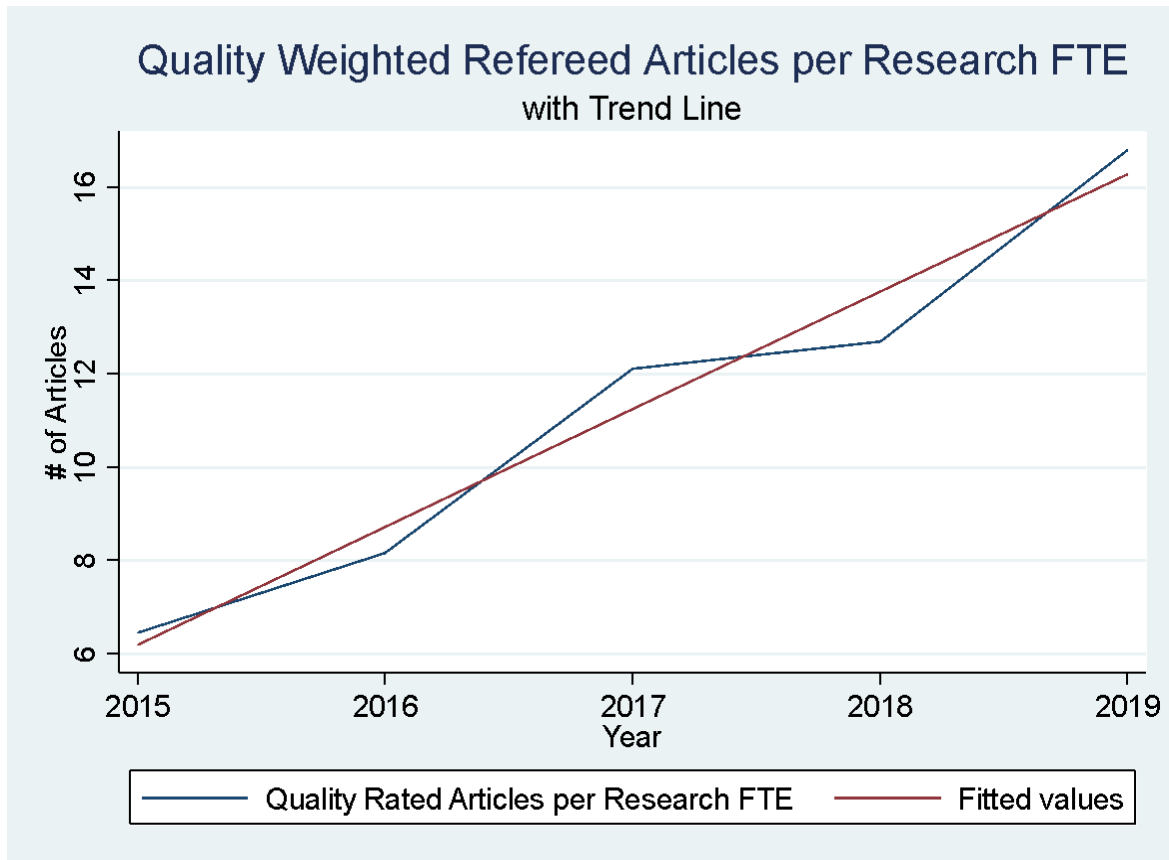


Figure 2. Quality-weighted Refereed Articles per Research FTE

The SJR rankings are not without their flaws. Some journals that are clearly relevant to the ENVIS research mission, such as *Human Geography* and the *J. of Parks and Recreation Administration*, are not included in the SJR rankings. These publications have received an explicit SJR score of zero. Thus, the quality-weighted metric used in the analysis appearing above undercounts the true output of ENVIS. Despite this known bias, the data strongly support an argument that ENVIS faculty have increased both the quantity and the quality of publications appearing in refereed journals over the 2015-2019 period.

The distribution of top-tier publications amongst the faculty is also impressive. The top five ranked journals in which ENVIS faculty published were *Nature Energy*, *Nature Climate Change*, *Proceedings of the National Academy of Sciences*, *Ecological Monographs*, and *Frontiers in Ecology and the Environment*. From 2015-2019, some fourteen different publications authored by faculty members representing each of ENVIS's three major research emphases appeared in these journals. Notably, our count *does not* include publications by junior faculty who arrived at USU after having published in these journals. Thus, we conclude that ENVIS has a solid core of both senior and junior faculty members whose research capability and accomplishments are acknowledged by their peers. Assessment of the content of this work should provide insight about possible program direction (Section 3) and identities (below), and provide one foundation for recruitment of graduate students (Q7).

5.2. Research Emphases, Identities, and Competitiveness

Recreation Resource Management (RRM)

Of the three faculty groups with which the committee met, the group expressing the most cohesive sense of shared direction was the RRM program (Q10), which ENVS appears to champion for one of its major resource identities (Section 3). The Logan campus faculty (Miller, Monz, and Smith) have a shared lab space, which the committee believes will help foster an *esprit de corps* amongst graduate students. Our review of the department's publication record revealed little in the way of collaborative, jointly authored research among the group members (though there are exceptions, this general observation applies to all portions of the ENVS department). Housing a significant portion of the department's research personnel in a single lab, as this group has decided, raises the potential for increased productivity as RRM faculty and graduate students take advantage of one another's expertise.

Beginning in April 2020, the Moab campus will be staffed by an RRM faculty member (Friemund). Friemund brings deep academic experience to his Moab posting, which is proximate to public lands administered by all of the primary federal land management agencies. Further, his established contacts with these agencies and his existing research collaboration with Miller offer a unique opportunity to exploit USU's statewide campus system for the benefit of all ENVS faculty and students. Southern Utah, in general, and the Moab region, in particular, provide attractive and informative locations at which to conduct research. Having faculty at the USU Moab campus, in close proximity to Moab-based USFS, NPS, and BLM personnel (as well as BLM's new national office in nearby Grand Junction, CO), should increase opportunities for funded research projects by both Logan and Moab faculty. Research projects located in this region are also likely to improve recruitment of high-quality graduate students to the Logan campus. In this sense, the committee believes the USU Moab campus will provide a two-way flow of resources—both financial and intellectual—between Logan and Moab.

ENVS is a rather uniquely structured department in the sheer breadth of topics covered but, roughly speaking, possible comparisons may be found throughout the west at Colorado State University, University of Idaho, University of Montana, Oregon State University, and University of Wyoming (all but University of Montana are USU peer institutions). None of the committee members would claim to be an expert within the RRM field, but we believe that Friemund is correct in his assessment that ENVS has attracted a critical mass of productive RRM faculty, with the potential to become nationally recognized (Q 10).⁵ He has compared ENVS favorably to the best-known programs in the Eastern U.S. (Clemson and North Carolina State University). Perhaps the most apt aspirational comparison in the western U.S. would be Colorado State University. CSU has a strong Human Dimensions program and is located adjacent to research

⁵ The review team is unaware of National Research Council doctoral rankings for RRM in the past. It does note that both BYU and University of Utah have larger undergraduate programs (<https://www.stateuniversity.com/program/31-0101/Parks-Recreation-and-Leisure-Studies>). Programs at BYU and Utah are accredited, along with Clemson, Idaho, NCSU and 66 other programs, by the Council of Accreditation of Parks, Recreation, Tourism, and Related Professions. USU's RRM program does not appear on this list of programs. If a higher program profile is desired, ENVS might wish to consider the possible benefits of accreditation by COAPRT.

headquarters for a number of federal land management agencies. USU does not currently enjoy that level of access to federal research programs, but the potential for RRM faculty on the USU Main Campus and Moab Campus to exploit similar USU-federal relationships is promising.

Environmental Studies-ES (Range Management-RM Component)

The committee suspects that Q8 on the future of range management (RM) within the ES leg of ENV5 is posed within the context of planning for the relatively near future. The physical and social science study of range resources is spread over numerous academic units at USU. Range research (currently, as well as the recent past) is conducted by faculty in ENV5 and WILD in QCNR, by three units in the College of Agriculture and Applied Sciences, and one unit in the College of Humanities. The social science approach to RM offered by Brunson and Coppock is, however, unique and well known at the international level. Their leadership in the field of range management was acknowledged by national awards from the Society of Range Management in 2019.

Researchers in RM most often collaborate with the natural resource scientists in WILD, a collaboration that is invaluable given the multifaceted values of rangelands. Livestock grazing remains very important in the public land states, but biodiversity conservation, recreation, fire hazard reduction, and habitat management are also part of the range science portfolio — basically, the field has trended to looking at rangelands, grazed or otherwise, as a rich source of ecosystem services. The impacts of policy-driven decisions on communities and society, in a world where a third to half of the earth’s terrestrial surface is rangeland, provides a rich opportunity for research. Despite only having two main faculty in RM, the program has considerable depth and breadth. The body of work that has been produced has both theoretical and practical implications that have influenced the range field. Maintaining its national and international profile should be a consideration in planning for the future, as well as the integrative nature of range science itself, in pulling together and making use of diverse fields within the College. Future recruitments might look for this integrative, but fundamentally social science approach, including the ability to work with the rangeland researchers in other departments to create a range program fully equipped to tackle complex, multidisciplinary rangeland opportunities and programs. Collaborations between ENV5 range and WILD and other programs will strengthen competitive grant applications (see Research Funding below).

ES (beyond RM) and GEOG

Section 3 addressed the possible research identities beyond recreational management and some of the implications of possible options. At this stage in ENV5 development, how the human-dimension parts of ENV5’s resource management and geographical legs and the new hires organize—either to integrate, or to emphasize their distinctiveness—will determine, in part, ENV5 research profiles, their identity and competitiveness relative to other “human dimensions of environment” programs, as well as needed future hires. Another consideration is the degree to which ENV5 determines to build its GIS-spatial science-remote sensing-methods curriculum, which may point to a future research identity if faculty hires are linked to this curriculum (Section 6).

5.3 Research Funding

The answer to Q5 on the opportunities for funding will be determined in large part by the next federal administration and the individuals appointed to head various funding agencies. That said, there are numerous opportunities for “environmental social science” currently within NSF, NASA, USDA, and other agencies. Those at NSF include the Dynamics of Integrated Social-Environmental System (CNH₂), Human Disasters and the Built Environment, Innovations at the Nexus of Food, Energy and Water Systems, Sustainable Urban Systems, and Decision, Risk and Management Science. Note that Geography at NSF has reframed its label with the term “Human-Environmental and Geographical Science”. Note as well that ENVIS extension links fit well with NSF’s outreach criteria for sponsored research.

Keeping an eye on the future, NSF is exploring “Big Ideas” for research. Those consistent with ENVIS appear to be Harnessing the Data Revolution (e.g., fine temporal-spatial scale environmental data and management) and Integrating Knowledge, Tools, and Techniques and Modes of Thinking. In addition, COVID-19 research funds addressing a large range of themes are apparently forthcoming. Questions about resource and recreational management regarding vulnerabilities and responses would appear to open to ENVIS proposals.

One NASA program fitting ENVIS is its Land Cover and Land Use Change program, assuming that ENVIS increases or connects with others on a remote sensing dimension to research, such as, for example, national park impacts of surrounding land changes. USDA NIFA also operates Environmental and Natural Resource programs that are well within the purview of ENVIS researchers.

The National Academies continue to push various directions of research on human-environment themes using such code terms of sustainability and integrated science. Finally, the foundation world tends to be an underutilized sponsor of research beyond a few institutions and individuals. Attention to developing such sources of funding could prove fruitful to ENVIS.

In summary, while future federal funding opportunities can change significantly, projecting current programs suggest a variety of active sponsored research open to ENVIS research. Also, explore foundations for funding opportunities.

6. TEACHING, DEGREES, AND CERTIFICATES

6.1 Undergraduate Programs

(Question 3) The 2015 Strategy emphasizes bolstering quantitative methodologies such as social-ecological modeling and GIS. ENVIS has hired Stefani Crabtree in social-ecological modeling and Mariya Shcheglovitova in geospatial science. QCNR started a certificate in GIS in 2017 with a GIS Consortium Director (Alan Kasprak) hired in 2019. What additional steps can and should ENVIS take to further the emphasis in the 2015 Strategy on sophisticated utilization of data?

(Question 9). Similarly, how should ENVS conceptualize the future of Environmental Education and act accordingly?

(Question 11) Given that ENVS has strong faculty in Geography, why is Geography lagging in majors and how can it be invigorated?

(Question 12) How can the many programs within ENVS, especially environmental studies, geography and recreation, be better integrated? Are curricular changes recommended?

The undergraduate programs of ENVS are relatively small but have attracted a vibrant group of undergraduates, if the group we interviewed is representative. The students with whom we met were very engaged with their majors, and deeply appreciative of attention from faculty and their professional advisors, Melanie Conrad and Shelly Kotynek. Ms. Conrad was available to meet with us and her commitment and dedication to the students was clear. Her ideas for the programs and recruitment struck us as well worth listening to and we encourage the department to engage advisors in departmental planning. Putting strong support behind professional advisors is an excellent way to maintain and enhance undergraduate programs.

One concern that became clear in our conversations throughout the day was a disjunct between faculty and administrators regarding the importance of undergraduate enrollments. While administrators seem concerned about enrollments and seek to increase them, believing them important to campus funding streams and departmental sustainability, faculty for the most part did not seem aware of these concerns and placed a low priority on them. On the other hand, faculty seemed very engaged with their teaching programs, whether on or off campus, graduate or undergraduate, certificate or regular degrees. There were many interesting initiatives and underway in the department and some excellent initiatives.

6.1.1 Degree Organization

A glance at enrollments leads to the conclusion that the Geography major (Q11) is struggling to maintain an adequate number of students, as it has less than a third (19) of the number of students of the next smallest major, RRM (62). ES is the largest major, with 79 majors.

Geography (GEOG)

The review team found the major enrollment for GEOG concerning, as the relatively recent department re-organization seems not to have not worked out well for Geography teaching.⁶ We recognize that degree reorganizations are time consuming and potentially divisive, so we offer a spectrum of possible ways to approach this problem consistent with other ENVS program considerations (Section 3).

- Geography has two main teaching areas, human-environment interactions (focused on the human subsystem) and GIS-spatial analysis. While the Geography major is not doing well in enrollments, the GIS certificate program is flourishing, and students from other majors are attracted to GIS and spatial analysis offerings. GIS and spatial analysis are

⁶ With a few exceptions, programs of geography house modest undergraduate enrollments in the United States. In contrast, graduate enrollments are substantial, graduate programs are increasing, and the American Association of Geographers commonly attracts 7,000 or more participants at its annual meetings.

important tools for human-environmental interactions, but also for environmental studies of any sort and for recreation management. Training in these areas fits well into the goal of building skills sets and using quantitative analysis (Q3).

Degree programs titles have been found crucial to recruitment in other programs and institutions and are generally more important than faculty would typically think. The name of the Geography major might be changed to make it visible to students for whom GIS-spatial analysis is an important part of the program. Unfortunately, the name “geography” for a major conveys little to high school seniors. They often do not take the time to explore the nuances of different majors, but instead seek the familiar or those obviously connected to careers. The richness of geographical research is appealing for those who know what it is but most students do not seem to understand the program until later in their time at USU--even though students from every ENVS major make strong use of the GIS teaching in the department. (Conrad and Kotnyek’s advice would be very well used here.) The department website does that to some degree, but further reading on the website blurs the distinction and potential careers; while these purport to be two different emphases, much of the information about careers in the major on both sites is related to spatial analysis. Our suggestion would be to rename Geography in some way that makes the popular GIS component visible, and to make it clear that the human-environmental interactions aspect can contribute to the ability to use spatial analysis for multidisciplinary or social problems. A title might be: *Human Dimensions of Spatial Analysis* or some such, even *Spatial Analysis of Social Ecological Systems* (or even *Spatial Analysis for Coupled Human Natural Systems*). This would reduce potential conflict with Watershed Science majors. Pretesting major names with the undergrads and advisors would be a useful approach to a renaming, as it is difficult for most of us to discern what undergraduates find appealing.

- A further possible step would better integrate the human-environmental interactions emphasis in the curriculum with spatial analysis. The Geography curriculum title could be changed to *Geography and Spatial Analysis*, *Human Dimensions of Spatial Analysis*, *Spatial analysis for Social Ecological Systems*, or similar after some sort of process for assessing student response to these options. Main “human-environment” courses for the major could include how spatial analysis might be used to research and learn about the social problems taught in the course. Again, advisors would be helpful in thinking about attractive major names.
- Another consideration would be to fold Geography in its entirety into Environmental Studies. Rename ES as *Environmental and Spatial Studies* or something that would provide the message that GIS and spatial analysis are in the major, since that seems to attract students. It does miss the opportunity to create a potentially unique, innovative major. In any case, without careful thought this option risks missing the opportunity to use GIS as an attraction to the major.

While several directions can be taken, teaching GIS and remote sensing as tools for human-environment and social analysis is a unique contribution on this campus and should be a highlight of the degree program. The new hiring in this area offers the opportunity to more fully

develop these areas, and to develop the major to provide options for quantitative skills and sophisticated data use. The membership of an organized department could be based on a commitment to the social and environmental use of GIS and spatial analytics. If ENVS wants to enhance its quantitative data utilization and social ecological modeling capacity as implied in Q3, a clear, flagship major and well-defined research focus in this area is needed, together with faculty recruitments committed to this endeavor. The new faculty recruits are clearly multi-disciplinary in their talents, and an enhancement to this capacity. Shcheglovitova has potential to be a bridge for a second major focused between ES and a quantitative, social-ecological modeling. Students studying in the certificate program have free access to ESRI software while enrolled in the program, making it more affordable for students and the institution. One note is that among the interviewed students, some commented that they would like a separate programming/stats course prior to taking a GIS course; combining use of Python and GIS in one course was felt to be too much.

Also, since planning is a useful skill for a number of careers that seem typical of those undertaken by ENVS graduates (Conservation District Planner, for example), making sure that the curriculum gives them the skills they need seems important. This also integrates GEOG with other programs.

Overall, our impression is that the existing geography major is too small to support separate human-environment (e.g., political ecology, hazards) and GIS/spatial analysis curricula. This raises the issue of distinguishing the ENVS majors more clearly from one another, and the possibility of re-arranging the curricula to create a more distinct and coherent set of majors and courses as discussed above and in Section 3. The remaining problem is how to make the QCNR Geography/GIS major distinct from that of other campus majors emphasizing spatial analysis, and this may lie in ENVS' orientation to social or multidisciplinary problems.

Recreation Resource Management (RRM)

The Recreation Resource Management program has been quite successful in attracting students and building a strong reputation. The program emphasis is helped academically by the activities of IORT, a recreation-oriented research and extension program. It is also riding the growing tide of a shift from agriculture, timber, and mining to recreation-oriented use of the public lands. Students go into recreation management and related fields in parks, agencies, and other organizations promoting or managing recreation.

RRM faculty indicated a desire to identify a core curriculum of roughly eight courses for RRM students, but these must be folded in with courses that also serve ES students. Many courses are dual listed as undergraduate/graduate courses, which faculty said was not ideal for graduate education. RRM teaching FTE are relatively small, however, and the teaching program is reliant upon two non-tenure track affiliates who help with the teaching load.

Environmental Science (ES)

The Environmental Studies major has the largest enrollment in the Department. Its human dimension of environment component is not well differentiated in current descriptions from that

in GEOG, hinting that the label ‘Environmental Studies’ resonates with USU undergraduates more than the label “Geography” because ES attracts more students. One issue raised by some ES undergraduates, generally seniors, was a concern that the ES degree leaves them with an insufficient basic science background, such as courses in WATS and WILD, hindering job placements for positions as an environmental scientist and so forth. We were informed that the students had the opportunity to acquire such a background within their programs, but often did not realize the consequences of not pursuing such courses until too late in their studies. Career outcomes are clearly and accurately described on the Departmental website. This may need to be further emphasized to students in introductory courses and perhaps with a handout. It may even be helpful to make available examples of the civil service requirements for an agency “environmental scientist.” Materials should make clear the path students would need to follow to pursue certain kinds of careers. With the career opportunities in mind, ENVS might consider various means to highlight curriculum-career associations for undergraduate majors. “Tracks” for the major, which may be informal, and include one that prepares them to qualify for science positions, may serve as simplified advising tools and a way to make sure the students have a discussion about the options with regard to science courses. We recognize many students are well informed, and chose to pursue degrees like ES that are purely social science; often they are quite satisfied in the end, and the evidence is that long term, they do quite well.

Improved attention to course and employment opportunities is not a call to reduce or remove the major’s human dimensions focus, which is much needed in resource management programs across the globe. This attention is intended to address a vocal concern provided to the review team by some students.

Finally, as noted in Section 3, the faculty members for this major are highly diverse in their research interests and do not necessarily identify themselves as a part of an ES unit, but instead as part of different research areas, groups, and collaborations at the institution. In general, if ES is to be a fully coherent degree program, this faculty needs to have reason to work and plan together on undergraduate curricula. This will also contribute to resolving the identified problems with course redundancy.

6.1.2. Course Redundancy

One issue that arose in our interviews was the redundancy of some course offerings mentioned to us: ENVS 2340 (Natural Resources and Society), 4700 (Communicate Sustainability), and 4000 (Human Dimensions of Natural Resource Management). Interviewed undergraduates pointed out that these three courses had significant overlap, particularly in assigned readings, and that several of them were taking all three in the same semester. The review team understands the inertia that follows from the development of different courses by different individuals over time. Regardless, regular attention to reviewing course syllabi, determining the level of redundancy, and the justification for it or changes required is needed. Some of the instructors may find that eliminating the redundancies can enable them to cover different material of greater interest to both them and their students. With upcoming retirements and hiring of new faculty, new courses could be designed to specifically meet the needs of the revised curricula.

6.1.3. Recruitment

There seemed to be little discussion or information provided about recruitment activities for undergraduate students, and that this activity was largely left to the professional advisors for the program, Conrad and Kotynek. Indeed, the review team was informed that ENVS was not especially active in USU's undergraduate recruitment events, though it is not clear how much of the advisor's activities are known by the faculty. The department should think about the need for recruitment, particularly from under-represented Utah populations, and how it might be operationalized to better fulfill the goal of meeting the needs of state residents. The department might link some of its very successful certificate programs to undergraduate programs more clearly, encouraging some certificate earners to decide to pursue a full degree. The exciting opportunities to work with Native American communities near Blanding is one potential means of recruiting a more diverse student population.

6.1.4. Undergraduate Minors

ENVS offers minors in Sustainable Systems, shared with the Department of Landscape Architecture, Geography, and Recreation Resource Management. Minors in RRM and GEOG are derivations of the existing majors. Geography Teaching allows students to meet the requirements for a teaching endorsement in Geography in the state of Utah but is now discontinued. The review team suggests that a minor in GIS and spatial analysis (and, perhaps in the future, remote sensing) would attract students to all ENVS programs, but especially GEOG, as well as serving the interests of students in a variety of majors across the campus. This minor could be shared with Watershed Science if the faculty think that is a benefit. Changing the Geography major to more visibly include spatial analysis/GIS would eliminate this need.

6.1.5. The Future of Environmental Education

There is a widespread need for public environmental and scientific literacy, yet Environmental Studies is not usually part of the high school curriculum (Q9). QCNR should seek to play a part in expanding the level of such literacy through degrees, certificates, and Extension programs. It should also seek to increase the diversity of the people it reaches. The Blanding programs and programs in other rural communities are an opportunity to reach diverse and somewhat isolated populations, and should be supported and actively pursued as ways to expand the knowledge of sustainability and threats to it. It is also important to have some positive messages--the sustainable communities outreach at USU-Moab is an important way to reach community members and the public. The majors should offer the students solutions, as well as explaining the processes and impacts of problems, and teach students how to assess the scientific support for those solutions. Natural Resources and related programs are in a unique position to offer methods to approve many environmental problems, and these should be highlighted in environmental education.

6.1.6 Response to the 2013 Review: Undergraduate Education

(Question 1) To what extent has ENVS adequately resolved the issues raised in the 2013 review (Appendix 1)?

Examining the challenges identified in the 2013 review for ENVS undergraduate programs, the strengths identified in the review remain strengths for the majors: commitment to teaching and engaged service learning; RRM program well positioned for continued growth; faculty and instructors accessible; professional advising meets student needs; and distance education and Statewide Campus is a way to engage and recruit new students. Students have opportunities to participate in research through their connections with instructors, and the Undergraduate Research and Creative Opportunities Programs, and to serve as writing fellows as undergraduate teaching fellows. They have a higher employment level than the average for USU, and pursue a variety of careers.

Faculty teaching loads of five courses for two years are very reasonable when compared to like institutions that allocate time for research. The responsibilities of faculty seem fairly allocated: nobody mentioned an unfair teaching expectation to us.

To various degrees, the weaknesses identified in 2013 have been addressed, but there are some that still can be worked on. These include:

- Curriculum review is called for to serve the needs of students and faculty. Consideration remains regarding degree relabeling, reducing course redundancy, streamlining curricula, and developing advising tracks with a greater emphasis on informing students early of career possibilities for the different majors. It was not clear to the review team that a curriculum committee was active at this time, and we concur with the 2013 review that it needs to be.
- The 2013 review suggestion to engage in outcome assessments was formalized in 2016, indicating good classroom performances by the faculty and student mastery or proficiency achieved in topical areas important to each major. Formal assessments should be continued addressing the full range of teaching, mentoring, and student learning.
- Faculty mentoring of undergraduates, and the curriculum review processes, has been formalized and students appreciate this action. Maintenance and refinements of the process require adaptive management. The review team believes that the “message” of enrollment is a matter of program concern that needs to be better delivered to the faculty and incentivized. We note and congratulate ENVS for enrollment increases since 2014, but this trend should be sustained, if not accelerated. The faculty in general should meet with the professional advisors at least once a year for feedback, perhaps as a segment of an annual faculty retreat.
- The technological glitches of distance learning are still an issue and should be addressed; the current pandemic makes that imperative. Utah’s distance learning programs make it uniquely prepared to cope with remote instruction. Further, online degree incentives encourage development of online programs.

In summary, ENVS has made advances in its teaching program since its last review. Further attention is required to several issues. Several alternatives that might be useful in increasing Geography enrollment. Most simple is changing the name to one that is more meaningful to undergraduates. The curricula might be better focused applications of GIS (and remote sensing) to human geography or human-environmental interactions. The curriculum of GEOG should be clearly differentiated from that of ES or perhaps the two should be integrated. Core courses should explicitly connect the two. Consultation with professional advisors is recommended in thinking about how to expand enrollment.

The review team understands that communication about the importance of enrollments is not adequate, and interviewees communicated that course existence, redundancy, and availability is also not well communicated among faculty, advisors, and administrators. Recruiting for a more diverse student population is also recommended, and the programs in Blanding offer a unique opportunity to recruit from the Native American population. Tribes need natural resource skills to steward reservation properties.

While retention rates are good and graduation rates are not bad, the department might assess where students are being lost or failing to progress: are there barrier classes where tutoring or advising might help? What usually causes a failure to graduate?

6.2 Graduate Programs

(Question 7). How can recruitment of talented graduate students be improved?

(Question 9). Similarly, how should ENVS conceptualize the future of Environmental Education and act accordingly?

(Questions 12). How can the many programs within ENVS, especially environmental studies, geography and recreation, be better integrated? Are curricular changes recommended?

6.2.1 Ph.D. Programs

The review team applauds ENVS' organization of their graduate program into an umbrella doctoral degree that can accommodate a diversity of majors—Environment and Society—as the total faculty is similar to that of a small- to medium-sized programs in other institutions that grant one thematic doctoral degree. A unifying theme or curricula for this degree (Q12), called for in the 2013 ENVS review, was not described to the review team other than a set of three introductory core courses. As students are recruited to individual labs, and faculty pursue research in accordance with flexible and changing research associations, an umbrella degree contributes to the “nimbleness” needed to cope with a changing landscape of funding opportunities and theoretical developments. However, having a central identity does not need to be constraining, and may anchor a vision for the program.

Some students expressed an interest in a unifying theme for its graduate pedagogy, a consideration the Department may wish to consider. One such theme for the department to explore is the Social-Ecological/Environmental Systems (SESs), an increasingly common theme for human-environmental programs internationally. A standard pedagogy does not exist for the

integrated science of SESs. If it were adopted, ENVS might explore the pedagogies proposed for sustainability and sustainability science.⁷

In addition, complex environmental problems demand cross-disciplinary capacity. Co-advising of students and shared research projects both contribute to this effort, and should be fostered to the best of the department's ability. Shared lab space can also be part of the picture. (We note that the RRM group is already moving in this direction.)

The program has four core courses: ENVS 6000, 6700, 6800 and 6840. As per other curricula, 6000 and 6700 need to be reviewed for curricular overlap and instructors should be familiar with what is in each course. Consideration should be given to qualitative and quantitative approaches in this arrangement of courses. The review team believes that one of the existing or an added core seminar should focus on Ph.D. students only, fostering in-depth discussion of concept, themes, and research and the exploration of commonalities among the participants. It would allow a greater emphasis on shared learning and discussion, and help to build a cohort of students focused on academic and research-related positions.

ENVS graduate students also have the opportunity to pursue a PhD in *Ecology* through the Ecology Center. Minimal information on this opportunity was provided to the review team.

6.2.2. Masters Programs

The Self-Study comments that the often-overlapping curricula are under review by a faculty committee, but the review team did not hear the outcome. The master's degree programs generally have 3-4 students enrolled each, a level of enrollment that is not unusual for specific natural resource master's programs such as those offered. In some cases, titles for master's degrees are important on the job market; the Department should consider if retitling is warranted. Efficiencies may be gained by uniting the degrees under one umbrella program, but this action may not best serve student needs. It is noteworthy, however, that generally these programs are not expensive to administer as long as there is faculty interest in the programs.

ENVS also supports two college-wide MS. degrees. One of these, the *Master of Natural Resources*, is designed specifically for natural resource professionals returning to school to advance their degree. This program is an important service to the state of Utah. Together with the NEPA and GIS certificate programs (6.3), resource management professionals are well-served by ENVS.

⁷ That for sustainability (Lang, D.J., Wiek, A., Bergmann, M., Stauffacher, M., Martens, P., Moll, P., Swilling, M. and Thomas, C.J., 2012. Transdisciplinary research in sustainability science: practice, principles, and challenges. *Sustainability science*, 7(1), pp.25-43) arguing for a new pedagogy of complexity, uncertainty, co-design and so forth in which integration is key to delivery. That for sustainability science (Clark, William C., and Alicia G. Harley. 2019. Sustainability Science: Towards a Synthesis. Sustainability Science Program Working Paper 2019-01, John F. Kennedy School of Government, Harvard University, Cambridge, MA. <http://nrs.harvard.edu/urn-3:HUL.InstRepos:42574531>) which is less focused pedagogy per se but focused on how SESs can be approached.

6.3. Certificate Programs

ENVS offers several certificate programs, some of which have experienced tremendous growth. The *NEPA Certificate* and the *GIS Certificate* reflect growing demand for programs that contribute to professional development. They could be seen as providing a gateway to some enrollees to graduate and undergraduate degrees, although most certificate enrollees have likely completed their baccalaureate degree.

Significantly to the review team, the *NEPA Certificate* program's success, registered by its 225 enrollees, rests on one faculty member and one post-doctoral staff member who helps administer the courses, grades, and teaches in the program but is paid at an hourly rate and lacks benefits. This successful program deserves better support from USU, and the current post-doctoral post deserves significant improvement in institutional support, and perhaps be converted to a permanent post. Increased support for this program is warranted as it raises the profile of the entire ENVS and QCNR, and there is a sustained need for its certificate. It is also noteworthy that the diverse fields of ENVS, across its multiple degrees, would benefit from the understanding and valuable skills gained from study of NEPA.

Similarly, GIS is an integrative technology for ENVS, supporting social, ecological, and biophysical research. The *GIS Certificate* program is of value to a wide range of professionals, and is growing rapidly in enrollments. The visibility of GIS skills development could also help build the undergraduate GIS program. The growth in GIS-related faculty may enhance opportunities for growth.

The *Natural Resources and Environmental Education Certificate* (Q9) is supported by a single faculty member and is available online. Though it serves a small number of students, it also seems to require only modest program input. The program may prosper if it were more widely promoted for professional development and in Extension programs. The critical issue involves what direction ENVS will take when the lead faculty member retires, a decision that warrants consideration before the retirement takes place. Environmental Education is not part of the regular high school curriculum, so teachers of AP Environmental Science are often not well trained in the topic. This Certificate is of use to them, but to grow enrollment in the certificate program, a clear connection to its role in career advancement or qualification is needed.

Overall, the Department's use of, and success with, online education for certificate programs is impressive. We encourage creative use of them to enhance visibility, bring in funding, and serve state needs.

6.2.3. Response to the 2013 Review: Graduate Education

(Question 1) To what extent has ENVS adequately resolved the issues raised in the 2013 review (Appendix 1)?

Strengths from the last review are still present as noted above. Students find their faculty mentors to be accessible, and have access to multiple laboratories, studios, and field experiences. To this, the review team adds that several facilities are undergoing a substantial upgrade (Section 8),

assisting teaching and research. There is a growing Ph.D. program, increased grant funding and teaching support, and quality of students supported by an increasingly visible and productive faculty. Overall, the challenges identified in the previous review have been reduced.

The program has implemented a graduate admissions committee and a curriculum committee to continue to review the graduate curricula. Developing strategies for student recruitment and reducing curricular redundancy as noted in this section should be among the goals. The IORT program's shared lab for graduate students working on IORT topics constitutes a model the Department should advance for the graduate program at large.

Strong improvements have been made in comradery, collegial support, and social activities for the graduate students. With the exception of RRM faculty, many faculty remain concerned about insecure and scant funding, despite recent increases in sponsored research. The committee observes that enrollment growth can lead to increased graduate support through increased TA funding. Linkages among graduate and undergraduate programs, and increasingly successful certificate programs in policy and GIS, should be better exploited.

In summary, ENVS has created a single Ph.D. degree for the Department and reduced the number of master's degrees. The Ph.D. program's identity is still being formed, but it seems to center on cross-disciplinary work and research on complex environmental programs. A central theme or vision advanced in the core courses will help the program be more coherent. Co-advising and shared labs, and a shared learning/theory seminar for PhD students should be considered. The department should actively review graduate student funding and plan for a limited funding environment that still recruits the students needed for research. The established review committees should help reduce program redundancy and think about ways to increase the coherence of the program and the methods and skills that must go along with research on complex environmental problems. The certificate programs, two of which are heavily enrolled, NEPA and GIS, are an important service to the state. While the NREE program is sparsely enrolled, it fills a need in improving the skills of environmental educators.

6.3 Online Learning and Degrees

(Q13) On a case-by-case basis, broadcast courses are being modified to online delivery. Especially given Utah's State's Statewide Campus system, and the national attention it has earned for online learning, how can ENVS optimize the potential and minimize the shortcomings of courses offered online? Should the Environmental Studies (ES) degree be offered fully online?

The Covid-19 pandemic already has made much of this question moot: the latter half of all 2020 Spring semester courses have been forced to online delivery by virtually every degree granting institution in North America. Regardless of how long the pandemic lasts, this global event has likely accelerated the general trend toward putting as many degree programs online as possible. The question is no longer whether the degree and certificate programs of ENVS should be offered online, but rather how to make its online delivery as effective as possible. It is important to distinguish between the remote education offered under duress with well-planned and

professional online courses; nevertheless, the technological and pedagogical lessons learned in Spring 2020 should contribute to the potential use of distance technologies in the future.

Table 1 indicates that 17 of the 25 courses counting toward an undergraduate degree in Environmental Studies were running online by the Fall of 2019, to which 4 more were added in the Spring of 2020. These 21 online courses cover all 19 course requirements for the degree but one, ENVS 2000. It is noteworthy, however that the USU’s online course offerings observed by the review team have far fewer courses listed than those found in Table 1.

Table 1: ENVS Courses for Environmental Studies B.S. Degree Offered Online

Required Course	Title	Offered online by Fall 2019	Placed online Spring 2020
	<i>Disciplinary Foundation</i>		
ENVS 1350 or BIOL 1010	Intro to Environmental Science Biology and the Citizen	yes yes	
GEOG 1000 or GEO 1110/1115 CHEM 1010 GEO 1360	Physical Geography Physical Geology and Lab Intro Chemistry Planet Earth	no no yes yes	x
ENVS 4020	Foundations of Env. Studies	yes	
GEOG 1300	World Regional Geography	yes	
STAT 1040 or STAT 1045	Intro Statistics Intro State w/ Elements of Algebra	yes yes	
	<i>Professional Coursework</i>		
APEC 1600 or APEC 3012	Nat Res and Am. Economic Institutions Intro Nat Res and Regional Economics	no yes	
ENVS 2000	Nat Res Professional Orientation	no	
ENVS 2340	Natural Resources and Society	no	x
ENVS 3010	Fund Nat Res and Envir Policy	yes	
ENVS 3300	Fund Recreation Res Mgmt	no	x
ENVS 3500	Quant. Assessment Envir/ NR Problems	yes	
ENVS 3600 or PSC 4810	Living With Wildlife Climate and Climate Change	no yes	
ENVS 4000 or ENVS 4110	Human Dim Nat Res Mgmt Human Dim Wildlife Mgmt	yes yes	
ENVS 4700	Communicating Sustainability	no	x
ENVS 5000	Envir non-Profit and Volunteer Mgmt	yes	
GEOG 1800	Intro GIS	yes	
WILD 2200	Ecology of our Changing World	yes	

The comparison to ENVS online courses listed for Spring and Fall semesters for 2020 (available at the course search pages posted online at rcde.usu.edu). Table 1 shows required and elective ES courses not yet offered online by ENVS.

Although almost all courses have been prepared for online delivery, offering the ES degree online may still require a substantial amount of work to optimize the course content. The review team did not review the syllabi for these courses, so it is difficult for us to offer any insight as to

how to maximize the “potential” and “minimize the shortcomings” of online courses. The ES faculty best understand the difficult portions of each course, while the course designers at USU’s Center for Innovative Design and Instruction (CIDI) are current on best practices for course offerings of all types (e.g., lecture, lecture/lab, field). Summer courses, a camp, or short-courses might complement online classes to provide field courses that are essential to environmental studies.

A desire to have the ES degree online was strongly expressed by Kristian Olsen (administration), and would be especially attractive to Native American students at the Blanding campus. To this end, ENVS 2000 needs to be added online. A fully online degree should increase the number of ENVS undergraduates and allow the department, college, and university to meet the needs of an underserved population. It would also allow greater access for rural community members across the state.

In summary, ENVS move toward a fully online ES degree should improve its enrollments, especially at remote campuses, and enhance its commitment to USU’s goals by enlarging its course offerings and degrees online. ENVS listing of online courses should be consistent with those present on the USU’s web.

7. EXTENSION

The committee met with ENVS Extension faculty, as well as the Vice-President for Agriculture and USU Extension Director, Ken White. VP White, detailed ENVS Extension program and expressed strong satisfaction with its activities and accomplishments. He acknowledged that a traditional “community-centric” approach to extension programming was not appropriate for all those with extension appointments, and he embraced the “agency-centric” approach adopted by some ENVS Extension faculty.

USU Extension was recently reorganized into three departments: Home and Community, Agriculture and Natural Resources, and Youth Programs. ENVS Extension programming is under the Agriculture and Natural Resources (ANR) umbrella. In our discussion with ENVS Extension faculty, they noted that the bulk of the ANR Extension Specialists are focused on production agriculture, small/beginning farmers and ranchers, and urban agriculture. ENVS Specialists have raised the question as to whether the new structure appropriately serves their needs.

Related to the structure of Extension, Natural Resources specialists perceive themselves as somewhat disconnected from Extension in general. There is little contact between ENVS specialists and the Director, Associate Director, and the marketing arm of Extension. In short, though the ENVS Chair has regular discussions with Extension administrators, ENVS faculty members remain uncertain about how their work is viewed by upper level Extension administration. This perception, of course, is at odds with the very positive and supportive comments heard from VP White. It is clear that improved faculty-administrative communication is desirable, and would be appreciated by this group.

In summary, attention should be given to ameliorating faculty member concerns about its agency-centric approach within ANR and to conveying the administration's appreciation for ENVS extension.

8. INTEGRATED PROGRAMS ACROSS CAMPUSES

(Q14) By August 2020, ENVS will have three faculty in southeast Utah – Drs. Freimund and McCann in Moab and a new hire in Blanding. What new opportunities does this present?

ENVS has a nice mix of faculty located at USU's Blanding and Moab campuses. Friemund arrives at a globally-renowned recreation hub with nearly two decades of academic experience, while McCann has successfully established a thriving Extension/teaching program focused on sustainable micro-level environmental projects. Ovando-Montejo, to be posted at the Blanding campus, is a newly-minted academic, but he will benefit from having departmental colleagues in nearby Moab and increasingly strong institutional support for USU's statewide campus system, both locally and from Logan. In addition, Ovando-Montejo will be involved in online GIS courses, with an objective as well to engage Native Americans at the Blanding campus to engage in GIS. Further, faculty now report directly to the head of the academic unit with which they are affiliated, as opposed to regional campus administrators. The challenges associated with academic "isolation", as experienced by former ENVS faculty posted to USU's southeastern campuses, would seem to have been mitigated substantially in recent years, and role models for success can now be found.

With respect to the opportunities presented by the Blanding and Moab faculty, we have already addressed a portion of this question in Section 5 (Research) of this document, where our response focused on the RRM portion of the department. There we highlighted the possibility to exploit proximity to federal public lands management personnel for research funding and graduate education.

The Blanding and Moab campuses offer the opportunity to expand the number of ENVS undergraduate majors and to serve an underrepresented population, namely, the abundant Native American population of southeastern Utah. In particular, the ES degree addresses environmental issues of concern to those who live in southeastern Utah.

In summary, the cross campuses' activities of ENVS appear poised for major enhancements; attention to them should be given to ensure that the enhancements will meet the fruition that ENVS and USU seek.

9. FACILITIES AND EQUIPMENT

Less attention about facilities and equipment was given to the review team compared to other parts of the review process. A brief tour of facility renovations by the team leads to two observations. The new GIS teaching lab is particularly impressive – state of the art – as is the remote sensing facility.

IORT has unified spaces allowing a multidisciplinary mix of graduate students engaged in IORT projects to work in proximity, potentially increasing interactions among its occupants. The remainder of the graduate students appear to have space associated with their mentor. The review team suggests that a graduate student shared space akin to the IORT spaces be developed for all graduate students in ENVS, facilitating interaction among the various research interests and projects of the department.

APPENDIX:

Key Questions Posed to the Review Team

1. To what extent has ENVIS adequately resolved the issues raised in the 2013 review (Appendix 1)?
2. What have been the impacts on ENVIS of the 2015 Adaptive Management Strategy (Appendix 2) and its implementation?
3. The 2015 Strategy emphasizes bolstering quantitative methodologies such as social-ecological modeling and GIS. ENVIS has hired Stefani Crabtree in social-ecological modeling and Mariya Shcheglovitova in geospatial science. QCNR started a certificate in GIS in 2017 with a GIS Consortium Director (Alan Kasprak) hired in 2019. What additional steps can and should ENVIS take to further the emphasis in the 2015 Strategy on sophisticated utilization of data?
4. What areas of expertise should be identified for the next few upcoming faculty lines? How can these hires synergize with and complement existing strengths in ENVIS and QCNR?
5. What areas of research in environmental social science represent emerging opportunities for new and continuing ENVIS faculty in a period of uncertainty in Federal research funding?
6. In the wake of the departures of Drs. Baggio, Burchfield, and Schild how can ENVIS improve retention of talented assistant professors, including addressing factors outside the department's direct control?
7. How can recruitment of talented graduate students be improved?
8. ENVIS has a strong tradition in the social science of range management based on the efforts of two senior Professors (Brunson and Coppock). How should ENVIS conceptualize the future of range management and act accordingly?
9. Similarly, how should ENVIS conceptualize the future of Environmental Education and act accordingly?
10. With the recent hires of Zach Miller and Wayne Freimund, adding to Chris Monz and Jordan Smith, where does the Recreation Resource Management program in ENVIS stand in comparison to the top programs nationally? What would take this strong program to national prominence?
11. Given that ENVIS has strong faculty in Geography, why is Geography lagging in majors and how can it be invigorated?
12. How can the many programs within ENVIS, especially environmental studies, geography and recreation, be better integrated? Are curricular changes recommended?
13. On a case-by-case basis, broadcast courses are being modified to online delivery. Especially given Utah's State's Statewide Campus system, and the national attention it has earned for online learning, how can ENVIS optimize the potential and minimize the shortcomings of courses offered online? Should the environmental studies degree be offered fully online?
14. By August 2020, ENVIS will have three faculty in southeast Utah – Drs. Freimund and McCann in Moab and a new hire in Blanding. What new opportunities does this present?

INSTITUTION'S RESPONSE

We would like to thank the highly qualified review team for their time, talent and professionalism in conducting a thorough and insightful review of the Department of Environment and Society.

Assessment of the Department's Performance

ENVS has taken major steps to reorganize and strengthen its capacity to serve its degree granting role and its national standing among environment and society programs nationwide.

We agree, as supported by evidence presented in the self-study.

Analysis of the number and quality of departmental publications revealed strong upward trends. Contributors include both senior and junior faculty members, and members of all research groups. ENVS has achieved an unmistakable improvement in this output measure.

We agree, as supported by data presented in the self-study and the analysis conducted by the review team.

ENVS has created a single Ph.D. degree for the Department and reduced the number of master's degrees. Though the three master's degrees are small, they serve a professional education purpose of use to the state and the public lands agencies that manage much of Utah. The certificate programs, two of which are heavily enrolled, NEPA and GIS, are an important service to the state, while NREE contributes to improved environmental education.

We agree, as supported by data presented in the self-study.

Specific Recommendations

General Topics

ENVS should continue to sharpen its identity across environmental studies, recreational management, and geography with the aim of cohering and enhancing unit-wide visibility nationally.

Attention is required for junior faculty retention and graduate student recruitment, both of which may be enhanced by increasing cohorts of shared research interests.

Attention to staff appreciation and salaries is recommended.

We strongly agree with these recommendations. ENVS has recruited a Strategic Planning Committee that will work through the 2020-21 academic year to develop a department-wide consensus on how the recent rise of recreation management can serve as a model for environmental studies and geography/GIS, where ENVS has recruited quality faculty, but emergent themes capable of gaining national visibility are still evolving. With respect to junior faculty retention and staff appreciation, ENVS is considering rolling one faculty line into merit pay raises with retention as a leading objective.

Future faculty expertise should follow ENVS refined identity and research cohort goals. GIS and remote sensing constitute one expertise to consider.

ENVS enjoys a well-deserved international reputation for its range management research. In preparing for the future, it should consider how modern range science fits within the broader field of Environmental Studies. In particular, Utah and other states in the mountain west are

public land states, and future programmatic decisions should consider research questions and funding opportunities relevant to the region.

Applied geographic information science (GIS) or geospatial analysis is a research and teaching theme to which QCNR is committed with ENVS as the lead department within the college and Utah State University. Whether through reassignment of faculty within the college or future faculty hires, ENVS is keen on strengthening this area, especially in the specialty of remote sensing of the environment. QCNR's commitment to range management, however, is focused within the Wildland Resources Department and it is not anticipated that ENVS will retain this area of expertise after the retirement of key faculty.

Research

If the department seeks “national status” for recreation and resource management portion of the program, we recommend that ENVS identify similar units across the country and develop a set of metrics against which to gauge progress. ENVS may also wish to seek accreditation by an organization such as COAPRT.

Faculty in recreation resources management (RRM) are in concurrence that COAPRT accreditation is not the correct avenue to pursue because of its alignment with traditional “parks and recreation” programs. In contrast, the strength of the RRM program in ENVS is its alignment with College of Natural Resources themes such as geospatial analysis, ecosystem services, and federal land policy and management. Under strategic planning, however, ENVS will investigate how its recent emergence aligns with other leading North American outdoor recreation programs as it defines the niche in which it is unsurpassed.

Undergraduate Education

Undergraduate students reported a high degree of overlap among three core courses (ENVS 2340, 4000, and 4700). ENVS should review the content of these courses to remove the “excessive similarity” and identify new content for the core.

In 2019, ENVS 2340 was re-envisioned to emphasize sustainable use of economic resources such as land, water and energy rather than public land use, thus reducing curricular overlap. Additionally, ENVS 3330: Natural Resources and Society was eliminated in 2018 to facilitate a revised environmental studies curriculum emphasizing skills such as GIS, data analysis, communication and nonprofit management.

More faculty buy-in for increasing enrollments is desirable if this is an administrative goal. Higher enrollments will bring in more SCH-incentive funds to support grad students, for example.

The role of the “funding model” established four years ago, where departments receive an annual bonus for enrollments beyond a base level, has been thoroughly discussed with faculty, though not necessarily with new and incoming faculty. Substantial increases in SCHs have provided funds to multiply the ENVS teaching assistant program, thus expanding the opportunity for faculty lacking research grant funds to recruit high-quality graduate students, while also receiving needed assistance in courses with enrollments exceeding about fifty.

Graduating seniors currently on the job market expressed a desire for more science courses, such as those offered by WATS and WILD.

Agreed. Advising within the Environmental Studies major will be revised accordingly. Also, with the new hire in USU-Blanding, ENVS is developing an Environmental Studies emphasis in land management.

With 1.4 teaching FTE, the RRM teaching program relies heavily upon non-tenure track positions to deliver its courses.

The Institute of Outdoor recreation and Tourism has highly qualified staff and graduate students with completed or nearly completed PhDs that have taught one or two introductory RRM courses with high performance indicators from students. This is a synergistic practice that ENVS plans to continue.

ENVS delivers two popular certificate programs. Limited programmatic support for the NEPA certificate, the most popular of the programs, places this certificate program at high risk. The program has attained a national reputation even as it has been operated on a shoestring; the program is worthy of a greater institutional commitment.

We agree with the positive assessment of this program. ENVS has identified a long-term leader for the NEPA program whose position will be reconfigured from an hourly post-doc to a salaried Faculty.

There should be better coordination of the curricula in the three majors, including making them more distinct and reducing redundancy.

The Geography major needs to take more advantage of its spatial/GIS programs and teaching. Naming the major so that this component is clear may attract more students. A new vision for the major might integrate the two components of human-environment interactions and spatial analysis.

Currently, the Geography major is lagging in enrollment and frequently loses majors to environmental studies among students with broad environment and society interests. Renaming the major with a renewed emphasis on the technical aspects of Geography – GIS and remote sensing – will focus this major on development of skills in high demand in the job market.

Graduate Education

The Ph.D. program's identity is still being formed. A central theme or vision advanced in the core courses will help the program be more coherent. Co-advising and shared labs, and a shared learning/theory seminar for PhD students should be encouraged.

We agree. In spring semester 2020, ENVS adopted a revised curriculum for incoming graduate students that includes a series of one SCH courses in orientation, philosophy of science and methodology, with additional theoretical and methodological requirements. Post-pandemic, ENVS has plans to re-orient graduate student lab space to create larger shared labs (e.g. BNR 212/214) with the potential to generate the dynamism evident in the shared IORT lab.

The department should actively plan for a limited graduate student funding environment that still recruits the students needed for research.

In addition to an emphasis on graduate research assistants in research proposal budgeting, ENVS will continue to pursue research assistantships through start-up packages for incoming faculty, and teaching assistantships through the funding model.

Review committees should help reduce program redundancy and think about ways to increase the coherence of the program and the methods and skills that must go along with research on complex environmental problems.

In the 2020-21 academic year, the Strategic Planning Committee will re-examine these issues in the interaction of degree program curricula.

Extension

Discussions with Extension faculty revealed some unease with how their work was assessed by USU Extension administrators. Better administrative-faculty communication could alleviate some of this concern. However, the current structure of Extension departments--with Natural Resource Extension Specialists included as a small part of the much larger group of Specialists addressing the need of production agriculture--also contributes to this perception. Despite having recently reorganized into three departments, USU Extension may wish to consider a fourth group of Natural Resource Extension Specialists.

The QCNR Dean will take up this issue with Extension administrators.

Statewide Campuses

ENVS will have three faculty posted at two of USU's campuses in southeastern Utah. The review committee believes the department can use this foothold to (1) increase funding, student numbers, and research output in the RRM program, (2) increase the number of ES majors, and (3) establish a strong relationship with the underserved Native American population in southeastern Utah.

We agree. ENVS made excellent hires in 2020 to empower the pursuit of these goals, including a prominent hire in recreation at USU-Moab and a new hire in environmental studies and GIS at USU-Blanding that is Native American and experienced in issues such as land rights. It should be pointed out that while Dr. McCann is administratively-based at USU-Logan, her physical presence in Moab and experience at USU is important in generating a critical mass of ENVS faculty in southeast Utah. This is an important opportunity that will be taken up in strategic planning.

ACTION AGENDA

1. Academic Proposals
 - a. College of Agriculture and Applied Sciences, Department of Aviation and Technical Education proposes offering a Bachelor of Science Degree in Aviation Technology-Aviation Management
 - b. College of Humanities and Social Sciences, Department of Languages, Philosophy and Communication Studies proposes restructuring the department which will result in two departments; specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy
2. Authorization to Organize a Nonprofit Foundation and Enter into a Nontraditional Arrangement for Development of the Moab Academic Building
3. Proposed Ground Lease with Davis County for Agricultural Heritage Center
4. Real Property Acquisition
5. Request to Approve Non-State Funded Capital Development Projects
6. Utah State University 2020-21 Budgets

16 October 2020

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science Degree in Aviation Technology-Aviation Management.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science Degree in Aviation Technology-Aviation Management.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Bachelor of Science Degree in Aviation Technology-Aviation Management in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Bachelor of Science Degree in Aviation Technology-Aviation Management, and

WHEREAS, The proposal will enable students to be more employable in new emerging technologies in unmanned aerial systems, 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 the proposal to offer a Bachelor of Science Degree in Aviation Technology-Aviation Management in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

**Utah System of Higher Education
Utah State University
New Academic Program Proposal**

Institution Submitting Request: Utah State University

Proposed Program Title: Aviation Technology – Aviation Management

- Unmanned Aerial Systems emphasis
- Aviation Operations emphasis

Program Type: BS

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Aviation and Technical Education

Classification of Instructional Program Code: 490101

Min/Max Credit Hours Required to Earn Degree: 120 / 120

Proposed Beginning Term: Spring 2021

University Curriculum Committee Approval Date:

Institutional Board of Trustees' Approval Date:

Utah System of Higher Education Program Description – Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree:

Aviation Technology – Aviation Management

Effective Spring 2021

This program was approved by the institutional Board of Trustees on _____.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Bachelor of Science in Aviation Technology – Aviation Management prepares graduates for many different careers in the aviation profession. Career opportunities in public and private sectors include airlines, airports, military and general aviation, federal agencies and self-employment opportunities. Specific jobs related to an Aviation Management degree include airline operations, airport management, aviation research, marketing, education, safety operations, air traffic control, airline cabin operations, airline dispatch, project management, unmanned aerial systems (UAS) and emerging related fields. Program delivery will include specific training and education for Federal Aviation Administration (FAA) certifications and the knowledge and skills required for industry requirements.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

This new degree supports the mission of Utah State University by delivering graduates that are employed locally and across the nation to meet industry needs in aviation technology. The growing aviation program has expanded to Eastern Utah in support of the land-grant mission, and the change in degree will enable students to be more employable in new emerging technologies in unmanned aerial systems. The aviation program has formal, and informal relationships with SkyWest Airlines, Envoy Air, Republic, Delta Tech Ops, and other local and national employers in the aviation industry requiring specific certifications and experience for employment. This proposed major includes two emphasis areas – Unmanned Aerial Systems; and Aviation Operations.

The aviation program is focused on providing student-centered learning and discovery through focused degrees with learning and discovery in hands-on laboratory experiences on the ground and in the air. As a degree utilizing science, technology, engineering and math (STEM) as the core of its program, students engage with emerging technology, interact with industry professionals and practice the skills required for job placement. Students graduate prepared to contribute to the aviation industry and, through interaction with international students and instructors, prepared for the global market representing diversity of thought and culture and prepared with the education necessary for leadership roles in industry.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

Utah State University has offered aviation courses since 1939, over 80 years of providing formal training for aviation professions. The aviation program currently offers an AAS, BS and MAS degrees, as well as a minor in small UAS. With Westminster College closing their aviation programs, and Salt Lake Community College offering only a maintenance program, there is a need for an Aviation Management degree in Utah. The rapidly emerging field of unmanned systems justifies a separate emphasis area in a new degree. Over 480 students have taken UAS courses within the minor offering in the past two years, with nearly 50 entering or completing the new minor. Other departments and programs at USU have requested additional courses in UAS technologies, such as geospatial information systems, which can be incorporated into this new degree. Combining these into a new degree is the logical solution to achieve all three goals.

The addition of this degree program to aviation will provide opportunities for students pursuing careers in the aviation industry outside of our current focus on becoming a commercial pilot and maintenance technician/manager. The department currently offers bachelor's degrees focused on becoming FAA certified commercial pilots, and FAA certified maintenance professionals. The Aviation Management core courses will utilize the majority of existing aviation program courses. The Aviation Operations emphasis will rely upon existing relationships to interdisciplinary courses in business, environmental science and technical communications. The new emphasis area of UAS will incorporate the existing UAS Minor courses. The northern Utah region will greatly benefit from this program and provide students who are ready to enter industry with the only program of its kind in the region. There is not an existing UAS degree in Idaho, Nevada, Utah, Colorado or Wyoming.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

Utah Valley University recently provided the following evidence for the need for aviation management degrees in the change from Aviation Administration to Aviation Management Degree:

"The US Bureau of Labor Statistics (BLS) employment forecasts for technical positions in aviation anticipate an annual growth rate of 12-13%. A series of studies by the Federal Aviation Administration in 2011 titled 'The Economic Impact of Civil Aviation' found civil aviation contributes ten million jobs and \$1.3 trillion in economic activity, representing 5.2 percent of the US GDP. In Utah, the estimated 106,385 aviation related jobs and \$11.3 billion economic activity account for 6.5 percent of jobs and 5.7 percent of GDP respectively, placing Utah sixth highest in the US for both categories in the contiguous 48 states with four of the top five states in these categories all in the region (Nevada, Washington, Colorado and Arizona)."

USU identifies the CIP Code 490101 for the new degree: a program that focuses on the general study of aviation and the aviation industry, including in-flight and ground support operations. There is not a specific CIP Code for UAS operations.

The expected growth in the state of Utah for aviation management over ten years is 25-30%, according to long-term Bureau of Labor Statistics, with a median expected wage range of \$71,030-\$73,510, which is over twice the median wage of

\$35,010 in the state of Utah. This growth represents 737 positions every year, with UVU as the only other in-state program current offering a similar degree. Without this new degree option, industry would be forced to source these new positions from outside of the state.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

A USU student survey conducted in 2016 resulted in many students interested in a new degree in UAS. Based upon research of current programs in the nation, five specific UAS courses were created in preparation for students to enter the career field. These courses include design, controls, sensors, aerial photography and advanced design. The first step of creating a new UAS Minor has validated the justification of drone courses at USU. Since the small UAS Minor inception over the past four semesters, 487 students have enrolled in drone courses, and 271 have completed the FAA Remote Pilot Certification with a 99.5% pass rate. Students were mainly enrolled from areas outside of aviation, including landscape architecture, natural resources, business and journalism, with several graduate students also taking courses.

The Professional Pilot Program has seen enrollment double from 160 in 2014 to 360 in 2019. The department is poised to continue providing opportunities for students, with the anticipated growth of over 100,000 jobs in UAS over the next 10 years. Student interest has resulted in the creation of a new Droneworx club, and students have already been employed by Aggie Air at USU and by Amazon Prime Air as test pilots. USU will be primed to recruit and graduate 25 students a year with the potential to have over 100 students in the major in four years.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There is one other similar active program in USHE that recently changed from an Aviation Administration to Aviation Management degree in Utah: UVU in 2019. Westminster had only seven graduates from their program in 2018 and is closing its program in spring of 2020. USU has seen the enrollment of its aviation degree-seeking students double, not including the drone minor enrollments. SUU has a related degree, Bachelor of Interdisciplinary Studies, which has a management track in the school of business, but does not focus upon UAS.

This new degree will create a path for students to enter a new emerging market of careers, with the specific skills and broad aviation foundation marketable right after graduation. While the new program will have an option for Aviation Management, similar to the new emphasis area at UVU, the program at USU will have different electives and prepare a stackable degree for the Master of Aviation Science degree at USU, one of only two aviation graduate programs in Utah, Arizona, Colorado, Nevada, Idaho, and Montana—the other being Metro State University in Denver.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policy315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

USU has discussed this program with representatives from other USHE aviation programs and has found no conflicts with other schools as this degree program is unique. There is no other BS degree with a UAS focus in any Utah schools. The new degree will not have any adverse effects on other programs across the USHE system.

USU is using existing courses in the department, including courses in the extremely successful UAS Minor. The Aviation Management degrees at USU, and UVU, follow similar degree paths that both utilize the majority of their existing aviation degree courses already in their catalogs, and industry and market demands allow for both institutions to graduate students with a similar degree.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

USU has an aviation industry advisory committee which provided input to the proposal to create an aviation management degree with emphasis areas in Aviation Operations and UAS. The committee approved the idea of an aviation management degree in 2016 and supported the new drone degree proposal. The aviation curriculum committee met to review course proposals and a sub-committee was created to create specific courses and objectives. External consultants were utilized from Aggie Air, Wookie Drone and University Aviation Association professionals to further develop the program proposal. Aggie Air, external to the Aviation program but internal to USU, contributed Dr. Cal Coopmans and Nate Hoffer, as well as their director, Dr. Mac McKee. These individuals provided input to the overall program and course flow to include a proposal to first implement a drone minor prior to the full degree to validate and justify the new degree. Members of the industry advisory committee included Jessica Hines from Envoy Air; Tom Davis and Daryl Stahl from Skywest (all USU aviation program alumni), Dave Teggin from the Salt Lake Airport (airport manager) and Richard Jeffs from the FAA. The advisory committee was presented with the update for the program in 2019. The need for other aviation professionals besides pilots and maintenance technicians was emphasized by the SkyWest Chief Pilot in 2019 when he presented the new Cadet Program for our students. Dave Teggin has already offered internships with the Salt Lake Airport as Westminster will no longer have students to fulfill those requirements starting summer of 2020. There is no anticipated separate accreditation for this new degree at this time.

Section IV: Program Details Graduation

Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The proposed degree requires 120 credit hours from the following areas: general education courses, 32 credits; university electives, 12 credits; aviation core credits, 13 credits; aviation directed courses, 18 credits; and major emphasis area, 45 credits.

Admission Requirements

List admission requirements specific to the proposed program.

The degree will require the standard aviation program entrance requirements: admitted freshmen in good standing to USU and a 2.5 GPA for transfer from other programs at USU or from other institutions.

Curriculum and Degree Map
Program Curriculum:

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree. For variable credits, please enter the minimum value in the table for credit hours. Explain variable credit in detail as well as any additional information, in the narrative section below the table.

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Introduction to Writing: Academic Prose (CL1)	3
ENGL 2010		Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3
PHYS 1800		Physics of Technology (BPS)	4
MATH 1050		College Algebra (QL)	4
PSY 1010		General Psychology (BSS)	3
BAI			3
BCA			3
BLS			3
BHU			3
DHA			3
General Education subtotal:			32
Required Courses			
AV 1100		The Aviation Profession	1
AV 1130		Flight Principles	3
AV 3010		National Airspace, Air Traffic Control, and Airport Administration	3
AV 3120		Aviation Law	3
AV 4280		Aviation Management	3
AV 4300		History of Aviation in America	3
AV 4490		Human Factors in Aviation Safety	3
PSC 2040		Aviation Weather	3
ASTE 3050		Technical and Professional Communications Principles (CI)	3
Core subtotal			25
For Aviation Operations emphasis			
AV 2330		Private Pilot Ground School	4
AV 2520		Instrument Pilot Ground School	4
AV 2400		Commercial Ground School	2
AV 5500		Airline Transport Pilot (ATP) Ground School (QI)	4
AV 2160		Aircraft Systems for the Professional Pilot	3
AV 4710		Crew Resource Management (CI)	3

AV 5130	X	Airport Management	3
		Required Course Credit Hour subtotal: Aviation Management – Aviation Operations emphasis	48
		<i>For Unmanned Aerial Systems emphasis</i>	
AV 3500		Introduction to Unmanned Aerial Systems	3
AV 3510		UAS Design, Construction, and Maintenance	3
AV 3520		UAS Sensors, Guidance and Control	3
AV 3535	X	UAS Flight Lab	1-3
AV 3550		UAS Advanced Design & Construction	3
AV 3560		UAS Aerial Photography	3
AV 4660		Flight Senior Project (CI)	3
TEE 2300		Electronic Fundamentals (QI)	4
		Required Course Credit Hour subtotal: Aviation Management – Unmanned Aerial Systems emphasis	48-50
		Required Course Credit Hour subtotal	80-82
Recommended Designated Elective Courses (select a minimum of 18 credits from list below)			
BUSN 1010		Business Principles	3
BUSN 1111		Introduction to Accounting	3
ENVS 1350		Introduction to Environmental Science (BLS)	3
BUSN 2010		Accounting II	3
HDFS 3350		Family Finance (DSS)	3
JCOM 2300		Introduction to Public Relations	3
MGT 3250		Managing Human Capital	2
MGT 3700		Operations Management	2-3
MSLE 3110		Managing Organizations and People (DSS)	3
MSLE 3710		Leading Teams	2
MSLE 3250		Intro to Human Resource Management	3
MGT 3810		Employment Law for Human Resource Professionals	3
MSLE 3800		Leadership	2
ASTE 3100		Personal and Team Leadership	3
AV 3900		Aviation Independent Study	1-3
CMST 1020		Public Speaking (BHU)	3
PUBH 3310		Occupational Health and Safety	3
CMST 2110		Interpersonal Communication (BHU/HR)	3
		Elective Credit Hour Subtotal: Aviation Operations Emphasis	40
		Elective Credit Hour Subtotal: Unmanned Aerial Systems Operations	38-40
Curriculum Total			120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

This major and the associated curriculum are an outgrowth of our existing aviation programs. We have designed the major and two emphases with guidance from our advisory board and with student input from our existing programs. We are proposing the development of two new courses to augment the emphases. An upper-division Airport Management course is proposed in the senior year of the Aviation Operations emphasis and a UAS Flight Lab course is proposed for the UAS emphasis. The Flight Lab course will be designed as repeatable with variable credits to allow for experiences related to different UAS platforms.

Degree Map:

Provide a degree map for proposed program. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, pre-requisites, and semester hours.

Aviation Management – Aviation Operations Emphasis

Fall of First Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 1100	The Aviation Profession		1
AV 1130	Flight Principles		3
BAI			3
BCA			3
MATH 1050 or QL course	College Algebra (QL)		4
Elective			1
	Semester total:		15
Spring of First Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 2330	Private Pilot Ground School	Admission to aviation program	4
ENGL 1010	Introduction to Writing: Academic Prose (CL1)		3
MATH 1060	Trigonometry		2
PSC 2040	Aviation Weather		3
TEE 2300	Electronic Fundamentals (QI)	Any QL course	4
	Semester total:		16

Fall of Second Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 2400	Commercial Ground School	AV 2330	2
BHU			3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	CL1	3
ENVS 1350	Introduction to Environmental Science (BLS)		3
Elective			4
	Semester total:		15
Spring of Second Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 2520	Instrument Pilot Ground School	AV 2400	4
AV 2160	Aircraft Systems for the Professional Pilot		3
PHYS 1800	Physics of Technology (BPS)		4
BSS			3
	Semester total:		14
Fall of Third Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
ASTE 3050	Technical and Professional Communications (CI)	CL2	3
AV 3010	National Airspace, Air Traffic Control, and Airport Administration	Major admission and 40 credit hours completed	3
AV 3120	Aviation Law	Major admission and 40 credit hours completed	3
Elective			6
	Semester total:		15

Spring of Third Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 4710	Crew Resource Management (CI)	AV 1100, AV 2330, ENGL 2010	3
AV 4280	Aviation Management		3
AV 4300	History of Aviation in America	40 credit hours completed	3
Elective			6
	Semester total:		15
Fall of Fourth Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 4490	Human Factors in Aviation Safety	Major admission and 40 credit hours completed	3
AV 5500	Airline Transport Pilot (ATP) Ground School (QI)	60 credit hours completed	4
MSLE 3110	Managing Organizations and People (DSS)	40 credit hours completed	3
Elective	Upper Division Directed Elect		3
Elective			2
	Semester total:		15
Spring of Fourth Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 4720	Aviation Safety and Security (CI)		3
AV 5130	Airport Management		3
DHA			3
Elective	Upper-Division Directed Elective		6
	Semester total:		15
	DEGREE TOTAL:		120

Aviation Management – Unmanned Aerial Systems Emphasis

Fall of First Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 1100	The Aviation Profession		1
AV 1130	Flight Principles		3
AV 2330	Private Pilot Ground School		4
ENGL 1010	Introduction to Writing: Academic Prose (CL1)		3
MATH 1050 or QL course	College Algebra (QL)		4
	Semester total:		15
Spring of First Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
BAI			3
AV 2520	Instrument Pilot Ground School		4
ENVS 1350	Introduction to Environmental Science (BLS)		3
MATH 1060	Trigonometry		2
BUSN 1111	Introduction to Accounting		3
	Semester total:		15
Fall of Second Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
JCOMM 2300	Introduction to Public Relations		3
PSC 2040	Aviation Weather		3
ENGL 2010	Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	CL1	3
BUSN 2010	Accounting II		3
BHU			3
	Semester total:		15
Spring of Second Year (Course Prefix and Number)	Course Title		Credit Hours

AV 2160	Aircraft Systems for the Professional Pilot		3
AV 2400	Commercial Ground School		2
PHYS 1800	Physics of Technology (BPS)		4
BUSN 1010	Business Principles		3
ELECT			3
	Semester total:		15
Fall of Third Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
ASTE 3050	Technical and Professional Communications Principles (CI)	CL2	3
AV 3010	National Airspace, Air Traffic Control, and Airport Administration	Major admission and 40 credit hours completed	3
AV 3500	Introduction to Unmanned Aerial Systems		3
AV 3510	UAS: Design, Construction & Maintenance	AV 3500 (or concurrent) and remote pilot certificate with instructor approval	3
DHA			3
	Semester total:		15

Spring of Third Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 3520	UAS: Sensors, Guidance and Control	AV 3500 and Instructor approval with a Part 107 Remote Pilot Certificate	3
AV 3560	UAS Aerial Photography	AV 3500, AV 3505 and instructor approval with part 107 remote pilot certificate	3
AV 3120	Aviation Law	Major admission and 40 credit hours completed	3
AV 3550	UAS Advanced Design & Construction	AV 3500, and instructor approval with Part 107 remote pilot license	3
Elective			3
	Semester total:		15
Fall of Fourth Year (Course Prefix and Number)	Course Title	Prerequisite	Credit Hours
AV 5130	Airport Management		3
AV 4710	Crew Resource Management (CI)	AV 1100, AV 2330, ENGL 2010	3
AV 3535	UAS Flight Lab		3
AV 4490	Human Factors in Aviation Safety	Major admission and 40 credit hours completed	3
AV 4280	Aviation Management	Major admission and	3

		40 credit hours completed	
	Semester total:		15

Spring of Fourth Year (Course Prefix and Number)	Course Title		Credit Hours
AV 5500	Airline Transport Pilot (ATP) Ground School (QI)	AV 2540, AV 2670 and 60 credit hours	4
AV 4300	History of Aviation in America	40 credit hours completed	3
AV 4660	Flight Senior Project (CI)	60 credit hours completed	3
Elective			4
	Semester total:		14
	DEGREE TOTAL:		120

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Utah State University recently created a new department to focus upon aviation and technical education. The new department encompasses the Aviation program, stackable programs (General Technology AAS and Technology Systems BS) and the Career and Technical Education (CTE) program areas primarily concentrated in Southeast Utah. This new degree option will augment the growth of the aviation program.

The new emphasis areas of Unmanned Aerial Systems and Aviation Operations will expand on the current UAS minor and existing coursework with existing faculty, staff, and adjunct instructors. Two new courses may require adjustment of current course assignments and the addition of additional adjunct instructors as the degree matures. There will be no degradation of existing courses or programs in the aviation department with the addition of this new degree.

Both of these emphasis areas are designed for face-to-face courses and will utilize current CANVAS and university facilities. Although not required, future dedicated UAS lab space has been requested to enhance current and future course offerings. The current UAS minor utilizes two undergraduate flight lab assistants.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty.

The Aviation program currently has seven full-time faculty holding FAA credentials of Airline Transport Pilot, Commercial Pilot, Certified Flight Instructor Instrument, Airframe and Powerplant Certificate and Remote Pilot Certificate. Academic

credentials include a PhD candidate, Master of Aviation Science, MS and BS degrees in Aviation. The drone program currently relies heavily upon adjunct instructors and a new faculty position has been requested by CAAS in Spring 2020 to support the UAS area. The drone minor had 138 enrollments in Fall 2019 and the new major is expected to enroll 15 students the first year and 25 additional students the second year. All aviation faculty members receive the same support and training from the Center for Innovation, Design and Instruction (CIDI), as well as invitations to attend our annual conferences, monthly workshops and seminars.

Part I. Department Faculty/Staff

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

	# Tenured	# Tenure -Track	# Non - Tenure
Faculty: Full Time with Doctorate	1	0	0
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters	0	0	4
Faculty: Part Time with Masters	0	0	1
Faculty: Full Time with Baccalaureate	0	0	2
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants	0	0	2
Staff: Full Time	0	0	1
Staff: Part Time	0	0	2

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						
Andreas	Wesemann	Other	MAS	Embry-Riddle Aeronautical University	30	Professional Practice
Randy	Chesley	Other	B.S.	Utah State University	10	Professional Practice
Matt	Bunnell	Other	M.S.	Utah State University	20	Professional Practice
Kent	King	Other	MAS.	Utah State University	10	Professional Practice
Christopher	Bracken	Other	B.S.	Utah State University	20	Professional Practice
Miller	Bruce	T	PhD	Iowa State University	20	

Mikhail	Maxfield	Other	MAS	Utah State University	20	Professional Practice
Part Time Faculty						

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 Financial Table Below.

	# 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					
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	0	0	1	Aviation Degree with FAA Credentials; UAS Experience	100
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The current support staff for the new division will be utilized to support the new degree. No new staff will be required upon this approval.

Student Advisement

Describe how students in the proposed program will be advised.

Students in the new degree will be incorporated with existing students into our aviation advising support staff which includes an academic advisor and two aviation peers. The advising for the College’s programs is overseen by the Associate Dean for Academic Programs and affiliated with the College’s Student Services Center. These three individuals meet with each prospective and current student to create a degree plan that complies with all USU graduation and major requirements. Advisor and peers are available by email and teleconference as well as in person with office hours in the Industrial Science building during office hours.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No changes to current library support will be required. USU’s library staff maintains a selection of current textbooks and required reading for students to utilize.

Physical Facilities and Equipment

Describe any additional physical facilities and equipment needed, and plans to procure new facilities and equipment.

The new Aviation Management – Unmanned Aerial Systems emphasis area can begin without any major changes. The department has requested additional laboratory space for UAS instruction through the College’s Space Committee. Connections with industry and the addition of specialized courses will require additional equipment and labs, supported by donations and course fees. Education grants and other avenues will be sought to support this new area.

Projected Enrollment 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 above.

The student data in the table below is based upon our projections related to enrollment in the Aviation program. Departmental financial data is from the School of Applied Sciences Technology and Education. Please note that the Aviation and Technical Education Department is in the process of being split out of the School of Applied Sciences, Technology, and Education.

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	410	450	480	500	525	525
# of Majors in Proposed Program(s)	//////	25	55	75	100	100
# of Graduates from Department	49	54	64	85	95	95
# Graduates in New Program(s)	//////			25	30	40

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 above in, "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)	\$174,527	\$178,017	\$272,267	\$277,712
Operating Expenses (equipment, travel, resources)	\$10,000	\$10,000	\$10,000	\$10,000
Other:				
TOTAL PROGRAM EXPENSES		\$188,017	\$282,267	\$287,712
TOTAL EXPENSES	\$184,527	\$188,017	\$282,267	\$287,712
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	\$184,527	\$94,250		
Appropriation				
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition				
Differential Tuition (requires Regents approval)				
PROPOSED PROGRAM FUNDING		\$282,267	\$282,267	\$287,712
TOTAL DEPARTMENT FUNDING	\$5,837,199	\$5,931,449	\$6,050,077	\$6,171,079
Difference				
Funding - Expense	\$0	\$0	\$0	\$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Primary expense related to this degree program is the faculty time to absorb additional students. As most courses are currently being taught, maximizing instructor effectiveness will absorb additional students into classes. Current teaching loads will be apportioned to initially absorb the courses and responsibilities within existing faculty members. Approximately \$10,000 of existing operating funds will be apportioned to assist with unique expenses associated with this degree. This accounts for the initial internal reallocation of the \$184,527. The \$94,250 reallocation has been discussed with the CAAS budget officer and the Dean to support this program and support general growth within the Aviation program.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

16 October 2020

ITEM FOR ACTION

Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes restructuring the department which will result in two departments. Specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy.

EXECUTIVE SUMMARY

The Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes restructuring the department which will result in two departments. Specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to restructure the department which will result in two departments. Specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes restructuring the department which will result in two departments. Specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy, and

WHEREAS, The proposal will restructure and allow for greater focus on the specific needs of the students, 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 the proposal to restructure the department which will result in two departments. Specifically, the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy. in the College of Humanities and Social Sciences' Department of Languages, Philosophy and Communication Studies and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - Languages, Philosophy and Communication Studies - New Administration Unit

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Paul Barr: Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (*small blue circle with i inside*) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or UNIVERSITY DIVISION: *

DEPARTMENT or UNIT: *

PROPOSED UNIT TITLE: Two New Departments from one - The Department of World Languages and Cultures AND the Department of Communication Studies and Philosophy

Request

Step 3: Select the Proposed Type of Unit Being Requested.

Proposed Unit Type*

New Administration Unit

Description/Narrative

**Administrative Unit
Description and
Narrative***

Section I: Request

Purpose:

Utah State University proposes to restructure the Department of Languages, Philosophy and Communication Studies within the College of Humanities and Social Sciences effective Fall Semester 2021. This request will result in two departments. Specifically, the Department of Languages, Philosophy and Communication Studies will be divided into a Department of World Languages and Cultures and a Department of Communication Studies and Philosophy. The programs associated with each department are as follows:

The Department of World Languages and Cultures:

Majors and appropriate CIP codes

Asian Studies	05.0103
Chinese	16.0301
French	16.0901
French - Teaching Emphasis	13.1325
German	16.0501
German – Teaching Emphasis	13.1326
Portuguese	16.0904
Spanish	16.0905
Spanish – Teaching Emphasis	13.1330

Minors and appropriate CIP codes

Arabic Studies	16.1101
Asian Studies	05.0103
Chinese	16.0301
Chinese - Teaching Emphasis	13.1306
French	16.0901
French - Teaching Emphasis	13.1325
German	16.0501
German – Teaching Emphasis	13.1326
Japanese	16.0302
Linguistics	16.0102
Portuguese	16.0904

Russian 16.0402

Spanish 16.0905

Spanish – Teaching Emphasis 13.1330

Non-Degree program and appropriate CIP code

Intensive English Language Institute 13.1401

Graduate program and appropriate CIP code

Master of Second Language Teaching MSLT 13.1306

The Department of Communication Studies and Philosophy:

Majors and appropriate CIP codes

Communication Studies 09.0100

Global Communication 09.0907

Liberal Arts 24.0101

Philosophy 38.0101

Minors and appropriate CIP codes

Organizational Communication 09.0901

Philosophy 38.0101

Speech Communication Teaching 13.1339

Graduate Program and appropriate CIP code

MA/MS Degree in Communication Studies 09.0100

Undergraduate Certificate and appropriate CIP code

Nonprofit Organizations and Social Entrepreneurship 09.0901

Section II: Program Proposal

Proposed Action & Rationale

The College of Humanities and Social Sciences proposes this action to enhance the effectiveness and efficiency of academic program administration. This restructuring will better serve the needs of our students and the faculty in these diverse disciplines.

The Department of Languages, Philosophy and Communication Studies is an unusual conglomeration of disciplines and programs that does not exist as a department in any other university. When Brad Hall became head of the department in 2006 there were 28 benefitted faculty, eight majors (with distinct CIP codes), fourteen minors (with distinct CIP

codes) and one graduate program. This coming year (2020-21) there will be 53 benefited faculty, thirteen majors (with distinct CIP codes), sixteen minors (with distinct CIP codes),

the English language institute, a new certificate program, and two graduate programs. The addition of 25 full-time faculty, five majors, three minors, a language institute, a certificate program, and a new graduate program has added to the complexity of what was already a diverse and programmatically unusual department when Professor Hall started his tenure as department head. Professor Hall will be stepping down from his role of department head at the end of the 20-21 academic year, and now is an ideal time to give greater focus and efficiency to the programs in each of the proposed departments. The restructuring will facilitate a stronger, clear base on which to build community for the students, faculty and alumni of the various programs. The proposed division will also allow for a clearer connection to regional, national, and international associations tied to the various programs. Unlike the unique combination that now exists, there are other universities that have departments that combine the programs which would be combined in the proposed action. Some of the programs in the current department have seen a high rate of student demand over recent years and the eclectic nature of the department is making it hard to meet the needs of our students.

The name of the department with the language programs in it will be the Department of World Languages and Cultures. This name was voted on and approved by the faculty who would be in this department. The name is a common name in the field and is the name used by the University of Utah, Oregon State University, University of Nevada-Las Vegas, and Iowa State University to name just a few. Based on Spring 2020 numbers in USU's evisionsArgos system, this department would serve 606 students based in Logan (180 majors, 390 minors, 36 on-campus international students in the Intensive English Language Institute). In addition, in the spring of 2020, the Intensive English program also served 139 Utah State students based outside of the United States. The lower-division language classes taught in this proposed department impact students across the university. For example, in 2018 students across 102 different majors took at least one of these lower-division language courses. Based on current numbers, this department will have thirty-two faculty members, including six full professors, fourteen associate professors, three assistant professors and nine full-time lecturers.

The name of the Department of Communication Studies and Philosophy is simply a merger of the two programs with the larger program listed first. The connection with a Communication Studies program and Philosophy program are not common. However, schools such as Florida Gulf State University and Keene State College do have this combination. Based on Spring 2020 numbers in USU's evisionsArgos system, this department would serve 406 students based on the Logan Main Campus (371 majors, 35 minors). In addition, this department would play a major role in helping students across the university complete General Education requirements as the department routinely teaches roughly 45 sections of classes that fill General Education requirements to well over a thousand students every semester. Based on current numbers, this department will have twenty-one faculty members, including six full professors, two associate professors, seven assistant professors, four full-time lecturers, and two postdoctoral teaching fellows.

Consistency with Institutional Mission and Institutional Impact

This is an administrative structural change to the academic programs within the College of Humanities and Social Sciences. This restructuring will allow for greater focus on the specific needs of the students in these programs and is fully in line with the mission of Utah State University.

Finances


The restructuring action is not creating new programs, so the funds currently supporting these programs will be reallocated in a manner that continues to support their implementation and will not require new fiscal resources. There will be two new department heads hired from an internal search and the college is already positioned to make these hires with resources that are coming to the college through early retirements. The current staff positions will be retained and assigned to each department in a way that allows the functions of each department to be supported.

Section III Curriculum (if applicable)

N/A

Step 4: Submit

Click on the save all changes button below.

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

ITEM FOR ACTION

RE: Authorization to Organize a Nonprofit Foundation and Enter into a Nontraditional Arrangement for Development of the Moab Academic Building

The organization of Aggie Redrock Foundation, a nonprofit foundation, to facilitate the nontraditional arrangement for development of the Utah State University Moab Academic Building is submitted to the Trustees for approval. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

Following Utah Board of Higher Education Policy R271, Foundations and Private Corporations, it is Utah State University's desire to organize Aggie Redrock Foundation, a nonprofit foundation, to meet the requirements necessary to participate in the federal New Market Tax Credit (NMTC) program. The NMTC program will provide a portion of the funding needed to construct the new Moab Academic Building.

Additionally, Utah State University desires to enter into an arrangement with Aggie Redrock Foundation as permitted by Utah Board of Higher Education Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses which will allow for the development of the Moab Academic Building under terms consistent with the New Market Tax Credit program. Prior to entering into the arrangement, the Attorney General's Office will approve the contract documents as to form and legal authority, per section 5.6 of Policy R712.

RECOMMENDATION

The President and Vice President for Business and Finance recommend approval to proceed with the organization of Aggie Redrock Foundation and entering into a nontraditional arrangement for development of the Moab Academic Building.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, following Utah Board of Higher Education Policy R271, Foundations and Private Corporations, it is Utah State University's desire to organize Aggie Redrock Foundation, a nonprofit foundation, to meet the requirements necessary to participate in the federal New Market Tax Credit (NMTC) program; and

WHEREAS, the NMTC program will provide a portion of the funding needed to construct the new Moab Academic Building ;and

WHEREAS, additionally, Utah State University desires to enter into an arrangement with Aggie Redrock Foundation as permitted by Utah Board of Higher Education Policy R712, Nontraditional Arrangements for Development of Facilities on Campuses which will allow for the development of the Moab Academic Building under terms consistent with the New Market Tax Credit program; and

WHEREAS, prior to entering into the arrangement, the Attorney General's Office will approve the contract documents as to form and legal authority, per section 5.6 of Policy R712; and

WHEREAS, the President and Vice President for Business and Finance recommend approval of the organization of Aggie Redrock Foundation and entering into a nontraditional arrangement for development of the Moab Academic Building:

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the organization of Aggie Redrock Foundation and entering into a nontraditional arrangement for development of the Moab Academic Building.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

ITEM FOR ACTION

RE: Proposed Ground Lease with Davis County for Agricultural Heritage Center

The proposed ground lease is submitted to the Board of Trustees for consideration. The proposed action received appropriate administrative review and approval.

EXECUTIVE SUMMARY

Utah State University desires approval to offer a ground lease to Davis County for the development of an Agricultural Heritage Center (AHC) at the USU Botanical Center (USUBC) located in Kaysville, Utah. It will consist of an indoor arena, outdoor arena, corrals, and parking lot as shown in the attached Exhibits A and B.

The term of the ground lease will be for fifteen (15) years. All construction, development, and O&M costs associated with the Agricultural Heritage Center will be paid by Davis County. Ownership of the AHC facilities and improvements will revert to USU at the end of the ground lease.

The AHC will be managed by USUBC and will be used for community events such as horse and livestock shows, public horse riding and training, 4-H and youth activities, and the Davis County Heritage Fair as well as other USUBC events including Baby Animal Days, Reindeer Express, and farm field days. In addition, the facilities will be available to rent to individuals and groups for other private and public events.

The proposed uses of these facilities are consistent with the original USUBC Master Plan and are proper and appropriate for the image and environment of the USUBC. In addition, the ground lease agreement will be written to protect the interests of the University including institutional right to control facility appearance, parking rights, review and approval of external graphics and signage, and access to utility systems and roads.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approves the proposed ground lease with Davis County for the Agricultural Heritage Center.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University desires approval to offer a ground lease to Davis County for the development of an Agricultural Heritage Center (AHC) at the USU Botanical Center (USUBC) located in Kaysville, Utah; and

WHEREAS, it will consist of an indoor arena, outdoor arena, corrals, and parking lot as shown in the attached Exhibits A and B; and

WHEREAS, the term of the ground lease will be for fifteen (15) years; and

WHEREAS, all construction, development, and O&M costs associated with the Agricultural Heritage Center will be paid by Davis County; and

WHEREAS, ownership of the AHC facilities and improvements will revert to USU at the end of the ground lease; and

WHEREAS, the AHC will be managed by USUBC and will be used for community events such as horse and livestock shows, public horse riding and training, 4-H and youth activities, and the Davis County Heritage Fair as well as other USUBC events including Baby Animal Days, Reindeer Express, and farm field days; and

WHEREAS, the facilities will be available to rent to individuals and groups for other private and public events; and

WHEREAS, the proposed uses of these facilities are consistent with the original USUBC Master Plan and are proper and appropriate for the image and environment of the USUBC; and

WHEREAS, the ground lease agreement will be written to protect the interests of the University including institutional right to control facility appearance, parking rights, review and approval of external graphics and signage, and access to utility systems and roads; and

WHEREAS, the President and Vice President for Business and Finance have reviewed the Proposed Ground Lease with Davis County for Agricultural Heritage Center and recommends approval by the USU Board of Trustees; and

WHEREAS, the USU Board of Trustees has reviewed and given due consideration to the Proposed Ground Lease with Davis County for Agricultural Heritage Center:

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the Proposed Ground Lease with Davis County for Agricultural Heritage Center as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

EXHIBIT A

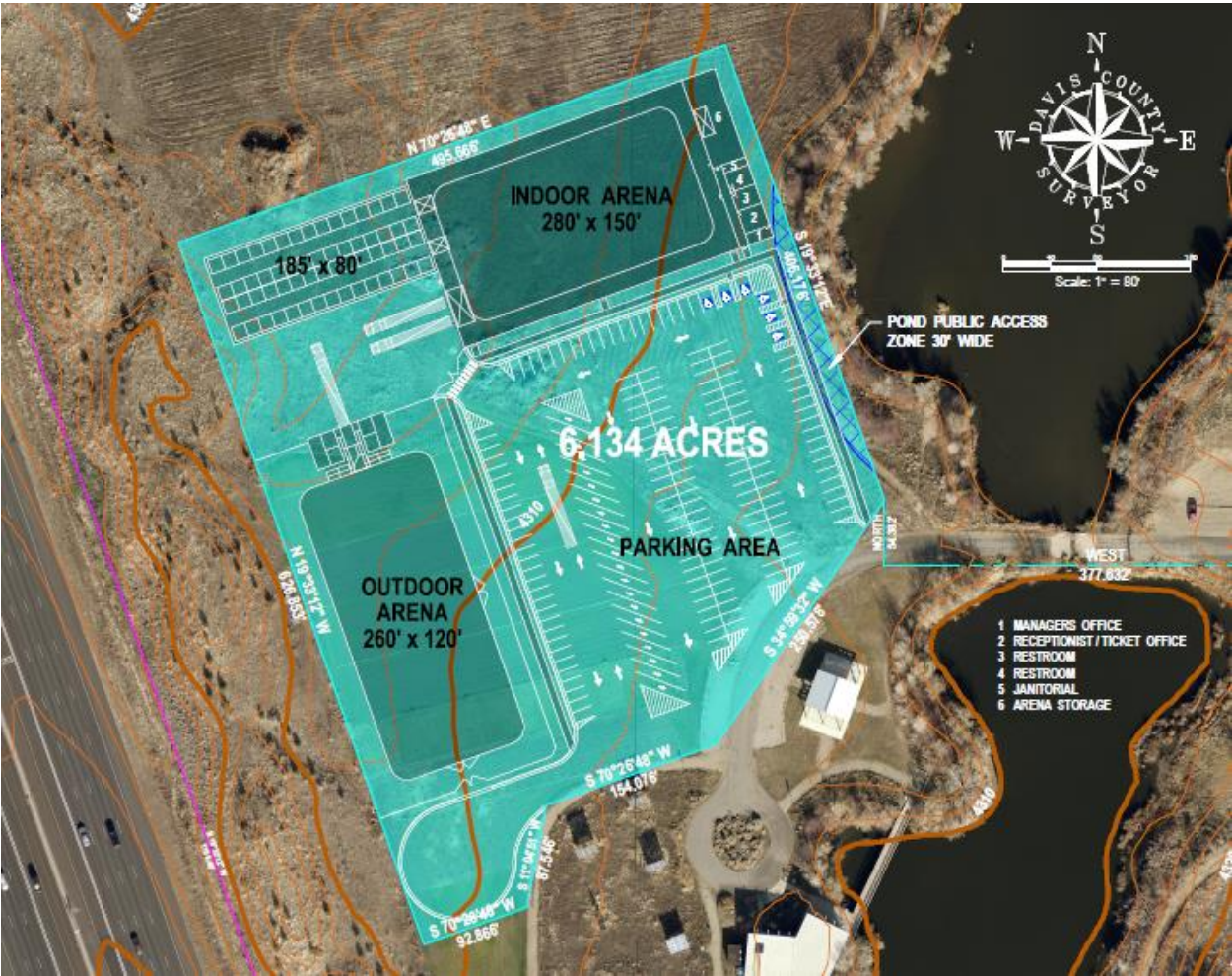
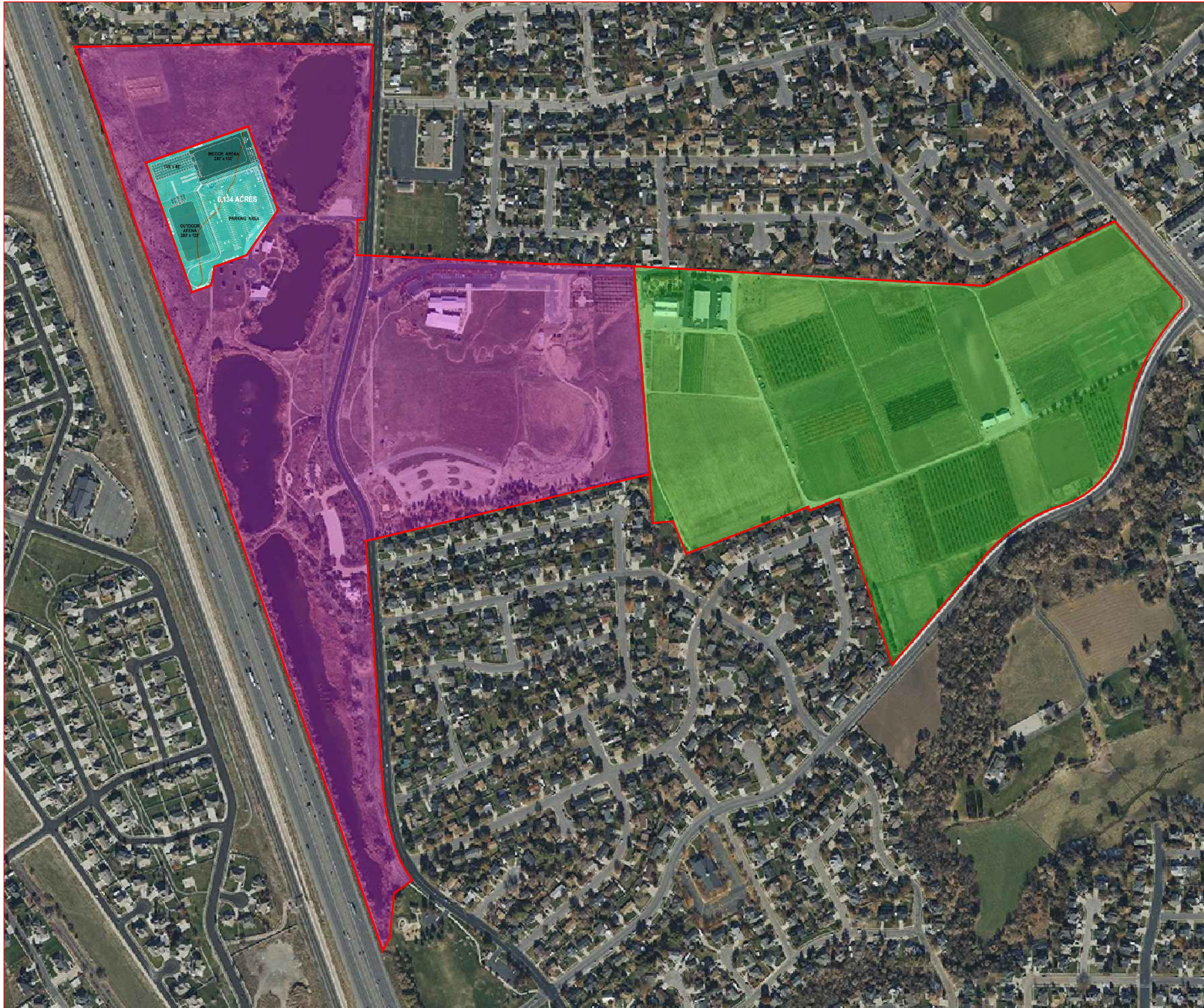


EXHIBIT B



Legend

-  Lease Area to Davis County
-  Utah Botanical Center
-  USU Kaysville Research Farm



SCALE: NONE

ITEM FOR ACTION

RE: Real Property Acquisition

The real property acquisition described herein is submitted to the Utah State University Board of Trustees for review and approval. The President and Vice President for Business and Finance have reviewed the request and recommend approval.

EXECUTIVE SUMMARY

Utah State University (USU) desires approval for the acquisition of three parcels of land and ten water shares located at approximately 1900 West 1700 North, Logan, Utah. The combined property is 40.7 acres in size and adjoins over 200 acres of land that USU owns as illustrated in Exhibit A. The property and 10 shares of water will be purchased for the recently appraised value of \$387,800.

The property will allow the Utah Agricultural Experiment Station (UAES) to produce additional feed to support the increased demand for animal research, and will enable UAES to irrigate and produce crops more efficiently on the adjacent farm ground. The source of funding is a combination of UAES funds and farm commodity sales.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approves the real property acquisition located at approximately 1900 West 1700 North, Logan, Utah.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University (USU) desires approval for the acquisition of a parcel of land and water shares located at approximately 1900 West 1700 North, Logan, Utah; and

WHEREAS, the combined property is 40.7 acres in size and adjoins over 200 acres of land that USU owns as illustrated in Exhibit A; and

WHEREAS, the property and 10 shares of water will be purchased for the recently appraised value of \$387,800; and

WHEREAS, the property will allow the Utah Agricultural Experiment Station (UAES) to produce additional feed to support the increased demand for animal research, and will enable UAES to irrigate and produce crops more efficiently on the adjacent farm ground; and

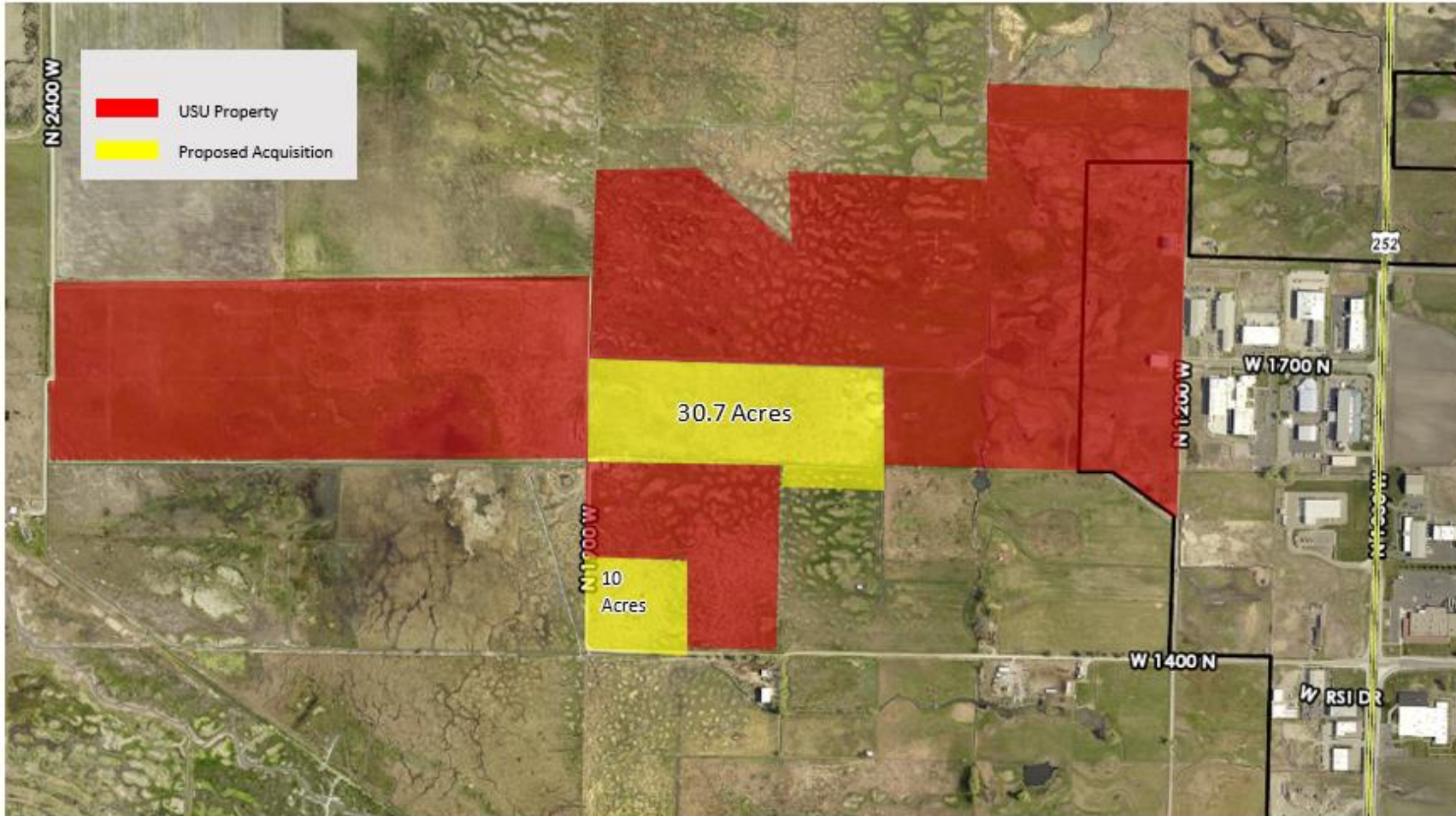
WHEREAS, the source of funding is a combination of UAES funds and farm commodity sales:

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the real property acquisition located at approximately 1900 West 1700 North, Logan, Utah.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

EXHIBIT A



ITEM FOR ACTION

RE: Request to Approve Non-State Funded Capital Development Project

The Utah State University Non-State Funded Capital Development Project is submitted to the Board of Trustees for consideration. The Non-State Funded Capital Development Project has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

NON-STATE FUNDED REQUEST

Utah State University will submit the following non-state funded capital development project.

EQUINE AND HUMAN SCIENCE CENTER ARENA

Budget: \$2.0 M

Building Size: Approx. 21,000 GSF

This project, construction of a large indoor horse arena, will be the first facility developed as part of the Equine and Human Science Center (EHSC) on the USU South Farm campus. The EHSC will consist of several phases of construction for a complex of buildings and trails to facilitate the Equine Assisted Activities and Therapies (EAAT) program. EAAT will provide equine assisted activities and therapeutic experiences to a wide variety of individuals with differing abilities, with a special focus on veterans, individuals with disabilities, and their families. It will provide student training in equine techniques for mental health fields. Continuing education courses for professionals and the community through cooperative extension and clinical services will also be included.

Funding for this project will be primarily from private donations. Operation and Maintenance (O&M) and future capital improvements will be covered by funds available within the College of Agriculture and Applied Sciences and Extension.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Utah State University Non-State Funded Capital Development Project be approved as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University is required to submit certain non-state funded capital development projects to the Utah Board of Higher Education after presentation to the USU Board of Trustees; and

WHEREAS, Utah State University considers all capital facility development requests received from colleges and departments in developing the Non-State Funded Capital Development Projects; and

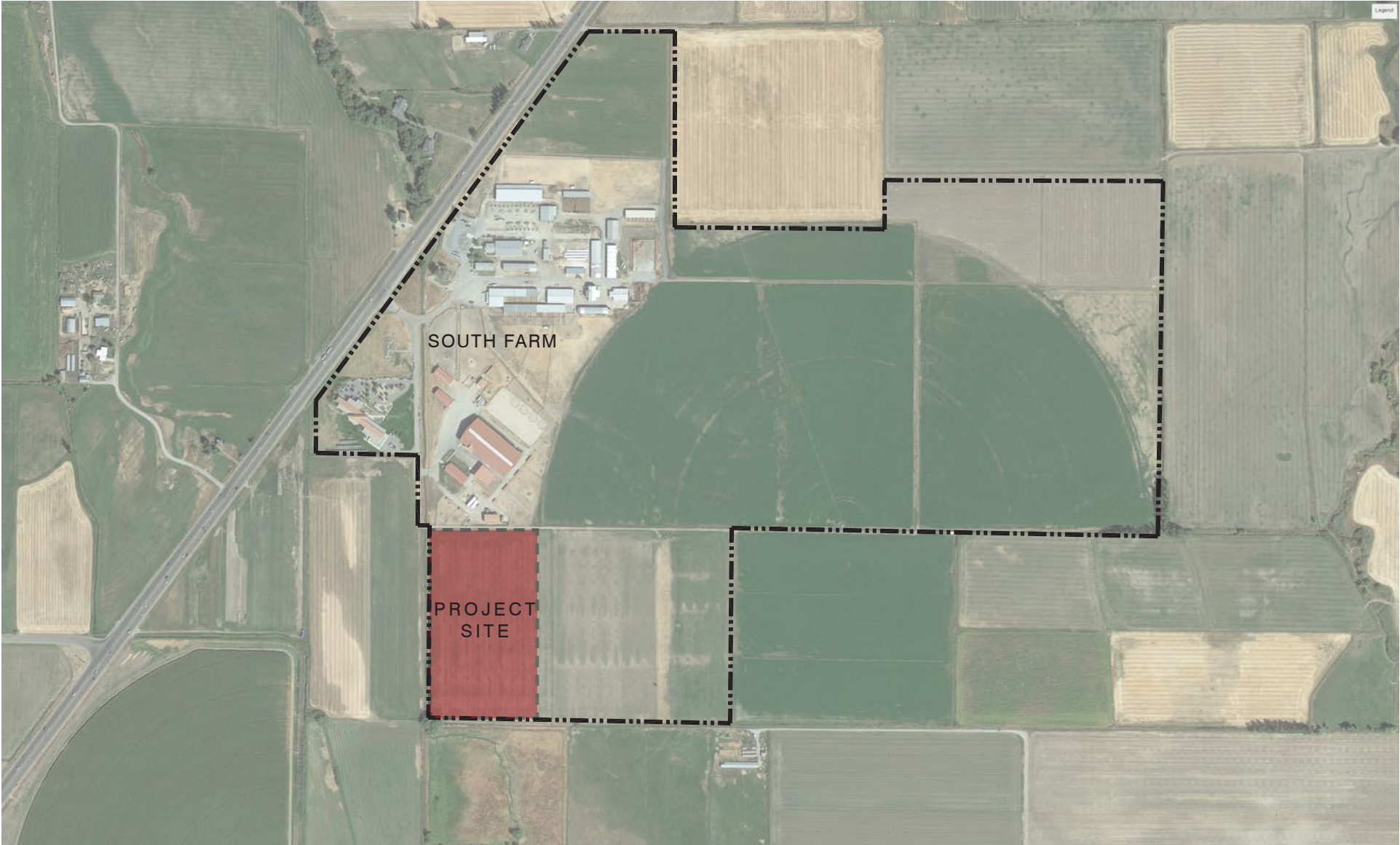
WHEREAS, the President and Vice President for Business and Finance have reviewed the Utah State University Non-State Funded Capital Development Project and recommend approval by the USU Board of Trustees; and

WHEREAS, the USU Board of Trustees has reviewed and given due consideration to the Non-State Funded Capital Development Project:

NOW, THEREFORE, BE IT RESOLVED, that the USU Board of Trustees hereby approves the Non-State Funded Capital Development Project as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date



03

PROJECT SITE

SITE PLAN LEGEND

- 1 EXISTING STABLES AND ARENA
- 2 EXISTING HAY BARN
- 3 COMMUNITY BUILDING
- 4 CLASSROOM BUILDING
- 5 VETERAN'S CENTER
- 6 LARGE INDOOR RIDING AND DRESSAGE ARENA
- 7 SMALL INDOOR RIDING ARENA
- 8 HORSE STABLES
- 9 EQUINE LIVING SPACE AND SENSORY TRAIL
- 10 EXTREME TRAIL RIDING COURSE



04

SITE AND CONCEPT DRAWINGS

SITE PLAN



AERIAL VIEW RENDERING

ITEM FOR ACTION

RE: Utah State University 2020-21 Budgets

Information related to the Utah State University 2020-21 budgets is submitted to the Board of Trustees for consideration. The budget information has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

State Appropriated Line Items

The total of the 2020-21 state appropriated budget for all line items is \$401,797,300. This budget is based on the following sources of revenue:

<u>Revenue Source</u>	
State Tax Funds	\$232,969,200
Dedicated Credits (Tuition)	162,963,000
All Other Funds	<u>5,865,100</u>
Total	<u>\$401,797,300</u>

Auxiliary Enterprises

The totals of the 2020-21 Auxiliary Enterprises budgets are:

USU \$42,227,301 USU Eastern \$1,324,000 USU Blanding \$1,002,000

Service Enterprises

The totals of the 2020-21 Service Enterprises budgets are:

USU \$17,302,676

Athletics

The totals of the 2020-21 Athletics budgets are:

USU "Aggies" \$35,561,971 USU Eastern "Eagles" \$1,463,170

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Utah State University 2020-21 budgets as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University, a major Research I University, receives substantial state appropriations and student tuition for its operation; and

WHEREAS, the total of the 2020-21 state appropriated budget for all line items is \$401,797,300; and

WHEREAS, the \$401,797,300 budget is based on different revenue sources, including \$232,969,200 State Tax Funds, \$162,963,000 Dedicated Credits (Tuition), and \$5,865,100 All Other Funds; and

WHEREAS, the totals of the 2020-21 Auxiliary Enterprises budgets are:
USU \$42,227,301 USU Eastern \$1,324,000 USU Blanding \$1,002,000; and

WHEREAS, the totals of the 2020-21 Service Enterprises budgets are:
USU \$17,302,676; and

WHEREAS, the totals of the 2020-21 Athletics budgets are:
USU "Aggies" \$35,561,971 USU Eastern "Eagles" \$1,463,170; and

WHEREAS, the Utah State University 2020-21 budgets have been duly considered and approved by the central administration; and

WHEREAS, the President and Vice President for Business and Finance recommend approval of the Utah State University 2020-21 budgets by the Board of Trustees:

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the Utah State University 2020-21 budgets as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

Utah State University

2020-21 STATE APPROPRIATED BUDGET

Education & General	\$252,167,900
O&M	36,233,800
School of Veterinary Medicine	5,586,800
Technical Education	6,667,900
Agricultural Experiment Station	16,338,000
Extension	20,453,900
Utah Water Research Laboratory	4,071,200
Educationally Disadvantaged	100,000
Statewide Campuses - Administration	6,017,200
Statewide Campuses - Uintah Basin	8,628,000
Statewide Campuses - Brigham City	15,306,500
Statewide Campuses - Tooele	11,422,500
Statewide Campuses - Blanding	4,459,500
Statewide Campuses - USU Eastern	13,754,800
Statewide Campuses - USU Eastern-Prehistoric Museum	484,300
Statewide Campuses - USU Eastern-Educationally Disadv	105,000
TOTAL - ALL LINES	\$401,797,300

NOTES

Adjusted authorized budget

- Appropriated budget plus:

- Tuition adjustments (e.g., tuition increases)
- Adjustments between line items

E&G includes legislative 2.50% budget reduction of \$5,778,400 which will eventually be spread amongst all the lines



**Auxiliary Enterprises
2020-21 Operating Budgets**

Budget Category	Campus Store	Dining Services	Parking Operations	Student Health Center	Student Housing	Taggart Student Center	University Inn	TOTAL
Budgeted Operating Revenue	\$8,591,949	\$10,756,277	\$2,501,159	\$2,121,684	\$15,198,424	\$2,352,899	\$704,909	\$42,227,301
Other Revenue ¹					\$94,537			\$94,537
Budgeted Expenses (including COGS)	\$8,453,242	\$10,273,558	\$1,278,300	\$2,117,171	\$7,844,583	\$1,809,727	\$685,088	\$32,461,669
Budgeted Net Revenue	\$138,707	\$482,719	\$1,222,859	\$4,513	\$7,448,378	\$543,172	\$19,821	\$9,860,169
Budgeted Transfers								
Debt Service		(\$110,859)	(\$827,782)		(\$5,480,556)	\$0		(\$6,419,197)
Other Transfers (Admin. Fee/Capital Exp./Other)	(\$26,215)	(\$68,201)	(\$22,332)		(\$1,102,514)	(\$31,843)	(\$12,089)	(\$1,263,194)
Subtotal - Transfers	(\$26,215)	(\$179,060)	(\$850,114)	\$0	(\$6,583,070)	(\$31,843)	(\$12,089)	(\$7,682,391)
Available for Repairs/Replacement ²	\$112,492	\$303,659	\$372,745	\$4,513	\$865,308	\$511,329	\$7,732	\$2,177,778

¹Other Revenue Source: Student Housing - land grant interest; Taggart Student Center - student building fees

²Mandatory transfer for pledged units; non-mandatory transfer for non-pledged units

**Service Enterprises
2020-21 Operating Budgets**

Budget Category	Distribution Center/Mailing Bureau	Information Technology	Motor Pool	Publication Design & Production	TOTAL
Budgeted Operating Revenue	\$652,700	\$13,580,124	\$1,358,414	\$1,711,438	\$17,302,676
Budgeted Expenses (including COGS)	\$651,170	\$13,272,600	\$1,355,744	\$1,706,771	\$16,986,285
Budgeted Net Revenue	\$1,530	\$307,524	\$2,670	\$4,667	\$316,391



UtahStateUniversity
USU Eastern
Auxiliary Enterprises
2020-21 Operating Budgets

Budget Category	Dining Services	Student Housing	Student Center	TOTAL
Budgeted Operating Revenue	\$640,000	\$660,000	\$24,000	\$1,324,000
Budgeted Expenses (including COGS)	\$640,000	\$640,000	\$15,000	\$1,295,000
Budgeted Net Revenue	\$0	\$20,000	\$9,000	\$29,000

USU Blanding
Auxiliary Enterprises
2020-21 Operating Budgets

Budget Category	Bookstore	Dining Services	Student Housing	Student Center	TOTAL
Budgeted Operating Revenue	\$140,000	\$530,000	\$300,000	\$32,000	\$1,002,000
Budgeted Expenses (including COGS)	\$140,000	\$530,000	\$100,000	\$32,000	\$802,000
Budgeted Loan Payment	\$0	\$0	\$200,000	\$0	\$200,000
Budgeted Net Revenue	\$0	\$0	\$0	\$0	\$0

**Utah State University "Aggies"
Athletics Department
Operating Budget
2020-21**

Revenues	
Institutional Support	\$14,403,470
Student Fees	5,000,000
Football	4,980,000
Men's Basketball	900,000
Big Blue Scholarship Fund/Merlin Olsen	1,700,000
NCAA / MWC / TV	6,527,500
Sponsorships	1,166,000
Other Athletics Revenues	885,001
Total Revenues	\$35,561,971
Expenses	
Compensation	\$14,015,373
<u>Operating</u>	
Men's Varsity Sports Programs	8,623,617
Women's Varsity Sports Programs	5,208,281
Administrative Units	4,028,267
Other Athletics Expenses	3,676,000
Total Expenses	\$35,551,538
Balance	\$10,433



**USU Eastern "Eagles"
Athletics Department
Operating Budget
2020-2021**

Revenues	
Institutional Support	\$1,330,490
Student Fees	42,680
Advertising/Donations	50,000
Camps/Other	20,000
Ticket Sales	15,000
Concessions	3,000
Boosters	2,000
Total Revenues	\$1,463,170

Expenses	
Compensation	\$649,963
<u>Operating</u>	
Men's Sports	277,000
Women's Sports	328,000
Co-Ed Sports	12,000
Administrative	196,207
Total Expenses	\$1,463,170

Balance	\$0
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INFORMATION AGENDA

1. Lease Facilities Report
2. USU and USU Eastern and USU Blanding Auxiliary Annual Reports and USU Service Enterprises for FY2019-20

16 October 2020

ITEM FOR INFORMATION

RE: Leased Facilities Report

The attached Annual Facility Lease and Rental Report is submitted to the Board of Trustees for information.

EXECUTIVE SUMMARY

The attached Annual Facility Lease and Rental Report is a listing of all facility leases of significance by the University as of 30 June 2020.

The listing involves leases for a wide variety of locations and uses. Several of the facilities are leased in locations around the State of Utah for Statewide Campuses or programs sponsored by the Center for Persons with Disabilities, which require access by clients in those areas.

Utah System of Higher Education

FORM L-1: LEASED SPACE



Institution: Utah State University

Prepared by: June Connelly

Due Date: August 28, 2020

Submission Date: August 28, 2020

Annual Facility Detail

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space	Changes to Lease Report		
									Action	Square Footage	Expenditure
Blanding, 1575 South Hwy 191 - UDOT - Cert. Tech. Ed. training program in trucking and heavy equipment operations.	56,628	\$0.10	\$5,625	9 mo. 3/31/21	USU-CEU San Juan, Blanding	Escalates 1.03% annually	\$625	Classroom/Office			
Blanding - Montezuma Creek Seminary Building - 375 North 400 West - USU Eastern San Juan Campus	2,354	\$2.55	\$6,000	60 mo. 6/30/24	USU-CEU San Juan, Blanding	None	\$500	Classroom/Office			
Blanding - Nursing Program - San Juan County Bldg, 804 N 400 W	5,789	\$0.00	\$0	36 mo. 6/15/21	USUE	None	\$0	Classroom/Office			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**	35,034	\$5.74	\$201,004	12 mo. 6/30/21	State line item & Other funds appropr.	Review annually	\$16,750	Classroom/Office			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**	1,955	\$5.74	\$11,227	12 mo. 6/30/21	State line item & Other funds appropr.	Review annually	\$936	Laboratory			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**	10,740	\$2.00	\$21,480	12 mo. 6/30/21	State line item & Other funds appropr.	Review annually	\$1,790	Storage			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**	1,745	\$2.00	\$3,490	12 mo. 6/30/21	State line item & Other funds appropr.	Review annually	\$291	Office/Other			
Brigham City, CPD - Up-to-3 Early Learning Intervention - Reeder Holdings - 10 South 400 East, Brigham City UT	2,253	\$5.93	\$13,371	12 mo. 6/30/21	State line item & Other funds appropr.	None	\$1,114	Classroom/Office			
Castle Dale, 15 E 600 N Downstairs Unit, CPD-SW Early Learning Intervention	1,200	\$5.00	\$6,000	24 mo. 10/01/20	Other funds	None	\$500	Classroom/Office			
Cedar City, Regional Field Office - 621 N 400 W, UCC Program	3,200	\$5.63	\$18,000	36 mo. 02/01/22	Other funds	None	\$1,500	Office/Other			
Cedar City, Nursing Program Admin, SW Tech College - 757 W 800 S (211M)	120	\$20.00	\$2,400	12 mo. 06/30/21	Other funds	None	\$200	Office			
Cedar City, Nursing Program, SW Tech College - 757 W 800 S (211L)	120	\$20.00	\$2,400	12 mo. 06/30/20	Other funds	None	\$200	Office	Delete	(120)	-\$2,400
Logan, Cache County 4-H - Bridgerland Tech College - 1410N 1000W, Rm 1910	2,741	\$0.00	\$1	12 mo. 12/31/20	Grant	None	\$0	Classroom/Office			
Logan, 1700 North Research Parkway, Ste B, North Logan - USU High-Bay Facility	5,000	\$13.91	\$69,556	120 mo. 4/30/24	Other funds	Escalates 3% annually	\$5,796	Research	Delete	(5,000)	-\$69,556
Logan, 1770 North Research Parkway, Ste 140, North Logan - USU Small Business Development Ctr	1,281	\$11.95	\$15,303	60 mo. 3/31/23	Other funds	Escalates 3% annually	\$1,275	Classroom/Office			
Moab, 1105 South Hwy 191, Unit 1 R.C. Leasing - CPD SW Early Intervention	1,200	\$11.00	\$13,200	12 mo. 6/30/21	Grant	None	\$1,100	Classroom/Office			
Moab, 1181 S Highway 191, Bldg #2, UCC Program	1,700	\$8.47	\$14,400	12 mo. 12/15/20	Other funds	None	\$1,200	Office/Other			
Nephi - Juab County School District Office-346 East 600 North, Nephi, UT Academic and Institutional Services	2,788	TBD	TBD	60 mo. 6/30/25	Other funds	None	TBD	Classroom			
Orem/Provo Education Center, Central Park West Bldg, 1875 South State - Regional Campus	3,507	\$17.54	\$61,508	120 mo. 6/30/26	Other funds	Escalates 2.5% annually	\$5,126	Classroom/Office			

Annual Facility Detail

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space	Changes to Lease Report		
									Action	Square Footage	Expenditure
Price, USU Eastern Prehistoric Museum - 155 E. Main Street	23,787	\$0.00	\$0	300 mo. 6/30/39	Other funds	None	\$0	Classroom/Other	Add		\$0
Price, Carbon County Airport - 3095 East Airport Rd.	N/A	N/A	\$60,000	36 mo. 7/31/22	Other funds	None	\$5,000	Classroom/Office	Add		\$60,000
Price, Price River Dr LLC, 540 W Price River Dr - CPD SW Early Intervention	1,650	\$9.27	\$15,300	60 mo. 6/30/22	Grant	\$300 annually	\$2,100	Classroom/Office			
Roosevelt, 57 N 100 E - USU Extension	2,900	\$8.28	\$24,000	24 mo. 10/31/21	Grant	None	\$2,000	Office	Add	2,900	\$24,000
Salt Lake City, Wells Fargo Bldg., 299 South Main Street, Development Office	2,305	\$5.93	\$13,680	Month-to-month	Other funds	None	\$1,140	Office/Other			
Salt Lake City, 250 West 3900 South, Bldg B - 115 & 130. Regional Campus	853	\$12.00	\$10,236	65 mo. 6/30/20	Other funds	None	\$853	Classroom	Delete	(853)	-\$10,236
St. George, Dixie State University, 225 South University Avenue, Office #572	98	\$33.67	\$3,300	Month-to-month	Grant	None	\$275	Office			
St. George, Dixie State University, 225 South University Avenue, Office #353	144	\$22.92	\$3,300	Month-to-month	Grant	None	\$275	Office			
Vernal, Maeser Business Park, 2574W 500N, Bldg 2 Unit 2 - CPD Utah Assistive Technology Program	1,940	\$6.19	\$12,000	60 mo. 8/31/23	Grant	\$50 annually	\$1,000	Office/Other			
Washington DC, 211 Richmond Hwy, Apt. 602N - Gates Hudson - CHASS	1,294	\$26.54	\$34,344	12 mo. 6/14/21	Other funds	4% annually	\$2,862	Residential			
Washington DC, 211 Richmond Hwy, Apt. 216N - Gates Hudson - CHASS	1,701	\$28.03	\$47,676	12 mo. 7/31/20	Other funds	5% annually	\$3,973	Residential	Delete	(1,701)	-\$47,676
Washington DC, 211 Richmond Hwy, Apt. 515N - Gates Hudson - CHASS	1,294	\$26.23	\$33,948	12 mo. 5/06/21	Other funds	4% annually	\$2,829	Residential			
Washington DC, 211 Richmond Hwy, Apt. 508S - Gates Hudson - CHASS	1,442	\$23.71	\$34,188	12 mo. 4/30/21	Other funds	4% annually	\$2,849	Residential			

Annual Facility Detail

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space	Changes to Lease Report		
									Action	Square Footage	Expenditure
TOTAL	178,763	\$4.23	\$756,937				\$64,059			(5,120)	-\$11,956

Notes:

Line 26- 1700 N. Research Parkway Ste. B - Lease was assumed by another party in May 2020
Line 30-Nephi- Annual cost is a usage fee of \$78 per undergraduate semester credit hour administered at the facility, TBD prior to June 1st each year
Line 33 - Carbon County Airport Square footage is not currently available; has been requested
Line 34 - SLC 250 W 3900 S - Lease was terminated in 2019
Line 39 - Washington DC Apt 602N - Richmond Hwy formerly known as Jeff Davis Hwy - Lease was not renewed to reflect current program needs
Line 41 - Washington DC Apt 508 S - Transferred to this unit from unit 1008S

16 October 2020

ITEM FOR INFORMATION

RE: USU and USU Eastern and USU Blanding Auxiliary Annual Reports and USU Service Enterprises for FY2019-20

The attached report of Auxiliary Enterprises Operations and Service Enterprises are submitted for the Trustees information. The reports received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

Auxiliary Enterprises – Utah Board of Higher Education Policy R550 requires Utah State University to submit an annual report of Auxiliary Enterprises operations. Auxiliary Enterprises are business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service) operated on an essentially self-supporting basis. The primary purpose of such operations is to provide specified services to students, faculty, staff, or guests of the institution. The Report of Auxiliary Enterprises Operations, summarizing actual totals for the fiscal year just ended, is part of the Utah Board of Higher Education budget process. The Board of Trustees is responsible to review the Report of Auxiliary Enterprises Operations.

Service Enterprises - Utah Board of Higher Education Policy R220 delegates review and approval to the Board of Trustees for Service Enterprises reports, subject to being reported annually to the Utah Board of Higher Education. Service Enterprises provide a specific type of service to various institutional departments and are supported by internal charges to departmental operating budgets.

These reports present financial information for the Auxiliary Enterprises at Utah State University, USU Eastern, and USU Blanding and Service Enterprises at Utah State University for FY2019-20.



**Auxiliary Enterprises
2019-20 Revenue/Expenses**

Revenue/Expenses Category	Campus Stores (Multi-campus)	Dining Services	Parking Operations	Student Health Center	Student Housing	Taggart Student Center	University Inn	TOTAL
Operating Revenue	\$8,641,535	\$8,303,159	\$2,402,755	\$1,931,082	\$14,381,704	\$2,744,366	\$809,133	\$39,213,734
Other Revenue ¹					\$248,621			\$248,621
Expenses (including COGS)	\$8,785,762	\$9,028,663	\$1,135,271	\$2,046,831	\$7,400,464	\$1,829,245	\$877,481	\$31,103,717
Net Income/(loss) from operations	(\$144,227)	(\$725,504)	\$1,267,484	(\$115,749)	\$7,229,861	\$915,121	(\$68,348)	\$8,358,638
Transfers								
Debt Service		(\$189,264)	(\$547,892)		(\$5,501,477)			(\$6,238,633)
Other Transfers (Admin. Fee/Scholarships/Capital Exp./Other)	(\$32,355)	\$569,635	\$30,078	(\$32,336)	\$28,329	(\$27,565)	\$272	\$536,058
Subtotal - Transfers	(\$32,355)	\$380,371	(\$517,814)	(\$32,336)	(\$5,473,148)	(\$27,565)	\$272	(\$5,702,575)
Total net Income/(loss) from operations ²	(\$176,582)	(\$345,133)	\$749,670	(\$148,085)	\$1,756,713	\$887,556	(\$68,076)	\$2,656,063

¹Other Revenue Source: Student Housing - land grant interest

²Net Available for Repairs/Replacement

**Service Enterprises Report
2019-20 Revenue/Expenses**

Revenue/Expenses Category	Distribution Center/Mailing Bureau	Information Technology	Motor Pool	Publication Design & Production	TOTAL
Operating Revenue	\$717,395	\$13,929,467	\$1,234,813	\$1,696,120	\$17,577,795
Expenses (including COGS)	\$682,386	\$13,800,603	\$1,412,208	\$1,491,335	\$17,386,532
Net Income/(loss) from operations	\$35,009	\$128,864	(\$177,395)	\$204,785	\$191,263
Transfers*	\$707	(\$2,910,000)	\$148,000	\$0	(\$2,761,293)
Total Income/(loss) from operations	\$35,716	(\$2,781,136)	(\$29,395)	\$204,785	(\$2,570,030)

*Non-mandatory transfers were for capital equipment and cash funded depreciation transfers,



USU Eastern
Report of Auxiliary Enterprises Operations
2019-20 Revenue/Expenses

Revenue/Expenses Category	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	\$638,356	\$648,329	\$27,381	\$1,314,066
Expenses (including COGS)	\$692,987	\$669,308	\$5,997	\$1,368,292
Net Income/(loss) from operations	(\$54,631)	(\$20,979)	\$21,384	(\$54,226)
Transfers	\$109,883	\$66,474	\$5,997	\$182,354
Total net Income/(loss) from operations	\$55,252	\$45,495	\$27,381	\$128,128

USU Blanding
Report of Auxiliary Enterprises Operations
2019-20 Revenue/Expenses

Revenue/Expenses Category	Bookstore	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	\$141,496	\$531,808	\$392,278	\$31,417	\$1,096,999
Expenses (including COGS)	\$168,297	\$601,828	\$460,580	\$46,055	\$1,276,760
Net Income/(loss) from operations	(\$26,801)	(\$70,020)	(\$68,302)	(\$14,638)	(\$179,761)
Transfers	\$26,801	\$35,730	(\$102,201)	\$0	(\$39,670)
Total net Income/(loss) from operations	\$0	(\$34,290)	(\$170,503)	(\$14,638)	(\$219,431)

STRATEGIC AGENDA

Increasing Fundraising Productivity and Advancement's Return on Investment

Matthew White
Vice President for Advancement