

**MINUTES**  
**COUNCIL ON TEACHER EDUCATION MEETING**  
**December 16, 2024**

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MEMBERS PRESENT: Carrie Bala, Jessica Baxter, Curtis Benjamin, Jeni Buist, Steven Camicia, Marilyn Cuch, Amanda Dawson, Sharla Hart, Tom Higbee, Spencer Holmgren, Jana Johnson, Brynja Kohler, Jessica Koltz, Max Longhurst, Lisa McLachlan, Kelli Munns, Sylvia Read, Allison Riddle, Jessica Rivera-Mueller, Marla Robertson, Lynette Tervort, Nate Trauntvein

MEMBERS EXCUSED: Melanie Brunson, Nichelle Frank, Halle Hart, Harrison Kleiner, Lauri Nelson, Maria Spicer-Escalante, Greg Wheeler, Rick Woodford

GUESTS: Bobbi Crabtree, Greg Cox, JanaLee Johnson, Julia Lyman, Darcie Peterson

**ACTION ITEMS:**

1. Approval of Minutes: <https://usu.box.com/s/bh56uztdsta7khg4455vrrnfmd4fu1ob>
  - a. Minutes for November 2024 were approved as written.
2. Program changes:
  - a. **R401 Abbreviated Program Proposal – Kinesiology and Health Science – Health Education Teaching – Certificate**

The Department of Kinesiology and Health Science proposes the creation of a Health Education Teaching Minor and Certificate Programs. This new program is designed to address the growing demand for qualified health education teachers in K-12 schools across Utah. The purpose of the program is to equip students with the knowledge and teaching skills needed to effectively teach health education, covering topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality, while also emphasizing essential teaching competencies like classroom management and curriculum development.

The primary goal of this proposal is to provide a structured pathway for students to meet the Utah State Board of Education’s Health Education Endorsement requirements. By offering both an undergraduate minor and a certificate, the program aims to streamline the process for students pursuing a career in health education, helping them fulfill the necessary qualifications for licensure. This change is expected to increase the number of graduates who are eligible to teach health education in K-12 schools, while also making the program more accessible to students interested in combining health education with other teaching fields.

The proposed curriculum will consist of 21 credit hours of state-approved coursework, ensuring a comprehensive and focused educational experience. The program will be delivered on USU’s Logan campus, offering students opportunities for hands-on learning, interaction with faculty, and engagement with peers in a collaborative educational environment. All courses in the proposed program have been approved by the state to meet the required standards for health education teacher qualifications.

By implementing this program, USU aims to better serve students pursuing careers in education, contribute to the workforce needs for health education teachers, and support efforts to improve public health through effective health education in schools.

**b. R401 Abbreviated Program Proposal – Kinesiology and Health Science – Health Education Teaching – Minor**

The Department of Kinesiology and Health Science proposes the creation of a Health Education Teaching Minor and Certificate Programs. This new program is designed to address the growing demand for qualified health education teachers in K-12 schools across Utah. The purpose of the program is to equip students with the knowledge and teaching skills needed to effectively teach health education, covering topics such as human diseases, nutrition, mental health, substance abuse prevention, and human sexuality, while also emphasizing essential teaching competencies like classroom management and curriculum development.

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Nate Trauntvein motioned to approve the R401s for Kinesiology and Health Science – Health Education Teaching Certificate and Minor. Kelli Munns seconded the motion. Motion approved.

The R401s for the health education teaching certificate and health education teaching minor essentially have the same list of courses so a student can earn this as a standalone certificate. We had to have a health methods course, so Eadric Bressel made that happen. The minor and certificate have already been approved by the health specialist at USBE.

**c. R401 Abbreviated Program Proposal – Kinesiology and Health Science – Physical Education Teaching – Minor**

The Kinesiology and Health Science Department proposes to rename and restructure its existing Physical Education Coaching minor to a newly designated "Physical Education Minor." These proposed changes are intended to align the curriculum more closely with the standards set by the state for K-12 physical education teachers, thus ensuring that the program remains relevant and effective in preparing future educators.

The primary purpose of this proposed change is to streamline the curriculum by eliminating unnecessary additional course requirements. By doing so, the program will facilitate a more efficient pathway for students to fulfill the necessary endorsement requirements. This modification is expected to increase the number of graduates who are qualified to teach physical education in K-12 educational settings. Moreover, it is anticipated that these adjustments will enhance the program's attractiveness to prospective students, particularly those in pre-service teaching programs across various subject areas who also have an interest in teaching physical education.

Currently, approximately eight students are enrolled in the minor. The proposed curriculum will consist of 29 required credits, ensuring a comprehensive educational experience. The program will continue to be delivered in-person at the Logan campus, offering students invaluable opportunities for hands-on learning and engagement with peers and faculty.

The revised courses within the proposed curriculum have all been previously approved by the state, meeting the required standards for physical education teacher qualifications. By implementing these changes, the program not only seeks to align more closely with state requirements but also aims to create new opportunities for students pursuing careers in K-12 education.

Nate Trauntvein motioned to approve the R401 for Kinesiology and Health Science – Physical Education Teaching Minor. Kelli Munns seconded the motion. Motion carried.

The KHS department used to have a Physical Education Coaching minor that required over 50 credits, which was substantial. They wanted to separate the two, so they now have a Coaching certificate and a Physical Education minor. By streamlining the curriculum, it will eliminate unnecessary course requirements. The certificate and minor are not currently available statewide, but they are hoping to offer them statewide in the future.

Nate Trauntvein serves on a subcommittee of the EPC in which they have been looking at the requirements of the minors across campus. Several of them are teaching minors that have very few students in them. At a future date, colleges will be asked to look at their minors, especially those teaching minors that have 30 to 50 credits that almost resemble a major and see how many students we have going through them and if they are meeting the state's standards.

**d. R401 Abbreviated Program Proposal – Kinesiology and Health Science – Physical Education Teaching – Post Bachelor's Certificate**

**The Department of Kinesiology and Health Science (KHS) is proposing the development of an online Post-Bachelor's Physical Education Teaching Certificate. This certificate is designed for individuals who already hold a teaching license and are currently employed as K-12 educators. It will serve those seeking to obtain a PE endorsement to meet state certification requirements or individuals wishing to transition into physical education from other teaching areas.**

The program will consist entirely of online courses, offering flexibility to educators across the state, as well as to out-of-state teachers and those in non-PE roles who wish to specialize in physical education. The courses will primarily be drawn from the Kinesiology and Health Science Department, with one course sourced from the Nutrition, Dietetics, and Food Science Department. Our department has reached out to coordinate with the Nutrition, Dietetics, and Food Science Department to ensure alignment and collaboration.

This certificate will be stackable into the Master of Education (MEd) program for those interested in further advancing their credentials in sport coaching. The Physical Education Teaching Certificate program will require applicants to have an active teaching license, and it will not serve as an alternative route to licensure. Upon completion of the certificate, students will apply to the state for their PE endorsement.

Given the nature of this program, it is essential to ensure that the required credit totals and electives align with the state endorsement standards. We have already contacted and received approval from the Utah State Board of Education (USBE) for the courses included in the curriculum.

Sharla Hart motioned to approve the Kinesiology and Health Science Physical Education Teaching Post Bachelor's Certificate. Kelli Munns seconded the motion. Motion passed.

This certificate meets the needs of some students who have decided they would like to teach physical education after they have graduated. It will mirror the minor in that they just have to take the courses that are necessary for the Physical Education teaching endorsement.

**e. R401 Full Program Proposal – Communicative Disorders and Deaf Education – Deaf Education – BA**

The Deaf Education program was designed to ensure each student will:  
Demonstrate knowledge of visual and spoken languages and communication modes, anatomy and physiology of the ear and hearing mechanism, type, degree and etiology of hearing loss, auditory development, child language development, and provision of services on the development of individuals who are Deaf/Hard of Hearing (D/HH); the impact of exceptionalities on learning and development; and the importance of advocating for equal access to language and communication in the individual's preferred mode across all educational settings.

Demonstrate knowledge of educational placement options; influence of family communication, language, culture, and factors impacting visual learning.

Demonstrate breadth of knowledge in educational services, lesson plan development, assessment and data collection, and differentiation of instruction, including strategies that promote curricular programming that is responsive to diverse populations across multiple educational settings.

Demonstrate knowledge of laws, policies, and ethical principles guiding equal access to communication in the individuals' preferred communication mode(s), including awareness of the educator's language competence in supporting individual outcomes; and sociocultural, historical, and political considerations unique to Deaf culture and the field of education of children who are D/HH.

Demonstrate collaborative behaviors across disciplines to best support the individual needs of each child and family.

Each course syllabus in the Deaf Education program will list the student learning objectives and outcomes that are tied to national standards and the best practices for each specific emphasis area. The knowledge and skills will be assessed as delineated in the syllabus. To be competent, student must achieve a level of 80% or better on the objectives associated with the standard. Performance will be determined on the primary indicators listed, with any subsequent remediations through later assignments, tests, or designed tasks within or outside the course. A knowledge and competencies grading rubric will be used for each hands-on practicum placement, consistent with the specific goals of the placement (e.g., K-6, K-12).

Max Longhurst motioned to approve the Communicative Disorders and Deaf Education – Deaf Education BA. Kelli Munns seconded the motion. Motion passed.

Several years ago, the college had to suspend our master's degree that led to the ASL English teaching license. After several years of research and development, the Communicative Disorders department has now put together a new bachelor's degree. It will be Bachelor of Arts degree because it is a language degree. It is a collaborative degree with TEAL and SPERC because students will take some of their courses to earn the degree. It will lead to a Deaf Education teaching license with an ASL-English endorsement. This degree has already been approved by our partners at USBE. It has also already been vetted with the Utah Schools for the Deaf and Blind, and they are very excited about it.

**f. R401 Full Program Proposal – School of Teacher Education and Leadership– Master in Elementary Teaching**

The School of Teacher Education and Leadership (TEAL) proposes a Master in Elementary Teaching (MET) degree that is designed for persons seeking educator licensing following a previous undergraduate degree. The MET degree is available for students both at the Logan campus and at Statewide Campuses. The basic elements of the MET coursework option include completion of 33 credits in an approved program of study. An additional 30 credits of nonmatriculated coursework are required to meet licensure requirements of the Utah State Board of Education (USBE). All courses require minimum grades and students must maintain an overall GPA of 3.0 or higher.

This program is specifically designed to provide an avenue for education degree seekers and job changers to become licensed educators. Upon degree completion, USU will be able to recommend licensure.

This program will be delivered to all statewide campuses and include Connect versions of delivery to meet the needs of rural teachers as well as those close to a USU statewide campus. It will also provide opportunities to collaborate with local school districts by supporting their need to have qualified educators. Other USHE institutions will also benefit as we will be able to support students who earn initial undergraduate degrees at these partner institutions to obtain a subsequent graduate degree at USU.

**g. R401 Full Program Proposal – School of Teacher Education and Leadership– Master in Secondary Teaching**

The School of Teacher Education and Leadership (TEAL) proposes a Master in Secondary Teaching (MST) degree that is designed for persons seeking educator licensing following a previous undergraduate degree. The MST degree is available for students both at the Logan campus and at Statewide Campuses. The basic elements of the MST coursework option include completion of 30 credits in an approved program of study. An additional 30 credits of nonmatriculated coursework are required to meet licensure requirements of the Utah State Board of Education (USBE). All courses require minimum grades and students must maintain an overall GPA of 3.0 or higher.

This program is specifically designed to provide an avenue for education degree seekers and job changers to become licensed educators. Upon degree completion, USU will be able to recommend licensure. However, licensure is ultimately awarded by the USBE.

This program will be delivered to all statewide campuses and include Connect versions of delivery to meet the needs of rural teachers as well as those close to a USU statewide campus. It will also provide opportunities to collaborate with local school districts by supporting their need to have qualified educators. Other USHE institutions will also benefit as we will be able to support students who earn initial undergraduate degrees at these partner institutions to obtain a subsequent graduate degree at USU.

Max Longhurst motioned to approve the School of Teacher Education and Leadership's Master in Elementary Teaching and Master in Secondary Teaching degrees. Brynja Kohler seconded the motion. Motion passed.

This semester they have three students who have navigated getting a master's degree and all the coursework necessary to earn a secondary education license or an elementary education license. These two programs allow someone who is looking to change degrees or someone who has been a paraprofessional for several years to become a teacher in the schools. The master's in elementary teaching would allow them to have all the pedagogy and content courses, as well as a practicum and student teaching. This allows them to earn a professional educator license and a master's degree at the same time. The methods courses for elementary are the same for the bachelor's and the master's. They are manipulating the numbering to be 5000 and 6000 levels so that master's students can take the same classes with undergraduates because it is all new information. The elementary master's students

will have to pass the Foundations of Reading test to qualify for licensure. This gives them an opportunity to earn a master's degree and honors the coursework that they have previously done.

For the secondary master's degree, they must satisfy all the endorsement requirements for their secondary component. So, if they want to teach math, and they have been in industry for a long time, they may already have a lot of their courses completed. Max said they have really focused on the endorsement requirements through the USBE, so if they meet those requirements and complete student teaching, we can recommend them for licensure in that content area. Both master's degrees are going to be available statewide. They will be coursework only master's programs, so they will be similar to the C plan. They are projecting they will have 2-3 students per semester, so they don't see a need to create new coursework. If they see a sizeable increase, they can add additional sections. If an individual wants to participate in getting the master in elementary teaching, they could do all the courses through a statewide campus delivery mechanism. That would be Zoom classes for many of those courses.

Sylvia Read asked the district CTE members if one of our elementary or secondary master's degree graduates with a professional educator license applied for a teaching position in their district, would they be able to receive the compensation that a master's degree on their lane change would receive? They all said their pay is based on degree, so someone walking in with a master's is paid at a much higher rate than someone who walks in with their bachelor's. They would still have to do the new teacher requirements that they have with each district and with the state.

### **Information/Discussion Items:**

**1. USBE Updates – Lisa McLachlan**

USBE is currently in their reporting period, so they are working on data for the EPP annual reports. They have finalized their Foundations of Reading data and have talked about releasing that data a little bit early. They may have a 1-page public facing report on Foundations of Reading data available by December 20, 2024. The [Criticality Report](#) for teacher prep is available now. Lisa said she loved hearing all of our conversations about approving new programs because they love hearing multiple pathways and opportunities for people to enter the teaching profession. She said if we have any questions or concerns as we are reviewing these programs to contact them, and they are happy to help. Greg Cox thanked everyone who gave feedback on the special education competencies. There were over 300 people who provided feedback. They are still reviewing the feedback on the competencies so it will not go in front of the board until February at the earliest. Lisa said they did not anticipate sending it out for public comment again unless there are significant changes, and they need more feedback. They will let us know when it goes up for the board to review. The documents they share with the board are public, so she will share links to access that information when it does. She will let us know in advance which meeting that is going to appear at in case anyone wants to make additional public comments at the board meeting.

**2. District Feedback – Jeni Buist, Spencer Holmgren, Allison Riddle, Lynette Tervort**

*Jeni Buist:* They had a really good professional development day on December 13 for all their teachers. They had a keynote speaker, Jason Hewlett, who was very entertaining and motivating.

They broke out into Professional Learning Community (PLC's) groups in elementary and secondary. They have been doing listening tours with all their schools. Their directors and superintendent have been going out and just listening to what teachers concerns and questions are. Their main concerns are behavior and merit pay, which they will be making a decision on Thursday, December 19.

Allison Riddle: Their superintendent is in favor of merit pay, but they have not made a final decision on it yet. They are also working on supporting teacher practice with the students who are struggling to persist through lessons, especially in their youngest grades. They have 60 student teachers starting in January and 5 of them are Aggies. Last week they brought in about 50 mentor teachers and did a full day mentor training with them before they welcome student teachers to make sure that they are really being visible in their practice and meeting them. Allison said they are still seeing such a wide range of abilities among their student teachers so there is always room for us to talk about practicum experiences and really guiding them to what they are observing for. We could ask mentor teachers to be really intentional in the way they model in front of our future teachers so that we give our practicum students the very best chance to develop their practice and shorten the learning curve. Sylvia Read said one thing they have found from the feedback they have received on their new student teaching evaluation rubric, is an appreciation for the specificity of those competencies. They are more concrete than they have been in the past when they were using the Utah Effective Teaching Standards, and they turned that into an observation instrument.

*Spencer Holmgren:* Logan district decided not to participate in the SB 173 compensation program. They asked for feedback from their teachers and the results were very close. The teachers that wanted to try out this pilot were about 45% and those that were not in favor of it were 55%. He reiterated that anything we can do for classroom management is always welcome as well as teaching strategies for enrichment and intervention for secondary, elementary, and ESL students.

*Lynnette Tervort:* There was a big push to get all their students to know all their letter names and sounds by today. In a month and a half, their scores went from 11% of our kids knowing the letter names and sounds to 80%. They have been pushing really hard, so they are really celebrating today and trying to get those last few finished up.

### 3. Northern Utah UniServ Updates – *Curtis Benjamin*

Curtis reported that the Box Elder District board voted no to SB 173. He said having witnessed the board meetings for both Box Elder and Logan Districts with their association leaders having opportunities to be parts of conversations, it is remarkable the seriousness with which everybody is talking about it. There is a lot of money on the table, and we want to reward great teachers. The message he has heard so far, at least from these two districts, is that we need to find another pathway that honors the good work that teachers do together and their PLC's that creates more cohesive collaboration and collective efficacy that we value in the modern public school setting.

He highlighted a few of the [legislative priorities](#) that UEA is working on.

- Provide at least a 3% increase on the WPU to be able to continue to honor the work of educators and to fund the needs of our students above the 3 1/2% for growth and inflation.
- Increase the paid professional hours for all licensed educators (about \$100 million).
- Continue funding the stipends for future educators (about \$8.5 million).

- Increase resources for school safety and student well-being, including physical facilities, school psychologists, social workers, and counselors.
- Having educators have a voice in their workplace and preserve the maximum freedom of public employees to participate in labor unions.
- Ease of paying dues and access of buildings so they can meet.
- Prevent additional funding going to unaccountable school vouchers. Public funds ought to stay with public schools.

The Council suggested we provide student feedback and pictures with the relevant examples to make sure that our legislators know that the student teaching stipend was more than just a one-time need, it is an ongoing need. We could have our students be our voice. They could attend Educator Day on the Hill again. Lisa McLachlan said what really helps is if a member of the legislature writes a request for appropriations who is close to the program. Karen Peterson would be a good legislator to reach out to. She was the one who asked for good voices last year, and we made sure not just USU, but other universities as well, had students there to testify of their experiences. Sylvia Read said it would make sense for us to ask our student teachers to just write her an e-mail and thank her. Sharla Hart said she would e-mail our student teachers this semester and give them Karen Peterson's legislative e-mail address and have them send letters thanking her for her efforts in regard to the student teaching stipend.

4. Educator Licensing Newsletter for [November 2024](#)

**Next meeting: January 13, 2025**