



# Education

Sen. John D. Johnson and Rep. R. Neil Walter

Item	Description
<b>1</b> <b>Advanced Placement (AP) Credit vs. Concurrent Enrollment Alignment</b>	<p>The Utah System of Higher Education (USHE) institutions accept high school concurrent enrollment credit more readily than AP credit, even though AP courses are generally more rigorous. The committee should examine how to better align credit recognition policies across institutions.</p>
<b>2</b> <b>Business Manager Reporting Structure in Public Education</b>	<p>In public education, business managers (deputy superintendents) do not report to the superintendent in a local education agency or in USBE. The committee should consider whether this organizational structure is appropriate for public education administration. See 2026 H.B. 524, Public Education Financial Officers.</p>
<b>3</b> <b>Educator Licensing and Disciplinary Action</b>	<p>Currently, the Utah Professional Practices Advisory Commission (UPPAC) manages complaints about teacher conduct. Review options for (1) improving the UPPAC process and (2) improving the due process for teachers during an investigation.</p>
<b>4</b> <b>Institutional Neutrality and Student Clubs</b>	<p>Examine recent legislation on institutional neutrality in public education (2024 H.B. 261, Equal Opportunity Initiatives, and 2026 S.B. 295, Intellectual Diversity in Education and Government) and the landscape of curricular and non-curricular clubs. Is there any clean-up needed?</p>
<b>5</b> <b>K12 and USHE Education and Workforce Partnerships</b>	<p>A joint presentation from the Utah Board of Higher Education and USBE on education and workforce readiness partnerships between the two systems, including technical education concurrent enrollment, APEX, First Credential, and youth apprenticeships, and more.</p>
<b>6</b> <b>Legislative Audits</b>	<p>Review 5-6 education-related audits likely to be assigned to the Education Interim Committee as the lead review committee.</p>
<b>7</b> <b>Legislatively Mandated Education Programs</b>	<p>How many and what programs does the state board oversee as mandated by the Legislature? Should they be prioritized to match the mission and vision of the public education system as established in code?</p>
<b>8</b> <b>Legislatively Mandated Education Programs and Outcome-based Investment Grant Program</b>	<p>2026 S.B. 324, Outcome-based Investment Grant Pilot Framework, established an Outcome-based Investment Grant Pilot Program. Which legislatively mandated public education programs could benefit from going through the process established by S.B. 324?</p>



<b>9</b>	<b>Organizing and Coordinating Civics Education Code</b>	Civics education is spread throughout the education code and needs to be organized and coordinated. The issue was highlighted by the number of places that required edits in 2026 H.B. 312, School Curriculum and Standards Modifications.
<b>10</b>	<b>Roles in Curriculum and Class Creation</b>	Ensure legislators understand the distinct roles in creating a class and curriculum: USBE sets standards; LEAs select curriculum; parents and stakeholders provide input; and legislation shapes the overall process. This is not a bill but a topic that requires discussion and clarification.
<b>11</b>	<b>Special Education Funding</b>	Study special education funding, including provisions in 2026 H.B. 463, Special Education Funding Modifications. Study compensation for paraprofessional support at Utah Schools for the Deaf and Blind, including interpreters.
<b>12</b>	<b>Strategic Reinvestment Plan for Public Education</b>	Study options for a strategic reinvestment plan for public education (see 2025 H.B. 265, Higher Education Strategic Reinvestment).
<b>13</b>	<b>Successful Arts Education Implementation</b>	Review successful arts education programs in Utah. How are they successful with limited funding?
<b>14</b>	<b>System Redesign</b>	A presentation on the restructuring of USHE into regions (stemming from 2026 H.B. 352, Higher Education Alignment) and how this new System architecture will enhance collaboration and help Utah capitalize on greater efficiencies in the delivery of higher education across the state.
<b>15</b>	<b>Teacher Licensing</b>	Review credit-hour requirements for degrees or licenses (such as teacher licenses) that require more than 120 credit hours.
<b>16</b>	<b>Teacher Licensing</b>	Study current teacher licensing practices and whether a subject-matter bachelor's degree (math, history, engineering, etc.) plus a master's in education should qualify for a full Professional Educator License in Utah.
<b>17</b>	<b>USHE Campus Safety Task Force Updates</b>	Study current teacher licensing practices and whether a subject-matter bachelor's degree (math, history, engineering, etc.) plus a master's in education should qualify for a full Professional Educator License in Utah.
<b>17</b>	<b>USHE Campus Safety Task Force Updates</b>	A presentation on the work the USHE Campus Safety Task Force has engaged in since its development, and anticipated outcomes and work products from the task force.