

STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH
TAYLORSVILLE REDWOOD CAMPUS, STUDENT CENTER (STC)
FRIDAY, MAY 15, 2015

AGENDA - AMENDED

7:30 – 8:50 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, SALT LAKE COMMUNITY COLLEGE BOARD OF TRUSTEES, PRESIDENT HUFTALIN, COMMISSIONER BUHLER**
Location: Corner Room (219)

9:00 – 10:30 AM **INFORMAL DISCUSSION (Presidents & Regents)**
Location: Corner Room (219)

10:00 – 10:30 AM **REFRESHMENTS**
Location: President's Room (225)

10:30 AM – 12:00 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

Regent Robert W. Prince, Chair

Location: Rooms 221/223

ACTION:

- | | |
|--|---------------|
| 1. Utah State University – Doctor of Philosophy in Aerospace Engineering | TAB A |
| 2. Weber State University – Bachelor of Science in International Business Economics | TAB B |
| 3. Southern Utah University – Bachelor of Arts/Bachelor of Science in Anthropology | TAB C |
| 4. Dixie State University – Bachelor of Science in Communication Studies | TAB D |
| 5. Dixie State University – Bachelor of Science in Media Studies | TAB E |
| 6. Revision to Policy R513, Tuition Waivers and Reductions | TAB F |
| 7. Authorization of Commissioner to Convey Information to State Board of Education as Required by SB196 | TAB AA |

CONSENT:

Please see the General Consent Calendar at TAB Z.

INFORMATION:

- | | |
|---|-------|
| 1. Institutional Completion Update: Salt Lake Community College | TAB G |
| 2. Alan E. Hall Innovation for Undergraduate Student Success Awardees for 2014-15 | TAB H |
| 3. Report on USHE College Application Portal Feasibility Study and Recommended Next Steps (Gates Grant) | TAB I |
| 4. College Access Challenge Grant Annual Report | TAB J |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Rooms 207/213

ACTION:

- | | |
|--|-------|
| 1. Salt Lake Community College – Campus Master Plan Approval | TAB K |
| 2. Salt Lake Community College – Westpointe Campus Property Purchase | TAB L |

- | | |
|---|-------|
| 3. Utah State University – Series 2015 Romney Stadium Westside Renovation Revenue Bond | TAB M |
| 4. Southern Utah University – Sale of Noncontiguous Property | TAB N |
| 5. Revision to Policy R512, Determination of Resident Status | TAB O |
| 6. Revision to Policy R571, Delegation of Purchasing Authority | TAB P |
| 7. Revision to Policy R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment | TAB Q |
| 8. Revision to Policy R710, Capital Facilities | TAB R |
| 9. Revision to Policy R803, Students and Employees Called to Active Military Service | TAB S |
| 10. Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines | TAB T |
| 11. USHE – Enrollment Forecasts | TAB U |

INFORMATION:

- | | |
|---|-------|
| 1. University of Utah – Sale of Gifted Property in Layton, Utah | TAB V |
| 2. University of Utah – Sale of Series 2015B General Revenue and Refunding Bond | TAB W |
| 3. USHE – 2015-16 Capital Improvement Funding Update | TAB X |
| 4. USHE – Institutions’ Health Plan Changes 2015-16 | TAB Y |

12:00 – 1:00 PM LUNCH
Location: Carnahan Lounge (outside Oak Room)

1:00 – 1:30 PM STATE OF THE COLLEGE – PRESIDENT HUFTALIN
Location: Oak Room

1:30 – 2:15 PM COMMITTEE OF THE WHOLE
Location: Oak Room

- | | |
|--------------------------------|-------|
| 1. General Consent Calendar | TAB Z |
| 2. Reports of Board Committees | |
| 3. Resolutions | |

2:15 – 3:15 PM EXECUTIVE SESSION
Location: Corner Room (219)

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Doctor of Philosophy in Aerospace Engineering

Issue

Utah State University (USU) requests approval to offer a Doctor of Philosophy (PhD) in Aerospace Engineering effective Fall Semester, 2015. The program was approved by the USU Board of Trustees January 9, 2015.

Background

Aerospace Engineering involves the design, construction, testing, and technology development for all types of flying vehicles including airplanes, rockets, missiles, and spacecraft. Currently, the PhD in Mechanical Engineering degree is used to accommodate both mechanical and aerospace engineering doctoral students. Utah State University offers a master's degree in Aerospace Engineering. The institution believes there is sufficient student interest and industry demand to justify a new PhD program.

The proposed program requires 72 credit hours beyond the bachelor's degree and 42 credit hours beyond the master's degree. It will comply with all USU Graduate School requirements for PhD programs of study including a formal dissertation.

Within the intermountain region, only Arizona State University, University of Arizona, and the University of Colorado at Boulder offer PhD programs in Aerospace Engineering. There are no Aerospace Engineering PhD degree programs in Wyoming, Nevada, or Idaho, or within the Utah System of Higher Education (USHE). It is believed that offering the Aerospace Engineering PhD program will better position USU to capture regional talent that might otherwise leave the state. Further, this program will likely attract students to Utah who would not have previously considered USU.

According to the United States Bureau of Labor Statistics Occupational Outlook, there are some 83,000 jobs in aerospace engineering. The number of aerospace engineering jobs are expected to increase at a 7% growth rate. These positions have a median annual wage of nearly \$104,000 (www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm).

The Utah Department of Workforce Services reports a 2.9% anticipated annual increase for aerospace engineers within Utah with 30 annual openings and median earnings of nearly \$76,000 per year (<http://jobs.utah.gov/wi/pubs/outlooks/state>). It is expected that people prepared at the PhD level will have earnings above the median.

Overall, Utah is among the top states in the nation in the concentration of aerospace employment. Hill Air Force Base, Alliant Technology Systems, Moog, Parker-Hannifin Corporation, Boeing, and Northrop Grumman Space and Missile Systems Group, are just a few examples of key aerospace employers in Utah. Aerospace is one of the leading industry clusters targeted by the Governor's Office of Economic Development.

Despite a changing environment within the aerospace industry, where NASA's operations have scaled back significantly, demand for aerospace engineers by private, commercial, and national defense employers remains strong. Growth is primarily driven by two emerging markets: 1) unmanned aerial vehicles and their integration into civil airspace; and 2) commercial space ventures both crewed and robotic. These emerging markets will require the creation and development of highly specialized technologies and are expected to support a pool of employees prepared at the PhD level.

In addition to the need for aerospace engineers in industry and government, USU has identified 64 academic aerospace engineering programs within the United States. Students completing the PhD program at USU would be qualified candidates for positions within many of these programs. Additionally, a PhD degree in aerospace engineering would qualify graduates for select positions within mechanical engineering departments.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Utah State University's request to offer the Doctor of Philosophy in Aerospace Engineering.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

R401 Proposal
Doctor of Philosophy Degree in Aerospace Engineering
Department of Mechanical and Aerospace Engineering
Utah State University

Section I: The Request

Utah State University (USU) requests approval to offer the Doctor of Philosophy in Aerospace Engineering effective Fall Semester, 2015. The program was approved by the institutional Board of Trustees on January 9, 2015.

Section II: Program Description

Overview

The Department of Mechanical and Aerospace Engineering (MAE) at USU seeks to offer a new Doctor of Philosophy (PhD) degree program in Aerospace Engineering to complement the current Master of Science (MS) in Aerospace Engineering and the current MS and PhD programs in Mechanical Engineering. Aerospace Engineering is the primary branch of engineering associated with design, construction, testing, and technology development for all types of flying vehicles including airplanes, rockets, missiles, and spacecraft. Currently, the PhD in Mechanical Engineering degree is being used to accommodate both mechanical and aerospace engineering graduate students who successfully complete the Mechanical Engineering doctoral program. The proposed new degree program will establish a separate degree path for aerospace engineering graduate students and attract new students that specifically desire a PhD graduate degree in Aerospace Engineering. The MAE department offers sufficient foundation and aerospace courses that provide the breadth and depth needed for a quality aerospace PhD degree program without the need to develop any new courses or hire additional faculty.

PhD Degree Requirements

The PhD degree requires 72 credit hours beyond the bachelor's degree and 42 credit hours beyond the master's degree and will comply with all USU Graduate School requirements for PhD programs of study including a formal dissertation. All students must pass three PhD qualifier exams, a dissertation proposal defense, and a final dissertation defense. Requirements also consists of core courses in aerospace engineering, advanced mathematics, technical electives, and quality aerospace research. A summary of PhD degree requirements is provided below.

Aerospace Engineering (PhD) Degree Requirements	
Beyond the BS - 72 credits	Beyond the MS - 42 credits
Coursework*: 24 credits (minimum) Aerospace Core <ul style="list-style-type: none"> • must include MAE 5500 and 5560 if not previously completed 21 credits (minimum) Aerospace Electives/Other <ul style="list-style-type: none"> • No more than 6 credits MAE 7930 Doctoral Publications • No more than 6 credits MAE 5930/6930/7930 Independent Study courses. 6 credits advanced math	Coursework*: 12 credits (minimum) Aerospace Core <ul style="list-style-type: none"> • must include MAE 5500 and 5560 if not previously completed 6 credits (minimum) Aerospace Electives/Other <ul style="list-style-type: none"> • No more than 6 credits MAE 7930 Doctoral Publications • No more than 6 credit MAE 5930/6930/7930 Independent Study courses. 3 credits advanced math
Dissertation Research 21 credits MAE 7970	Dissertation Research 21 credits MAE 7970
Dissertation Proposal & Final Defense	Dissertation Proposal & Final Defense
*No more than 21 credits of 5000- level coursework	*No more than 15 credits of 5000- level coursework

Purpose of the Degree

The new degree program will attract new PhD students to the MAE graduate studies and research program and provide graduate students with the opportunity to receive a degree more directly aligned with the academic and research skills that are critical to the aerospace industry. Students completing this degree program will possess skills sought by research organizations in industry, government, and academia requiring advanced design, research, and technical management in aerospace engineering. The PhD in Aerospace Engineering will support the Utah-based aerospace industry, as well as other prominent regional and national aerospace companies and research laboratories.

Institutional Readiness

The new degree program will be administered by the MAE Department, which has in place the administrative infrastructure necessary to manage the program. Presently, the MAE department supports a PhD program in Mechanical Engineering. The PhD program in Aerospace Engineering will place more emphasis on core aerospace engineering coursework, but will not require additional institutional resources or the development of new courses. The level of effort and cost to administer this degree program will be the same as that already being provided for the Mechanical Engineering PhD degree.

Faculty

Eight faculty members in MAE have appropriate backgrounds and research interests in aerospace engineering. In the past, these faculty members have supported the MS program in Aerospace Engineering and a degree specialization in aerospace under the MS program in mechanical engineering.

Staff

Additional staff lines will not be required. The current resources within the MAE department will be able to accommodate this new program.

Library and Information Resources

Two major library resources needed for the new program are the IEEE Xplore database and a series of journals produced by the American Institute of Aeronautics and Astronautics. The Merrill-Cazier library presently subscribes to these resources.

Admission Requirements

Applicants with a bachelor's or master's degree in Aerospace Engineering or Mechanical Engineering from an ABET-accredited program can apply. For unrestricted admission to the program, students are required to have a minimum 3.3 GPA and successfully pass the GRE exam. Additional coursework in aerospace engineering fundamentals may be required in individual cases. All graduate students are expected to have a working knowledge of a computer programming language.

Student Advisement

The mechanics of admission to the program and fulfilling program requirements are handled by a full-time staff graduate advisor. As students are admitted to the program, they are assigned a temporary faculty advisor who guides them on which courses to take the first semester and how to prepare for the PhD qualification exams. During the first semester, students select a graduate committee and a major professor who advise them throughout the rest of their program.

Justification for the Number of Credits

The number of credits required for this program is the same as the currently offered PhD in Mechanical Engineering which is overseen by the Graduate School.

External Review and Accreditation

As with the current PhD program in Mechanical Engineering and practice throughout the United States, no accreditation will be sought.

Projected Enrollment

Table 1. Projected enrollment for the PhD Aerospace Engineering Degree.

Year	Student FTE	Student Headcount	# of Faculty	FTE-to-Faculty Ratio
1	0	0	8	0.0
4	2	2	8	0.25
3	4	4	8	0.50
4	6	6	8	0.75
5	8	8	8	1.00

Section III: Need

Program Need

Within the intermountain region, only Arizona State University, University of Arizona, and the University of Colorado at Boulder offer PhD programs in Aerospace Engineering. There are no Aerospace Engineering PhD degree programs in Wyoming, Nevada or Idaho, or within the Utah System of Higher Education (USHE). Thus, offering the Aerospace PhD degree better positions USU to capture regional talent that would otherwise leave the state. It is anticipated the program will attract students who would not have previously considered USU.

Labor Market Demand

According to the U.S. Department of Labor, Bureau of Labor Statistics, aerospace engineers are expected to have a 7% growth in employment during the decade of 2012 to 2022.

Overall, Utah is one of the top ten states in the nation in the concentration of aerospace employment. In 2011, the Economic Development Corporation of Utah listed the leading aerospace organizations in Northern Utah. Largest among these organizations is Hill Air Force Base (HAFB). HAFB is the host unit for the United States Air Force Material Command's 75th Air Base Wing. This unit provides support for the Ogden Air Logistics Complex (OALC) and its subordinate organizations. The OALC is the worldwide manager for a wide range of aircraft, engines, missiles, software, avionics, and accessories components. The largest private employer is Alliant Technology Systems (ATK) with the Space Systems Division groups located in Magna and Promontory, and its Aerospace Structures Division in Clearfield.

These employers are supported by a significant group of medium-sized employers including Aircraft and Space Defense Groups of Moog Inc., the Parker-Hannifin Corporation, Boeing Utah Company, and the Northrop Grumman Space and Missile Systems Group, all of Layton Utah.

The Space Dynamics Laboratory, North Logan, Utah is a University Affiliated Research and Development Center and a sub-unit of the Utah State University Research Foundation. It is a medium-sized non-commercial employer of aerospace engineers. Space Dynamics Laboratory (SDL) expects to continue to hire new PhD aerospace engineers as they have done for the past 50 years, and it would be to SDL's advantage for these PhD engineers to attend school in Utah.

Multiple small private supplier and integration organizations provide to this network of large to medium scale employers. Examples of these small support vendors include Compositex, Inc. Sandy Utah, a manufacturer of rocketry cases and nozzles; Groen Brothers Aviation Global, Inc., Salt lake City Utah, a designer of high-performance rotorcraft for both civil and military applications; Borsight, Inc, Ogden Utah, an aerospace systems integrator; and Hypercomp, Inc., Brigham City Utah, a manufacturer of composite pressure vessels.

Despite the changing environment of the aerospace industry, where NASA's operations have scaled back significantly, demand for aerospace engineers by private, commercial, and national defense employers is still strong. Over the decade from 2012 to 2022, the Bureau of Labor Statistics projects a 7% growth in employment for aerospace engineers. This growth is primarily driven by two emerging markets 1) unmanned aerial vehicle and their integration into civil airspace, and 2) commercial space ventures both crewed and robotic. These emerging markets will require the creation and development of a wide swath of highly specialized technologies in order to become viable, and will clearly support a pool of employees with advanced aerospace engineering degrees.

In addition to the need for aerospace engineers in industry and government, USU has identified 64 academic aerospace engineering programs within the United States. Students completing the PhD program at USU would be qualified candidates for positions within many of these programs. Additionally, a PhD degree in aerospace engineering would qualify graduates for select positions within mechanical engineering departments.

Student Demand

Presently the MAE department supports a PhD in Mechanical Engineering. A new PhD in Aerospace Engineering will provide graduate students with an option that is more focused on the specialized topics that are central to aerospace engineering. Graduates with a PhD in aerospace engineering will be better prepared and more competitive in the aerospace industry. Students wanting a PhD degree in aerospace engineering will be able to stay in Utah rather than go out of state. As stated previously, this change will help to keep home-grown talent close to home.

When the PhD in Aerospace Engineering program is approved, there exists a potential for an initial small decrease in the number of students pursuing a PhD in Mechanical Engineering. However, because of the previously-described market demand and the desire of many students to choose a program with a PhD in Aerospace Engineering, overall enrollment in MAE's PhD programs is projected to increase during the next five years.

Section IV: Impact and Benefits

Collaborations with and Impact on Other USHE Institutions

There is no anticipated impact on other USHE institutions.

Benefits

The PhD in Aerospace Engineering will directly impact the goals of USHE to prepare a workforce and develop advanced aerospace technologies that will directly impact Utah's economy. This proposed degree will make USU graduates more competitive for aerospace engineering positions within Utah as well as elsewhere in the aerospace industry. By having more engineers educated and trained for their needs, the Utah aerospace companies are, presumably, going to be more competitive in competing for new contracts and developing new aerospace technologies.

Consistency with Institutional Mission

The mission of USU is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

The proposed PhD in Aerospace Engineering enhances the University's reputation as a space-grant institution through both its graduates and research productivity. It supports the University Mission Statement in the following ways:

1. The department becomes more student-centered by providing a program to meet the needs of the students.
2. The doctoral program will improve academics in aerospace engineering by fostering research in the forefront of the field, consistent with the USU mission to be one of the nation's premier space-grant universities.

The doctoral program will serve the public by application of the research produced. It will also serve the growing aerospace industry in Utah with a better-prepared work force.

Section V: Program and Student Assessment

Program Assessment

The major goal for the program is to graduate PhD students with expertise in aerospace engineering and who are prepared to meet the needs of research organizations in industry and academia. Attainment of this goal will be measured by the placement rate of graduates within local and national research laboratories in industry, government, and academia.

Expected Standards of Performance

The standard of performance for all students is a grade of C or better in all classes required for the degree and to maintain an overall program GPA of 3.0 or higher in order to graduate with a PhD degree. In addition, all PhD students must satisfactorily pass a set of qualification exams within 3 semesters of being admitted to the aerospace engineering PhD program, and pass a dissertation defense upon completion of their dissertation research. PhD students are also expected to publish in peer-reviewed journals before completing their PhD program of study. These standards are already well established in the Graduate School as well as for the existing Mechanical Engineering PhD degree program.

Section VI: Finance

Funding Sources

The proposed PhD in Aerospace Engineering builds on MAE's MS in Aerospace Engineering Program and the aerospace specialization in place within MAE's undergraduate program. Additional funding is not required.

Reallocation

No budget transfers or reallocations will be requested or needed to offer a quality program as explained in the next section.

Impact on Existing Budget

A new aerospace PhD degree will enhance the MAE graduate program with virtually no impact on existing budgets.

Faculty

This new degree will have no impact on faculty salaries since new faculty positions are not needed to offer the degree. In reality, each professor is constantly managing his/her time to maintain a research program that includes preparing proposals, contract management, student mentoring, teaching courses, publishing research results, and providing University and professional service. Experience has shown that even though the required student contact time increases with the number of graduate advisees, the overall workload may not increase but actually decrease because there is more graduate student support for developing and maintaining the research productivity. The MAE faculty members feel that the benefits of the projected enrollment offset the time costs to manage the program.

Staff

This new degree program will have no impact on staff work load and staff salaries.

Facilities

During the past five years, the MAE department has been planning for and working toward increased graduate enrollment and has sufficient office/study space to accommodate the expected small enrollment increase. Most of the incidental cost associated with graduate students is already covered by the research grants/contracts such that the impact on Education & General funds is expected to be minimal.

Operating Costs

Increase in enrollment results in increased copy service charges and other miscellaneous expenses. The MAE department has already been using electronic communications more and more to curb paper and copy expenses. This will continue such that these costs will be minimal for this degree program. In summary, the additional work load imposed by this degree is minimal and will have no impact on tasks that would normally be done by current faculty and staff.

Budget Explanation

Salaries, wages, and benefits are estimates of the marginal costs of offering PhD level instruction based on the USHE cost study. Since these courses are already being taught, the revenue to pay for these expenses is simply a reallocation within current department funds. Thus, the difference, revenue less expenses, is zero. The teaching expenses are based on eight faculty members with an approximately 50% teaching role assignment, and with a 50/50 split between mechanical engineering courses and aerospace engineering courses. The expenses are thus approximately 25% of current salaries, wages, and benefits for these faculty members. Note that any additional expenses associated with research will be externally funded.

Additional comments for Table 2:

- FTE = 10 credits
- Tuition increase is estimated at 8%.
- Salary and Wages increase is estimated at 3%.
- Benefit increase follows the Sponsored Programs rates
- No new funding is required for this program.

Table 2. Projected Aerospace PhD Program Revenue and Expenses

		Year 1	Year 2	Year 3	Year 4	Year 5
Students						
	Projected FTE	4	6	8	9	10
	Cost Per FTE	12,173	10,843	9,811	9,455	9,139
	Student/Faculty Ratio	0.50	0.75	1.00	1.13	1.25
Projected Tuition						
	Gross Tuition	21,897	35,473	51,081	62,063	74,476
	Tuition to Program	0	0	0	0	0
5 Year Budget Projection						
		Year 1	Year 2	Year 3	Year 4	Year 5
Expenses						
	Salaries & Wages	93,727	96,539	99,435	102,418	105,491
	Benefits	40,303	40,303	40,303	40,303	40,303
	Total Personnel	134,030	136,841	139,738	142,721	145,793
	Current Expense	38,820	38,820	38,820	38,820	38,820
	Travel					
	Capital					
	Library Expense					
Total Expense		172,850	175,662	178,558	181,541	184,614
Revenue						
	Legislative Appropriation					
	Grants					
	Reallocation	172,850	175,662	178,558	181,541	184,614
	Tuition to Program					
	Fees					
Total Revenue		172,850	175,662	178,558	181,541	184,614
Difference	Revenue-Expense	0	0	0	0	0

Appendix A: Program Curriculum

All Program Courses

PhD Beyond BS	
Course Requirements	Credit Hours (minimum)
Core Courses	24
Math Courses	6
Dissertation Research	21

Technical electives/other credits	21
Total Credits	72

PhD Beyond MS	
Course Requirements	Credit Hours (minimum)
Core Courses	12
Math Course	3
Dissertation Research	21
Technical electives/other credits	6
Total Credits	42

Existing Aerospace Core Courses

Fall Semester

- MAE 5500 Aerodynamics
- MAE 5560 Dynamics of Space Flight
- MAE 6500 Potential Flow
- MAE 6510 Aircraft Dynamics and Flight Simulation
- MAE 6540 Advanced Astrodynamics
- MAE 7540 Advanced Astrodynamics Techniques/Applications

Spring Semester

- MAE 6340 Spacecraft Attitude Control
- MAE 6560 Spacecraft Navigation
- MAE 6930 Advanced Control of Aero Vehicles

Summer Semester

- MAE 6530 Advanced Propulsion
- MAE 6570 Optimal Space Guidance
- MAE 6930 Monte Carlo and Linear Covariance Techniques
- MAE 7560 Optimal Estimation/Aerospace

Aerospace Technical Electives

Fall Semester

- MAE 5310 Dynamic Systems and Controls
- MAE 5420 Compressible Fluid Flow
- MAE 6180 Dynamics & Vibrations
- MAE 6410 Fluid Dynamics
- MAE 7360 Optimal and Robust Control
- MAE 6320 Linear Multivariable Control
- ECE 5230 Space Systems Engineering
- ECE 6240 Space Environment Engineering
- ECE 6650 Optics I

Spring Semester

- MAE 5440 Computational Fluid Dynamics
- MAE 5510 Dynamics of Atmospheric Flight

MAE 5540 Propulsion Systems
 MAE 6440 Advanced Computational Fluid Dynamics
 MAE 6490 Turbulence*
 MAE 6550 Advanced Structural Analysis
 MAE 7330 Nonlinear and Adaptive Control
 MAE 7350 Intelligent Control Systems

All Semesters (Fall, Spring, and Summer)

MAE 5930, 6930, 7930 Special Topics (must be Aero focused)

Approved Mathematics Courses

MATH 5270: Complex Variables
 MATH 5410: Methods of Applied Mathematics
 MATH 5420: Partial Differential Equations
 MATH 5460: Introduction to Theory and Application of Nonlinear Dynamics Systems
 MATH 5760: Stochastic Processes
 MATH 6270: Complex Variables
 MATH 6410: Ordinary Differential Equations I
 MATH 6420: Partial Differential Equations I
 MATH 6440: Ordinary Differential Equations II
 MATH 6450: Partial Differential Equations II
 MATH 6470: Advanced Asymptotic Methods
 MATH 6610: Numerical Analysis
 MATH 6620: Numerical Analysis
 MATH 6640: Optimization
 ECE 6010: Stochastic Processes in Electronic Systems
 ECE 6030: Mathematical Methods for Signals and Systems
 STAT 5200 Design of Experiments
 MAE 7560 Optimal Estimation for Aerospace Systems

New Courses to be Added in the Next Five Years

No new courses are currently planned. However, to enhance the program and continually strengthen its relevance, it is expected that new courses will be integrated over time.

Appendix B: Program Schedule

The following is a sample program of study for the Aerospace Engineering PhD beyond the baccalaureate degree.

PhD Aerospace Engineering (Year 1)			Year 1 Credits
Fall 1	Spring 1	Summer 1	
MAE 5500	MAE 6340	MAE 6530	
MAE 5560	MAE 5540 ¹		
MAE 5420 ¹	MAE 5440 ¹		
9 hours	9 hours	3	21

¹ Technical Elective

PhD Aerospace Engineering (Year 2)			Year 2 Credits
Fall 2	Spring 2	Summer 2	
MAE 6500	MAE 6560	MAE 6570	
MAE 6540	Math 5420		
MAE 5310 ¹	MAE 6440 ¹		
9 hours	9 hours	3 hours	21

¹ Technical Elective

PhD Aerospace Engineering (Year 3)			Year 3 Credits
Fall 3	Spring 3	Summer 3	
MAE 6410 ¹	MAE 7970	MAE 7560 ^m	
ECE 5230 ¹			
6 hours	9 hours	3 hours	18

¹ Technical Elective ^m Math Course

PhD Aerospace Engineering (Year 4)			Year 4 Credits
Fall 4	Spring 4	Summer 4	
MAE 7970	MAE 7970		
6 hours	6 hours		12

Total Credits	72
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The following is a sample program of study for the Aerospace Engineering PhD beyond the master's degree.

PhD Aerospace Engineering (Year 1)			Year 1 Credits
Fall 1	Spring 1	Summer 1	
MAE 5500	MAE 6340	MAE 6530	
MAE 5560	MAE 5540 ¹		
MAE 5420 ¹	MATH 5420		
9 hours	9 hours	3	21

¹ Technical Elective

PhD Aerospace Engineering (Year 2)			Year 2 Credits
Fall 2	Spring 2	Summer 2	
MAE 7970	MAE 7970		
6 hours	6 hours		12

¹ Technical Elective

PhD Aerospace Engineering (Year 3)			Year 3 Credits
Fall 3	Spring 3	Summer 3	
MAE 7970	MAE 7970		
6 hours	3 hours		9

Total Credits			42
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Appendix C: Faculty

Professors:

Christine Hailey - PhD Mechanical Engineering, University of Oklahoma, 1985 (aerodynamics and flight mechanics)

Associate Professors:

Rees Fullmer – PhD Mechanics Engineering, University of Utah, 1985 (guidance, navigation and control)

Steven Folkman - PhD Mechanical Engineering, Utah State University, 1990 (aerospace structures)

David Geller - PhD Space Physics and Astronomy, Rice University, 1999 (guidance, navigation and control)

Steven Whitmore - PhD Aerospace Engineering, University of California, Los Angeles, 1989 (propulsion)

Assistant Professors:

Aaron Katz - PhD Aeronautics and Astronautics, Stanford University, 2009 (computational fluid dynamics)

Currently two additional faculty positions are being filled at the assistant professor level to support the needs of the Aerospace Engineering curriculum.

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in International Business Economics

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science (BS) in International Business Economics effective Fall Semester, 2015. The program was approved by the WSU Board of Trustees February 3, 2015.

Background

The proposed program is intended for business and economics majors who are interested in working in an international business setting within or outside the United States or who have an interest in broadening their perspectives of the global business economics environment. In addition to building a foundation in business disciplines, the program is designed to provide students with study abroad and professional experiences that are complemented with foreign language skills.

The strategic plan of the WSU Goddard School of Business and Economics (GSBE), the unit in which the proposed program will reside, identifies internationalization as an important initiative that has led to the creation of a number of study abroad courses. The GSBE's accrediting body, Association to Advance Collegiate Schools of Business (AACSB), has encouraged internationalizing business education as an important area of interest.

Students looking for immediate employment after graduation will be qualified for positions in the Management and Business/Financial Operations sectors, two of the top six areas with the largest number of openings in Utah (<http://jobs.utah.gov/wi/topjobs/index.html>) as well as other occupations that require preparation in areas related to business and economics.

The institution reported that students who have graduated with similar bachelor's degrees from the GSBE have been successful in gaining admission to professional graduate programs such as Master of Finance, Master of Business Administration, Master of Accounting, etc. It is expected that this proposed program will provide the foundation for admission to graduate programs for those who wish to pursue advanced studies.

Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief Academic Officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve Weber State University's request to offer the Bachelor of Science in International Business Economics.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Program Description – Full Template
Weber State University
Goddard School of Business & Economics
Department of Economics
International Business Economics (BS)
01/20/2015

Section I: The Request

Weber State University requests approval to offer a Bachelor of Science in International Business Economics effective Fall Semester, 2015. The program was approved by the institution's board of trustees on February 3, 2015.

Section II: Program Description

Complete Program Description

The International Business Economics program is intended for business and economics majors who are interested in working for a multinational business organization or in employment outside of the United States. The program will require students to complete a study abroad experience (at least one semester of study at an accredited university outside of the United States or participation in a minimum of 6 credits of study abroad courses), a foreign language requirement, and a capstone course.

Candidates for the degree must complete all prerequisite and required business and economics courses with a grade of "C-" or higher. In addition, students must maintain a cumulative grade point average of 2.5 or higher.

A total of 120 credit hours is required for graduation; 60-61 of these are GSBE required courses and 24 are required within the major.

Purpose of Degree

The Association of American Colleges & Universities (AAC&U) identifies 10 high-impact educational practices that foster deep learning (Kuh, 2008). The hallmark of all current economics major programs is the focus on two of these practices, undergraduate research and capstone experience courses. Currently, all economics major programs require students to complete an undergraduate thesis as part of the capstone experience course ECON 4980. In undergoing the 5-year Board of Regents economics program review in 2013, the external review team recommended that the economics department consider making available different paths through the curriculum to accommodate the needs of students who desire a more professional preparation in economics versus a more academic preparation. On the institutional level, knowledge of global viewpoints is identified as a learning outcome, and the strategic plan of the Goddard School of Business and Economics (GSBE) identified internationalization as an important initiative that has led to the creation of a number of study abroad courses and increased offerings of study abroad opportunities for undergraduate students. The GSBE accrediting body, Association to Advance Collegiate Schools of Business (AACSB), encourages business schools to provide global educational curricula.

In proposing the new International Business and Economics program the GSBE sought to maintain its focus on high-impact educational practices while at the same time providing a professional focus and support in the GSBE goal of internationalization. Specifically, the department has introduced options for students to count study abroad experiences as part of required course work and allows a capstone experience to provide a professional internship. The Association of American Colleges and Universities identified study abroad and internships as high-impact educational practices. Students in the program will be able to take upper-level courses with students from China and Korea who come to WSU to study.

Institutional Readiness

Recent changes in the administrative structure of the GSBE provide support for the proposed program. The current dean brings experience in international programs to WSU. Both the dean and the associate dean work consistently in support of internationalization. This has resulted in an increased number of international partnerships, cooperation agreements for the GSBE, new 2+2 programs, and study abroad opportunities have been created. One of the college advisers works closely with the dean's office in advertising those opportunities and in recruiting students. The proposed program uses these existing changes to provide students with an avenue to use study abroad options.

The university has recently created a new position for a Dean of International Programs. This position is currently occupied by a former economics faculty member.

List of International Partners for the GBSE	
Belgium	Catholic University Louvain
China	Shanghai Normal University
France	University of Caen Vichy University Kedge Business School EBS
Germany	Hochschule Bremen Hochschule Hof
Korea	Woongji Accounting and Tax College SookMyung Women's University University of Seoul
Spain	University of Valencia
United Kingdom	University of Hertfordshire

Cooperation Agreements in Process

Austria – IMC Fachhochschule Krems

Peru -- Universidad De Piura

Poland -- University of Warsaw

Turkey -- Pamukkale University

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	9	2	11
Full-time Non-Tenured	2	(1)	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	1	1	1
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	7	7	7
With Bachelor's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Other			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
Total Headcount Faculty in the Department			
Full-time Tenured	9	2	11
Full-time Non-Tenured	2	(1)	1
Part-time Tenured	0	0	0
Part-time Non-Tenured	8	0	8
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15.5	1	16.5

Staff

Current staff in the economics department consists of an administrative assistant on a 12-month contract and a number of student hourly employees who work as graders/tutors and lab aides. Given the projected

small increase in the number of majors (based on current enrollment in emphasis areas other than International Economics) no additional staff will be needed in the economics department, especially given that the department just moved from an 11-month to a 12-month administrative assistant. On the college level, the advising office will be able to handle the additional students and is trained in recruiting for the study abroad courses. One area where additional staff support might be needed is in the area of career services for students with an international background, Coordination with career services staff is underway.

Library and Information Resources

Library resources to support the program are in place.

Admission Requirements

The admission requirements for students are identical to those for students in all business programs. Students complete the business foundations courses and enroll in BSAD 2899. Students gain formal admission to the GSBE by meeting the grade point average (GPA) requirement for the business foundation courses (2.5), the overall GPA requirement (2.5), and by completing the course requirements for BSAD 2899.

Student Advisement

The bulk of all student advisement within the GSBE is conducted by two full-time college advisers, one of whom is specifically trained in study abroad advising and recruiting. The proposed program has been discussed and coordinated with college advisers. Given that the structure of the new program is very similar to the Business Economics program and the college advisers already work with the study abroad options, student advising adjustments should be minor. In addition, the chair of the economics department regularly meets with economics majors who have more individual concerns in order to help them structure their course of study and discuss options.

Justification for Graduation Standards and Number of Credits

Students need to meet the graduation standards of the GSBE as outlined in the most recent catalog. The total number of credit hours for the new International Business Economics program is higher than for the Business Economics program because of the language requirement, although the program may be completed within the Regent-approved range of 120 – 126 credit hours.

External Review and Accreditation

No external consultants were used in the design of this program. Since the proposed program will be offered by the GSBE, AACSB accreditation requirements will be met with respect to assessment and faculty qualifications.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	3	5	7	7

Total # of Declared Majors in Proposed Program	X	5	10	15	20	20
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15.5	16.5	16.5	16.5	16.5	16.5
Total Department Student FTE (Based on Fall Third Week)	307.5	320	325	330	335	335
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	19.8	19.4	19.7	20	20.3	20.3
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <u> N/A </u>)						

Expansion of Existing Program

The proposed program is a combination of the existing Business Economics program and the International Economics program with an explicit emphasis on study abroad opportunities and a language requirement. It is expected that to some extent students in those two programs will choose the International Business Economics major and that a small number of new students will be attracted to the economics major. Since the economics department has substantially increased the number of graduates and students enrolled in upper-level economics courses, the goal is not so much to increase major numbers, but to offer students an opportunity to complete a degree in International Business Economics in an environment that is already very international because of the strong presence of Chinese and Korean 2+2 program students.

Section III: Need

Program Need

The proposed program is the first degree program in the GSBE with a focus on international subject matter. The institution reported that almost all accredited business schools have at least one learning objective that includes global perspective. As described below, the program meets student and labor market needs.

Labor Market Demand

Career placement for majors from the GBSE has been strong. The institution reported that placement of qualified students (good GPA, some work experience) has been at 100%. Since the proposed program is a variation of the Business Economics program, majors will be similarly marketable.

Given the demographics of current economics majors at WSU, the proposed degree program will graduate domestic students who are interested in obtaining local employment upon graduation as well as international students who are more likely to seek employment nationally or internationally or who plan to apply to professional graduate programs within the United States. Students looking for immediate employment after graduation will look for jobs in the general areas of Management and Business/Financial Operations, two of the top six areas with the largest number of openings in Utah (<http://jobs.utah.gov/wi/topjobs/index.html>) and nationally two occupations (specifically Market Research

Analysts and Management Analysts) with much faster (32%) or faster (19%) average growth in terms of the job outlook (<http://www.bls.gov/ooh/>). As indicated in the program description, these labor market data are indicative of the high placement rate of recent graduates from the GSBE in closely related business and economics degrees. Members of the GSBE Business Advisory Council support the program and have suggested that the program serves local labor market needs.

International students who have graduated with similar bachelor's degrees from the GSBE have already been successful in gaining admission to professional graduate programs such as Master of Finance, MBA or Master of Accounting. Continued success in gaining graduate admission is guaranteed by maintaining the same rigor as in existing programs.

Student Demand

Upon enrollment at WSU, each year a number of students self-identify as International Business majors by choosing the International Business and Economics certificate (a total of 26 students are currently declared in the International Certificate). Since students at this stage do not recognize the difference between an institutional certificate and a major program, this existing declaration among students indicates interest in an international business economics degree program. This interest is fueled by a student body with substantial second language skills and exposure to other countries through missionary work. Those students, up to now, could signal their interest in international business by adding course work in the international certificate (administered by the department of economics), but not through a program major. The existing international economics degree is a social science degree that does not require business courses. Essentially the proposed degree program will provide students with an option that they think exists already at WSU.

Similar Programs

University	Program similar to International Business Economics
University of Utah	None (Eccles School and Department of Economics) – all degree programs require two courses in Global Perspectives.
Utah State University	Economics Major International Economics and Trade Emphasis (no study abroad or language component)
Dixie State College	None
SUU	Certificate in International Business (no degree option)
UVU	Business Management – International Business Emphasis, BS (12 credits required in international subject matter, no language or study abroad component).

None of the other Utah public universities with 4-year programs offer an International Business Economics Degree that is structured in a similar way as the proposed program. Specifically, none of the other programs explicitly require the high-impact learning components of study abroad and internships or undergraduate research.

Collaboration with and Impact on Other USHE Institutions

No impact on other USHE institutions is predicted. The proposed program provides a global study option for WSU students who are interested in international business.

Benefits

Weber State University will benefit by a more deliberate use of existing administrative structures. The proposed program ties to university and college initiatives that can now be used by students in a systematic way for a specific degree. Presently a number of new study abroad options have been created without being explicitly linked to curriculum changes. The proposed program seeks to remedy this.

Consistency with Institutional Mission

The program focus on high-impact learning practices (capstone experiences, internships, study abroad, undergraduate research) links directly to the WSU core theme of Learning and its mission to provide excellent educational experiences through extensive personal contact among faculty, staff and students in and out of the classroom. Both study abroad and capstone experience courses (internship or research methods) cannot be completed without close collaboration among all those groups. The required study abroad experience, embedded in the proposed program, fosters the WSU Mission with respect to diversity.

Section IV: Program and Student Assessment

Program Assessment

The program goals are aligned with department of economics learning outcomes and GSBE learning outcomes. At both levels understanding of global viewpoints is an explicit learning outcome. This outcome is currently assessed at the department level as part of the Test of Understanding College Economics (TUCE), which contains micro- and macro-economic questions with regard to international subject matter. Apart from administering the TUCE, departmental assessment efforts are focused on the capstone experience course ECON 4890 Research Methods. Since the proposed program contains the option of an internship class as the capstone experience, students in that class will receive similar mentoring with respect to their research paper and will be evaluated with a rubric for their written work. Instead of a research presentation, the students in the capstone internship class will de-brief with the instructor. As part of this formal de-briefing, students will have to orally present their experience and link to academic subjects.

Expected Standards of Performance

With respect to the TUCE, students are expected to outperform the national post-test average by a substantial margin (the national average is around 45% - senior students are expected to perform at 70% proficiency). With respect to the rubric for the written and oral capstone course requirements, students are expected to perform at a level of 80% or above.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$ 936,527	\$ 93,449	\$1,029,976	\$ 20,400	\$1,050,376	\$ 20,808	\$1,071,184
Benefits	396,992	40,183	437,175	8,772	445,947	3,947	449,894
Total Personnel Expense	\$ 1,333,519	\$133,632	\$1,467,151	\$ 29,172	\$1,496,323	\$ 24,755	\$1,521,078
Non-Personnel Expense							
Travel	12,000	1,200	13,200		13,200		13,200
Capital							
Library	28,000		28,000		28,000		28,000
Current Expense	18,000		18,000		18,000		18,000
Total Non-Personnel Expense	\$ 58,000	\$ 1,200	\$ 59,200		\$ 59,200		\$ 59,200
Total Expense (Personnel + Current)	\$ 1,391,519	\$134,832	\$1,526,351	\$ 29,172	\$1,555,523	\$ 24,755	\$1,580,278
Departmental Funding							
Appropriated Fund	\$ 1,381,519	\$134,832	\$1,516,351	\$ 29,172	\$1,545,523	\$ 24,755	\$1,570,278
Other:	0						
Special Legislative Appropriation	0						
Grants and Contracts	0						
Special Fees / Differential Tuition	\$ 10,000	\$	\$ 10,000	\$	\$ 10,000	\$	\$ 10,000
Total Revenue	\$ 1,391,519	\$134,832	\$1,526,351	\$ 29,172	\$1,555,523	\$ 24,755	\$1,580,278
Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental	\$150.84		\$158.99		\$159.54		\$159.62

Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")							
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* **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Given that the current program is being developed mostly from existing courses and the projected increase in new students, no additional funding will be needed for the program.

Reallocation

Existing departmental funding will be used to support the program. It is not anticipated that funds will need to be reallocated to support the program.

Impact on Existing Budgets

There is no anticipated impact to existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
ACTG 2010	Survey of Accounting I	3
ECON 2010 SS	Principles of Microeconomics	3
ECON 2020 SS	Principles of Macroeconomics	3
QUAN 2600	Business Statistics I	3
IST 2010 TE	Business Computer Skills	1
BSAD 2899	Business Foundations and Admission Assessment	0
QUAN 2400	Business Calculus	3

Course Prefix and Number	Title	Credit Hours
QUAN 3610	Business Statistics II	3
BSAD 3200	Legal Environment of Business	3
BSAD 3330	BSAD 3330 – Business Ethics & Environmental Responsibility	3
BSAD 4620	Executive Lectures	1
BSAD 4780	Strategic Management	3
ACTG 2020	Survey of Accounting II	3
FIN 3200	Financial Management	3
MGMT 3010	Organizational Behavior and Management	3
SCM 3050	Operations and Logistics Management	3
MKTG 3010	Marketing Concepts and Practices	3
ECON 4010	Intermediate Microeconomic Theory	3
ECON 4020	Intermediate Macroeconomic Theory	3
ECON 4860	Economics Internship	3
IST 3110	Information Technology for Business	3
ECON 3110	International Trade	3
Sub-Total		59
Elective Courses		
ECON 4970	Introduction to Research Methods	1
ECON 4980	Research Methods	3
ECON 3030	Managerial Economics	3
ECON 3090	History of Economic Thought	3
ECON 3120	International Finance and Monetary Arrangements	3
ECON 3200	Money and Banking	3

Course Prefix and Number	Title	Credit Hours
ECON 3400	Labor Economics	3
ECON 4170	Economic Development	3
ECON 4320	Industrial Economics	3
ECON 4520	Public Finance	3
ECON 4550	Introduction to Econometrics	3
ECON 4560	Mathematical Economics	3
ECON 4800	Independent Study	1 - 3
ECON 4810	Experimental Courses	1 - 3
ECON 4920	Short Courses, Workshops, Institutes and Special Programs	1 - 3
ACTG 5140	Accounting for Global and Complex Entities	3
IST 3710	Global Issues in Information Technology	3
MGMT 3400	International Business	3
BSAD 4850	Business Administration Study Abroad	3
MGMT 3450	Business Studies Abroad – International Management	3
MKTG 3600	International Marketing	3
MKTG 3700	Business Studies Abroad – International Marketing	3
SCM 4400	Global Supply Chain Management	3
ECON 4850	Economics Study Abroad	3
FIN 4850	Finance Study Abroad	3
MGMT 4850	Management Study Abroad	3
MKTG 4850	Marketing Study Abroad	3

Course Prefix and Number	Title	Credit Hours
ACTG 4850	Accounting Study Abroad	3
SCM 4850	Supply Chain Management Study Abroad	3
Sub-Total		9-10
Sub-Total (of all required elective credits taking into account the various options)		68-69
Track/Options (if applicable)		n/a
	Language Requirement	12
Sub-Total		
Total Number of Credits		80-81

Program Schedule

Each semester starting Fall Semester 2015 the course ECON 4860 Economics Internship (3 credits) will be added to the department of economics course schedule. This class will be available Spring, Summer and Fall. No other schedule changes are necessary.

Section VII: Faculty

Following is a list of all Economics Department full-time faculty:

Nazneen Ahmad - Associate Professor of Economics. PhD, University of New Orleans, 2005
Jennifer E. Gnagey - Visiting Professor of Economics. PhD, The Ohio State University, 2014
Matthew K. Gnagey - Assistant Professor of Economics. PhD, The Ohio State University 2014
Therese A. Grijalva - Professor of Economics. PhD, University of New Mexico, 2000
Brandon C. Koford - Assistant Professor of Economics. PhD, University of Kentucky, 2008
Álvaro La Parra Pérez - Assistant Professor of Economics. PhD, University of Maryland, 2014
John Mukum Mbaku - Professor of Economics. PhD, University of Georgia, 1985;
 JD, SJ Quinney College of Law, University of Utah, 2010
Gregory M. Parkhurst - Assistant Professor of Economics. PhD, University of Wyoming, 2003
Praopan Pratoomchat - Visting Professor of Economics. PhD, University of Utah, 2013
Rong Rong - Assistant Professor of Economics. PhD, George Mason University, 2013
Doris Geide Stevenson - Professor of Economics. PhD, State University of New York-Buffalo, 1995

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Bachelor of Arts/Bachelor of Science in Anthropology

Issue

Southern Utah University (SUU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Anthropology effective August 24, 2015. The institutional Board of Trustees approved the degree on December 4, 2014.

Background

The proposed BA/BS in Anthropology expands upon a successful Anthropology minor at SUU. In addition to approximately 30 declared minors, the Anthropology club has more than 70 members. Anthropology courses at SUU are enrolled at or near capacity. The proposed Anthropology major consists of six core courses – covering the sub-disciplines of archaeology, biological anthropology, cultural anthropology, and anthropological linguistics, plus a capstone project – and six upper-division elective Anthropology courses.

SUU's dean of humanities and social sciences is an applied cultural anthropologist. Another tenured SUU faculty member is an anthropologically-trained archaeologist. The director of the SUU Archaeological Repository serves as an adjunct faculty member and co-teaches the archaeology field school. With the pending hire of a new tenure-track faculty member specializing in bio-cultural or medical anthropology, SUU is poised to add several upper-division elective courses in Anthropology and offer the BA/BS.

The proposed Anthropology major is in harmony with SUU's designation as the state's liberal arts and sciences university. SUU is located in an area that is rich in prehistoric archaeological resources and home to Native American tribes. Given these factors, plus SUU's standing as a federal archaeological repository, the University is well positioned to serve as a regional center for Native American and archaeological studies. Library/information resources and funding at SUU are sufficient for a BA/BS in Anthropology. The SUU proposal also provides information that indicates higher-than-average job prospects for anthropologists and archaeologists.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Southern Utah University and the Board of Regents. The USHE Chief Academic Officers, with input from Anthropology departments at their institutions, have reviewed and are supportive of SUU's request to offer a BA/BS in Anthropology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Southern Utah University to offer a Bachelor of Arts/Bachelor of Science in Anthropology.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Southern Utah University
Bachelor of Arts/Bachelor of Science in Anthropology**

Section I: The Request

Southern Utah University (SUU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in Anthropology effective August 24, 2015. The institutional Board of Trustees approved the degree on December 4, 2014.

Section II: Program Description

Complete Program Description

Students pursuing the Anthropology major at SUU will be able to study in a program with a four-field approach that emphasizes Anthropology's dominant sub-disciplines: archaeology, cultural anthropology, linguistic anthropology, and biological anthropology. Students will master research, critical thinking and reasoning, and oral and written communication skills designed to prepare them for life and work in an increasingly multicultural world. Through courses dealing with human evolution, prehistoric culture change, and the cultural and biological diversity of contemporary humans, students will come to understand the incredible biological and cultural diversity that characterizes the human species and to question ethnocentric beliefs, attitudes, and prejudices, while mastering a knowledge base and variety of skills that provide pathways to diverse jobs in the sciences, social services, healthcare, criminal justice and law, business, development, or technology fields, to name but a subset.

Anthropology majors may earn either a BS or BA degree, according to the criteria established in the SUU General Catalog. That said, Anthropology students will be strongly encouraged to pursue a BA degree and undertake the study of a foreign language. If students choose to pursue the BS option, they will be urged to also add a minor or certificate in Biology, Chemistry, Engineering, Geology, Geography, Geographic Information Systems, Mathematics, or Physics.

Required Courses

In total, there are 18 credits of required courses for the Anthropology major. All Anthropology majors must take introductory courses in the four major subfields of Anthropology. These 12 credits of coursework are comprised of the following courses: ANTH 1010-Cultural Anthropology, ANTH 1020-Biological Anthropology, ANTH 2030-Introduction to Archaeology, and ANTH 3010-Language, Thought & Culture.

Anthropology majors will also be required to take a 3-credit seminar in ANTH 3990-Anthropological Theory and Methods. This course will prepare them for their semester-long, senior capstone project, ANTH 4999.

ANTH 4999 is a self-directed, faculty-guided, 3-credit course intended to provide Anthropology majors with an in-depth research or practicum experience which they will then use to generate a culminating project or thesis. After selecting a faculty supervisor, students will have two options: (1) a practicum involving internships, service-learning, and/or civic engagement experiences with anthropological or archaeological relevance; or (2) an anthropological or archaeological research project in which the student defines a topic, conducts research, and prepares and presents her findings to her peers.

Elective Credits

There are 36 total credit hours required for the Anthropology major. As described above, 18 of these credits take the form of required courses. The remaining 18 credits may be selected from any remaining Anthropology courses.

Grade Requirement

Only Anthropology courses with letter grades count toward the major, and only courses with a grade of C or better may count for the major. The overall GPA in Anthropology courses must be at least 2.50.

Residence Requirement

Some of the requirements fulfilled at other institutions (including other USHE institutions) may transfer to SUU and count toward the major. Such cases require the approval of the Chair. At least 18 credit hours, including the senior capstone project, must be completed at SUU.

Purpose of Degree

SUU plans to offer a major in Anthropology to help the University and USHE better fulfill its missions, to better serve the students of SUU, and to better serve the residents of Southern Utah. Additionally, SUU's proposed Anthropology major has three key goals: (1) to prepare students interested in pursuing graduate work in anthropology or professional degrees in the related fields of international business, criminology, education, medicine, and law; (2) to train students for employment in the rapidly-growing fields of applied anthropology and cultural resource management; and (3) to provide an interesting and rigorous program of study for students seeking to understand the human cultural and biological experience through time and space.

A major in Anthropology will supplement existing SUU major programs in Biology, Criminal Justice, Foreign Languages, History, Geography, Outdoor Recreation, Psychology, and Sociology. It will also provide practical training for students wishing to pursue careers in applied anthropology and cultural resource management.

Institutional Readiness

The Anthropology major will be supported by the existing administrative structure in the College of Humanities and Social Sciences. No new organizational structures should be necessary in order to deliver the program. The new program will impact other programs at SUU positively. It will be an excellent pairing for any other major, and it will offer a valuable option for any related graduate program at SUU.

Departmental Faculty

SUU currently employs two PhDs in Anthropology: Emily Dean, Associate Professor of Anthropology, and James McDonald, Professor of Anthropology and Dean of the College of Humanities and Social Sciences. Dr. Dean is an anthropologically-trained archaeologist who specializes in the prehistory of the Americas. She currently teaches four Anthropology courses per semester. Dr. McDonald is an applied cultural anthropologist specializing in rural economic development, security dynamics, and political culture in

Mexico and Guatemala. In addition to his administrative duties, he teaches one Anthropology course per year. Ms. Barbara Frank (BA in Anthropology) is the current director of the SUU Archaeological Repository, co-teaches the Archaeology Field School, and helps supervise independent student projects. She is a professional contract archaeologist who works part-time at SUU. With the addition of a new faculty member during 2014-15, SUU will have two full-time faculty members, one part-time faculty member (and full-time administrator), and one adjunct faculty member in Anthropology. SUU will then be ready to offer the major in Anthropology. As the program develops and student interest is determined, there might well be a need to hire a third Anthropology faculty member in the next five years.

Department Faculty Category	Dept. Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept. Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	5		5
Full-time Non-Tenured	6	1	7
Part-time Tenured	1		1
Part-time Non-Tenured	1		1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	5		5
Full-time Non-Tenured	6	1	7
Part-time Tenured	1		1
Part-time Non-Tenured	2		1
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	14.82	1.42	16.24

Staff

SUU employs professional archaeologist Barbara Frank (BA in Anthropology) as the director of the federal archaeological repository located on campus. The SUU Archaeology Repository is under the administration of the College of Humanities and Social Sciences, and serves as a resource for original research projects. Ms. Frank also co-directs the archaeology field school, teaches as an adjunct, and helps supervise student archaeological research projects. Offering the major does not place any additional needs concerning staff at SUU.

Additionally, the University and College of Humanities and Social Sciences have partnered with the Archaeology Conservancy (AC) to undertake stewardship of an at-risk archaeological site formerly owned by the institution and now owned by the AC. The Paragonah Fremont Archaeological Site is one of the last, if not the last, pristine mounded Fremont sites in the state of Utah. Collaboration with the AC will not cause any staffing needs, but will provide rich opportunities for students to get involved with various aspects of site management, including collaborations with the Paiute Tribe of Utah located in Cedar City, as well as with educational outreach, museum exhibit design and preparation, and other educational activities.

Library and Information Resources

The SUU Library has been ordering new Anthropology and Archaeology materials for the past five years. These resources, in combination with existing media holdings at SUU and those available via interlibrary loan from other institutions, should prove adequate for the needs of the Anthropology major. The SUU Library also houses the Palmer Collection, which is one of the best Paiute archives in the country, and available for original research projects.

Admission Requirements

Provided that students meet admission standards for SUU and earn at least a C in all courses counting towards the Anthropology major (and maintain an overall GPA of 2.5 in courses counting toward the major), they will also meet the admission requirements for the Anthropology major.

Student Advisement

Academic advising for Anthropology majors will be done by SUU's College of Humanities and Social Sciences academic advisors and by the Anthropology faculty.

Justification for Graduation Standards and Number of Credits

The Anthropology Major has 18 core credits, which entail studies in all four of Anthropology's major sub-fields: Cultural Anthropology, Archaeology, Biological Anthropology, and Linguistic Anthropology. The major requires a total of 36 credits in Anthropology. There are also requirements concerning Senior Seminar, GPA, and residency. Taking all requirements at SUU, coupled with the specific requirements for a major in Anthropology, sums to 120 credits. The number of credit hours and the GPA requirements put the proposed Anthropology major in alignment with existing SUU Humanities and Social Sciences academic majors, as well as Anthropology majors elsewhere in the Utah System of Higher Education.

External Review and Accreditation

There is no formal accreditation or certification available for a major in Anthropology, except for the accreditation and certification applicable to the University as such. SUU has conducted discussions with colleagues both regionally and nationally on the major in Anthropology at SUU. SUU has researched the existing programs, both in Utah and throughout the country. As a member of the American Anthropological Association (AAA) and Society for American Archaeology (SAA), Dr. Emily Dean has consulted on their views on professional standards for the study of Anthropology. The AAA is allied with the American Association of University Professors (AAUP). Dr. Dean has consulted their guidelines, insofar as they are applicable. Additionally, Dr. McDonald is a member of the Society for Applied Anthropology and has consulted their guidelines and standards of professional conduct in applied anthropological research. The proposed program is consistent with national standards for the academic content and pedagogical delivery of a major in Anthropology.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	0	4	6	8	10
Total # of Declared Majors in Proposed Program	X	5	10	15	20	25
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	14.82	15.82	15.95	16.24	16.24	16.24
Total Department Student FTE (Based on Fall Third Week)	301	307.80	313.60	312.70	314.20	314.20
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.3	19.5	19.7	19.3	19.4	19.4
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable:	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

SUU has offered a minor in Anthropology since the 2010-11 academic year. The table below provides an overview of the existing minor in Anthropology at SUU:

Year	Academic Year	Student Headcount	# of Faculty/Staff	Student-to-Faculty Ratio
1	2010-2011	18	1.50	12 : 1
2	2011-2012	29	1.50	19.3 : 1
3	2012-2013	31	1.50	20.7 : 1
4	2013-2014	25	1.50	16.7 : 1

The number of faculty/staff includes Dr. Dean as a full-time, tenured faculty (1.0), Dean McDonald as a part-time, tenured faculty (.25), and Ms. Frank as a part-time, non-tenured instructional staff member (.25).

Section III: Need

Program Need

There is growing student demand for an Anthropology major, sufficient institutional resources to support a major, and a waiting job market for SUU graduates with such an Anthropology major. Moreover, by officially incorporating anthropology into its curriculum, SUU will strengthen its core mission of serving as a regional, liberal arts and sciences institution.

The proposed Anthropology major fits the Utah System of Higher Education's vision of SUU as the state's designated liberal arts and sciences university. An Anthropology major will help provide undergraduate liberal arts and professional education in the social sciences. The major will also enable SUU to respond to the needs of local businesses (such as construction and environmental impact assessment firms), citizen groups (such as local historical societies), and state and federal institutions (such as the National Park Service, the Utah Department of Transportation, the United States Forest Service, and the Bureau of Land Management) for trained anthropological and archaeological professionals to help with cultural resource management in southern Utah.

Given SUU's proximity to public lands with impressive prehistoric archaeological resources (and a corresponding need for the government agencies in charge of managing these lands to hire students trained in Archaeology and Anthropology), the regional presence of many Native American tribes, and its stewardship of one of the only federal archaeological repositories in the state of Utah, SUU is well positioned to become a regional center for Native American and archaeological studies. Establishing an academic major in Anthropology would be an important and cost effective first step towards accomplishing this goal.

Anthropology is a scientific discipline that explores all facets of the human condition, and in all times and places through its four dynamic subfields: cultural anthropology, archaeology, biological anthropology, and linguistic anthropology. Anthropology is founded on the systematic and rigorous collection of data, its analysis, and its interpretation within the tradition of human social research (HSR) that offers the scientific alternative necessary to conduct scientific inquiry in a non-experimental lab setting. Because

anthropologists work within an open rather than a closed system, successful HSR inquiry requires a variety of research methods, as well as intercultural knowledge, tolerance, respect, and professional integrity.

Finally, the addition of an Anthropology major may improve undergraduate diversity at SUU. Nationally, over 50% of Anthropology students are women and minorities (2005-06 AAA Guide). In 2012, Forbes Magazine listed anthropology as the second best job for women based on satisfaction level, median annual earnings, and overall job outlook. Anthropology programs tend to attract students interested in international studies, cultural and gender diversity, and social problems. An Anthropology major could give SUU an advantage in the recruitment of students from the local and regional communities with an interest in this field.

Labor Market Demand

Several sources, including a 2013 article in *USA Today* (<http://www.usatoday.com/story/money/business/2013/08/27/more-hope-for-liberal-arts-majors/2703707/>), state that Anthropology is currently one of the “hot” academic disciplines nationwide, with higher than average job prospects. According to 2008 data from Careerbuilder.com in conjunction with CBSalary.com and SalaryExpert.com (<http://www.careerbuilder.com/Article/CB-795-Job-Search-America%E2%80%99s-20-Fastest-Growing-Salaries/>), students with Anthropology degrees are eagerly being recruited by the private and public sector as corporate anthropologists, medical anthropologists, and contract archaeologists. In an increasingly multi-national, interdisciplinary world, Anthropology, with its emphasis upon understanding and valuing human cultural diversity, will continue to grow in prominence. This is confirmed by U.S. Bureau of Labor Statistics (BLS) which projects above average job growth for Anthropologists and Archaeologists compared to other social science occupations (<http://www.bls.gov/ooh/life-physical-and-social-science/anthropologists-and-archeologists.htm>). Specifically, the BLS projects a job growth rate of 19% from 2012-22. When compared to other social scientists, Anthropologists and Archaeologists are projected to experience an even greater percent increase in employment opportunities.

When compared to the other social science disciplines, Anthropologists and Archaeologists also show the highest current rate of employment in the government and private sectors for the most recent baseline year of 2012. The following tabulation shows employment by social science specialty:

Anthropologists and Archaeologists	7,200
Political Scientists	6,600
Sociologists	2,600
Historians	3,800
Geographers	1,700

The BLS report goes on to say “that anthropologists and archaeologists will experience the majority of their job growth in the management, scientific, and technical consulting services industry. Anthropologists who work as consultants apply anthropological knowledge and methods to problems ranging from economic development issues to forensics. As construction projects increase, more archaeologists also will be needed to monitor the work, ensuring that historical sites and artifacts are preserved.”

The Chronicle of Higher Education (Supiano, 2014: <http://chronicle.com/article/How-Liberal-Arts-Majors-Fare/144133/>) reports that a recent AAC&U study showed a greater salary payoff for liberal arts degree

recipients over the course of their careers when compared to their professional degree counterparts. Humanities and social sciences graduates start out on par with math and science majors but below engineering and professional program majors, but eventually catch up and eclipse them at the height of their earning power between ages 56-60 when similar age cohorts are compared. Many of those strong earners have master's degrees to complement their undergraduate degrees.

Turning to a 2009 report from the American Anthropological Association (<http://www.aaanet.org/resources/departments/upload/Changing-Face-of-Anthropology-Final-2.pdf>), the majority (64%) of MAs surveyed found a job in their field, or a related field, within 12 months. These careers arrayed across a quite wide range of jobs, including academic research centers (20%) for archaeologists and cultural anthropologists. For cultural MAs, non-profits were the top job domain (15%) followed by federal and state government (8% and 7%). Archaeologically trained MAs worked for consulting firms (16%); federal and state sectors (13% each); public-sector non-academic jobs (26%). What skill sets did they find most useful?: Qualitative methods (78%); quantitative methods (57%); theory (62%). Interestingly, narrowly technical areas, such as archival research methods and policy compliance, tended to rank low. Additionally, 75% concurred that research writing skills were key (e.g., proposal and grant writing, project design, and project development/implementation and management).

An anthropology background is well-suited for the kinds of integrative challenges of a complex and dynamic 21st century economy:

- "I happen to think anthropology is a brilliant background for looking at finance. Firstly, you're trained to look at how societies or cultures operate holistically, so you look at how all the bits move together...you also try to put finance in a cultural context." Gillian Tett, assistant editor at the Financial Times, quoted by Laura Barton (On the Money in *The Guardian*, <http://www.theguardian.com/business/2008/oct/31/creditcrunch-gillian-tett-financial-times>)
- "Anthropologists, especially applied anthropologists, are also well suited for careers in the helping professions including health, social work, urban planning, and other similar professions. When a person with an anthropology degree takes a position in one of these fields, it is not a failure of having studied anthropology, but a testament to the utility of the broad background an anthropology degree provides." Merrill Eisenberg, president of the Society for Applied Anthropology (http://www.flbog.edu/pressroom/newsclips_detail.php?id=18388)
- "Every student should have an understanding of complexity and sustainability and decision-making matched with a general awareness of entrepreneurship and business...Such mental agility will allow them to establish new business enterprises, scientific or technological capabilities, social initiatives, and creative endeavors in every sector of the economy.....the perpetual innovation that drives our economy could even be inspired by anthropologists." Dr. Michael Crow, president of Arizona State University (http://www.slate.com/articles/news_and_politics/politics/2011/10/michael_m_crow_president_of_a_rizona_state_university_explains_wh.html).

The American Anthropological Association (<http://www.aaanet.org/resources/students/Anthrodegree.cfm>) points out that "graduates with an anthropology degree are well-suited for a career in any number of fields, including: education, health care, museum curation, social work, international development, government,

organizational psychology, non-profit management, marketing, publishing, and forensics." Moreover, "the critical reading, writing and thinking skills emphasized in ... anthropology classes are great preparation for graduate programs in law, public policy, medicine, counseling, education, liberal arts and beyond. Practicing and applied anthropologists ... often take on roles outside of academia, in public health, ecology, and cultural resource management."

On a regional level, the vast public lands in the Mountain West ensure a constant federal and state need for graduates trained in cultural heritage management and environmental impact assessment work. Locally, SUU students with some archaeological training are already in demand by the Forest Service, the BLM, regional archaeology contracting firms, and the National Park Service. For the past two summers Dixie National Forest has hired two SUU students as archaeology technicians. William Self and Associates, a national contract archaeology firm, recently set up a branch office in Cedar City and promptly hired three more SUU students to help with an archaeological research project in southern Utah. Dr. Dean has received inquiries from the BLM, the National Park Service, and the Forest Service about the availability of Archaeology and Anthropology students. Applied Cultural Anthropology students should also encounter a range of job opportunities in the region. Non-profit and government charities and development organizations traditionally employ many Anthropology degree holders. Businesses are coming to increasing value the qualitative research techniques and cross cultural communication skills that anthropologists are trained in.

Student Demand

SUU first offered the minor in Anthropology in fall 2010. During 2012-13, SUU enrolled 31 students in the Anthropology minor. Many of these students indicated their interest in pursuing an Anthropology major once one is offered. The Anthropology Club boasts over 70 members. Routinely, Anthropology courses offered at SUU reach (or came very close to reaching) their maximum enrollments.

Faculty in the College of Humanities and Social Sciences provided anecdotal evidence that students have transferred to other universities because SUU does not offer a major in Anthropology. With a major in Anthropology, SUU can better attract and keep high-achieving students. Given the enrollments in the Anthropology minor and the participation in the Anthropology Club, SUU expects that the Anthropology major will experience substantial and sustained enrollments.

Similar Programs

The following USHE institutions offer a major in Anthropology: University of Utah, Utah State University, and Weber State University. Utah Valley University offers an Anthropology track for students pursuing a major in Behavioral Science. Currently, there is no major in Anthropology offered within USHE anywhere south of Provo.

The proposed Anthropology major at SUU will offer students the chance to pursue applied anthropological and archaeological research in one of the archaeologically and ethnographically richest areas of the state. Due to SUU's focus on outdoor education and engaged learning, students studying Anthropology at SUU are well positioned to obtain internships with SUU's partner organizations, such as the Paiute Indian Tribe of Utah, Zion National Park, Bryce Canyon National Park, Cedar Breaks National Monument, Pipe Spring National Monument, Iron Mission State Park, the Cedar City BLM office, and the Dixie National Forest.

Collaboration with and Impact on Other USHE Institutions

For the past five years, Drs. Dean and McDonald have participated in USHE course articulation discussions with Anthropology colleagues from the University of Utah, Utah State University, and Utah Valley University. Several years ago, the possibility of instituting a major in Anthropology at SUU was discussed in the annual Majors meeting, and it was met with the support of colleagues. On the whole, USHE colleagues seemed to feel that it would be beneficial for all institutions to generate more Anthropology majors on a statewide level. More undergraduate majors statewide means more graduate students for University of Utah and Utah State University.

Benefits

Given SUU's proximity to public lands with impressive prehistoric archaeological resources (and a corresponding need for the government agencies in charge of managing these lands to hire students trained in Archaeology and Anthropology), the regional presence of many Native American tribes, and its stewardship of one of the only federal archaeological repositories in the state of Utah, SUU is well positioned to become a regional center for Native American and archaeological studies. Establishing an academic major in Anthropology would be an important and cost effective first step towards accomplishing this goal.

The addition of an Anthropology major may help improve undergraduate diversity at SUU. Nationally, over 50% of Anthropology students are women and minorities (2013 AAA Guide: <http://www.aaanet.org/publications/guide.cfm>). In 2012, Forbes Magazine (<http://www.forbes.com/pictures/lmj45hmij/no-2-anthropologists/>) listed anthropology as the second best job for women based on satisfaction level, median annual earnings, and the overall job outlook. Anthropology programs tend to attract students interested in international studies, cultural and gender diversity, and social problems. An Anthropology major could give SUU an advantage in the recruitment of students from the local and regional communities with an interest in this field.

Consistency with Institutional Mission

The proposed Anthropology major fits USHE's designation of SUU as the state's liberal arts and science university. An Anthropology major will help provide undergraduate liberal arts and professional education in the social sciences. In accordance with the official mission statement of SUU (<http://www.suu.edu/general/mission.html>) all of the courses that comprise the proposed Anthropology major are designed to "educate students to be critical thinkers, effective communicators, [and] lifelong learners." Most of the Anthropology courses at SUU emphasize "participative educational experiences" and "applied research." All of the Anthropology courses attempt to "encourage student growth and development by providing opportunities to broaden service, social, and cultural perspectives."

By teaching students about Southern Utah's rich prehistory and the vibrancy of its past and present native cultures, and by providing students with hands-on learning opportunities outside of the classroom in courses such as Introduction to Archaeology, Cultural Anthropology, Biological Anthropology, Native American Cultures, and Archaeology Field School, an Anthropology major would also support SUU's new "Outdoor Initiative" (<http://www.suu.edu/ad/regional/08projects-qtr4.html>). This initiative, which may become part of SUU's overall institutional mission, pledges that "Southern Utah University will be renowned for

innovative learning experiences within our unique natural environment, providing world-class opportunities for outdoor education and recreation, and cultivating a life-long curiosity and appreciation for the land.”

Finally, the major will enable SUU to respond to the needs of local businesses (such as construction and environmental impact assessment firms), citizen groups (such as local historical societies), state and federal institutions (such as the National Park Service, the Utah Department of Transportation, the United States Forest Service, and the Bureau of Land Management) for trained anthropological and archaeological professionals to help with cultural resource management in southern Utah.

Section IV: Program and Student Assessment

Program Assessment

The proposed Anthropology major has three key program goals: (1) to prepare students interested in pursuing graduate work in anthropology or professional degrees in the related fields of international business, criminology, education, medicine, and law; (2) to train students for employment in the rapidly-growing fields of applied anthropology and cultural resource management; and (3) to provide an interesting and rigorous program of study for students seeking to understand the human cultural and biological experience through time and space.

Students pursuing the Anthropology major at SUU will be able to study in a four-field approach that emphasizes Anthropology’s dominant sub-disciplines: archaeology, cultural anthropology, linguistics, and biological anthropology. They will master a broad range of research, critical reasoning, and oral and written communication skills designed to prepare them for life and work in an increasingly multicultural world. Through courses dealing with human evolution, prehistoric culture change, and the cultural and biological diversity of contemporary humans, students will be taught to question and examine the significance of ethnocentric beliefs, attitudes, and prejudices and to understand the incredible biological and cultural diversity that characterizes the human species.

The success of the Anthropology major in meeting its goals will be assessed via the following methods: (1) a review of the program to be conducted by an external auditor every five years; (2) annual exit interviews with graduating students who majored in Anthropology; (3) surveys of alumni who majored in Anthropology at SUU; (4) an annual review of the Anthropology program to be conducted by Anthropology faculty; and (5) end-of-semester student evaluations of Anthropology courses.

Expected Standards of Performance

By the end of their time at SUU, students majoring in Anthropology should have:

1. Developed a general understanding of human biological and cultural differences and similarities across the world and through time.
2. Developed an understanding of the nature of Anthropology’s sub-disciplines (archaeology, biological anthropology, cultural anthropology, and linguistics) and how these interrelate to provide a holistic approach to the study of humankind.
3. Developed a proficiency in basic anthropological concepts and terminology.
4. Learned how important anthropological theories have been developed, applied and evaluated throughout the history of Anthropology as a discipline.

5. Learned about, and then learned to apply, fundamental anthropological and archaeological research methods (e.g. ethnographic interviews and participant observation, archaeological survey and excavation) and analytical techniques (e.g. content and statistical data analysis).
6. Learned to apply critical thinking and reasoning skills to anthropological problems and issues.
7. Displayed a basic ability to write, speak, and communicate about anthropological issues.
8. Developed a fundamental awareness of the existence of human prejudice and discrimination (e.g. racism, ethnocentrism, sexism, etc.) and learned to value human diversity.

The Anthropology assessment plan will examine student outcomes for majors using the following direct and indirect measures.

Direct Measures (DM)

1. Grade point averages of graduating seniors:
 - A. In Anthropology courses
 - B. In all courses
2. Performance of senior Anthropology majors on standardized Anthropology achievement tests.

Indirect Measures (IM)

1. Student course evaluations: For core and elective Anthropology courses
2. Annual survey delivered to focus groups of Anthropology majors
3. Exit interviews of graduating seniors majoring in Anthropology
4. Alumni surveys which will provide institutional data on: job placement; graduate and professional school acceptance; other significant accomplishments.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$657,830	\$68,243	\$726,072	\$15,107	\$741,180	\$23,268	\$764,448
Benefits	\$237,688	\$48,537	\$286,225	\$5,925	\$292,150	\$7,072	\$299,223
Total Personnel Expense	\$895,518	\$116,780	\$1,012,298	\$21,033	\$1,033,330	\$30,340	\$1,063,670
Non-Personnel Expense							
Travel	\$25,258	\$10,000	\$35,258	\$5,000	\$40,258	\$0	\$40,258
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$30,742	\$5,000	\$35,742	\$0	\$35,742	\$0	\$35,742
Total Non-Personnel Expense	\$56,000	\$15,000	\$71,000	\$5,000	\$76,000	\$0	\$76,000
Total Expense (Personnel + Current)	\$951,518	\$131,780	\$1,083,298	\$26,033	\$1,109,330	\$30,340	\$1,139,670

Departmental Funding							
Appropriated Fund	\$913,102	\$93,341	\$1,006,443	\$25,162	\$1,031,605	\$30,475	\$1,062,080
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$8,111	\$20,000	\$28,111	\$0	\$28,111	\$0	\$28,111
Special Fees / Differential Tuition	\$47,679	\$1,065	\$48,744	\$870	\$49,614	(\$135)	\$49,479
Total Revenue	\$968,892	\$114,406	\$1,083,298	\$26,032	\$1,109,330	\$30,340	\$1,139,670
Difference							
Revenue-Expense	\$17,374	(\$17,374)	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$105	\$12	\$117	\$1	\$118	\$3	\$121

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

Existing Resources

Current expenses include the salary and benefits paid to Dr. Dean and Dean McDonald; the maintenance costs for offices, computers, telephones, and laboratory spaces; faculty individual library budgets; and the fees and tuition allocated to existing Anthropology courses. All of these resources would be "reallocated" to the Anthropology major, should the major be approved. This would be an administrative reallocation and have very little real world effect as Anthropology would continue to be housed in the Department of History, Sociology, and Anthropology.

Students majoring in Anthropology at SUU could also draw upon two existing facilities housed in the ELC building: the SUU Archaeological Repository and the SUU Archaeology Laboratory. The cost of the Repository and the salary of its director, Barbara Frank, are funded by a grant from the BLM. The equipment in the Archaeology Laboratory was purchased with money from Dr. Dean's contract negotiations when she was first hired at SUU and by her share of a 2006 NSF grant.

Costs not Borne by Reallocation of Existing Resources

There are expenses above and beyond faculty time, classroom and office space, and library resources associated with providing Anthropology courses to SUU students. Field trips and original research are vital components of the educational experience for students enrolled in the Archaeology Field School (an intensive 5-week, 6-credit course in which students learn how to conduct archaeological surveys and excavations) and the Introduction to Archaeology and Biological Anthropology courses. As discussed below, SUU funds these experiences with a combination of grants, donations, and student fees.

The costs for class fieldtrips and research are currently paid for by a combination of student fees from the College of Humanities and Social Sciences; small grants from SUUSA (SUU's student senate), CEBA (Utah's Center for Education, Business, and the Arts), the BLM (Bureau of Land Management), the Kanab

Chamber of Commerce, SUU's Outdoor Initiative, and SUU's department of Regional Services; and donations from local businesses and landowners. SUU anticipates continued funding from these sources in the future.

Dr. Dean and Ms. Frank are also applying for grants from various organizations (NSF, Utah Humanities Council, Utah Antiquities Section, Wenner-Gren Foundation, etc.) to help cover the costs associated with running an ongoing archaeological investigation and field school in Kanab, Utah, and the costs of setting up Archaeology and Anthropology exhibits at either the new Natural History museum or Museum of Art.

Future Costs

Hiring a new, full-time faculty member in Anthropology would cost between \$50,000 to \$60,000, plus benefits.

If enrollment continues to rise and SUU needed to hire an additional, adjunct, part-time faculty to teach one course per semester in the projected fourth year of the program, this adjunct hire would cost the University an additional \$7,414 a year (this figure includes adjunct salary, benefits, and the expense of providing a computer, printer, etc.).

Reallocation

The current salaries and benefits already paid to Dr. Emily Dean and to Dr. McDonald (in his capacity as a .25 FTE faculty in Anthropology) would be administratively reallocated to the Anthropology major. In practice, this should have very little real world effect as Anthropology will continue to be housed in the History, Sociology, and Anthropology department.

Impact on Existing Budgets

The greatest impact on existing budgets within the College of Humanities and Social Sciences at SUU would be the hire of a new full-time faculty member in Anthropology. There may also be minor administrative impacts on the Sociology major, but otherwise no financial impact is expected on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix & Number	Title	Credit Hours
General Education: Core Requirements		
ENGL 1010	Introduction to Academic Writing	3
ENGL 2010	Intermediate Writing	3
MATH 1030 or 1040	Quantitative Literacy	4
LM 1010	Information Literacy	1
CSIS 1000	Computer Literacy	3
ECON 1740, HIST 1700, or POLS 1100	American Institutions	3

Course Prefix & Number	Title	Credit Hours
Sub-Total:		17
General Education: Knowledge Area Requirements		
	Fine Arts	3
	Humanities	3
	Social & Behavioral Sciences	3
	Life Science	3
	Physical Science	3
Sub-Total:		15
General Education Total:		32
University Requirements: EDGE Program		
UNIV 1010	EDGE Program Introduction	1
UNIV 3925	EDGE Project Proposal	1
UNIV 4925	EDGE Program Completion	1
Sub-Total:		3
University Requirements: Bachelor of Arts (BA) or Bachelor of Science (BS)		
Bachelor of Arts (BA)	Language Requirements (test-out possible)	16
Bachelor of Science (BS)	Math and Science Requirements	12
Sub-Total:		12-16
Total Credits for General Education & University Requirements:		47-51
Anthropology Major: Required Courses		
ANTH 1010	Cultural Anthropology	3
ANTH 1020	Biological Anthropology	3
ANTH 2030	Intro. to Archaeology	3
ANTH 3010	Language, Thought, and Culture	3
ANTH 3990	Anthropology Theory and Methods	3
ANTH 4999	Anthropology Capstone Project	3
Sub-Total:		18
Anthropology Major: Elective Courses		
18 additional credits of upper-division Anthropology courses		18
Sub-Total:		18
Total Number of Credits for Proposed Anthropology Major:		36
Total Credits for General Education & University Requirements:		47-51
Free Electives:		37-33
Total:		120

Additional Anthropology courses (beyond required courses) currently offered at SUU:

<i>Prefix & Number</i>	<i>Title</i>	<i>Credit Hours</i>
ANTH 3100	Native American Cultures	3
ANTH 3160	Anthropology and Sociology of Religion	3
ANTH 3200	Food and Culture	3
ANTH 3300	Anthropology of Sex and Gender	3
ANTH 2960	Archaeological Field Methods	3

ANTH 4700	Special Topics in Anthropology	3
ANTH 4960	Archaeological Field Methods	6

By building upon existing courses, and with the addition of a new full-time faculty member in Anthropology, SUU anticipates augmenting its elective offerings in Anthropology over the next two years. Projected new Anthropology courses include the following:

<i>Prefix & Number</i>	<i>Title</i>	<i>Credit Hours</i>
ANTH xxxx	Prehistory of the Americas	3
ANTH xxxx	Medical Anthropology	3
ANTH xxxx	Ecological Anthropology	3
ANTH xxxx	Forensic Anthropology	3
ANTH xxxx	Business Anthropology	3
ANTH xxxx	Ancient States and Civilizations	3
ANTH xxxx	Readings and Conference in Anthropology	3
ANTH xxxx	Undergraduate Research	3-6
ANTH xxxx	Anthropology Internships	3-6

Program Schedules

It is possible to complete the courses specific to the major in any four consecutive semesters, which may be an especially appealing option for transfer students. Here is one such class schedule. Most students, however, would probably pursue a less Anthropology-intensive schedule that would allow them plenty of time to fulfill their General Education and Experiential Education requirements while 'ingesting' a steady diet of Anthropology courses. In fact, for their first two years, they would only need to enroll in one Anthropology class per semester in order to easily fulfill their Anthropology degree requirements. Elective credits may be obtained by enrolling in fall, spring, or summer semesters. All course numbers have the designation "ANTH" and all courses, unless otherwise specified, are 3 credit hours:

Bachelor of Arts (BA) in Anthropology

Year 1					
Semester 1			Semester 2		
Course	Title	Credits	Course	Title	Credits
ENLG 1010	Introduction to Writing	3	CSIS 1000	Computer Literacy	3
LM 1010	Information Literacy	1	UNIV 1010	EDGE Introduction	1
SPAN 1010	Beginning Spanish I	4	SPAN 1020	Beginning Spanish II	4
MATH 1040	Quantitative Literacy	4	BIOL 1010	Life Science	4
ANTH 1010	Cultural Anthropology	3	(choice)	American Institutions	3
Total:		15	Total:		15

Year 2					
Semester 3			Semester 4		
Course	Title	Credits	Course	Title	Credits
ENLG 2010	Intermediate Writing	3	(choice)	Humanities/Fine Arts	3
SPAN 2010	Intermediate Spanish I	4	SPAN 2020	Intermediate Spanish II	4
(choice)	Humanities/Fine Arts	3	GEO 1050	Geo of National Parks	3
ANTH 1020	Biological Anthropology	3	GEO 1055	Geo of Nat. Parks Lab	1
(choice)	Elective / Minor	3	ANTH 2030	Intro to Archaeology	3
Total:		16	Total:		14

Optional Summer Term

ANTH 2960	Archaeology Field Methods	3
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Year 3					
Semester 5			Semester 6		
Course	Title	Credits	Course	Title	Credits
ANTH 3990	Anthro Theory & Methods	3	ANTH 3010	Lang, Thought, Culture	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
			UNIV 3925	EDGE Proposal	1
Total:		15	Total:		16

Optional Summer Term

ANTH 4700	Anthropology: Special Topics, Study Abroad, or Internship	3-6
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Year 4					
Semester 7			Semester 8		
Course	Title	Credits	Course	Title	Credits
ANTH 4999	Anthro Capstone	1	UNIV 4925	EDGE Capstone	1
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective	2	(choice)	Elective	2
Total:		15	Total:		15

Bachelor of Science (BS) in Anthropology

Year 1					
Semester 1			Semester 2		
Course	Title	Credits	Course	Title	Credits
ENLG 1010	Introduction to Writing	3	CSIS 1000	Computer Literacy	3
LM 1010	Information Literacy	1	UNIV 1010	EDGE Introduction	1
MATH 1040	Quantitative Literacy	4	BIOL 1010	Life Science	4
ANTH 1010	Cultural Anthropology	3	(choice)	American Institutions	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective	1	(choice)	Elective	1
Total:		15	Total:		15

Year 2					
Semester 3			Semester 4		
Course	Title	Credits	Course	Title	Credits
ENLG 2010	Intermediate Writing	3	(choice)	Humanities/Fine Arts	3
GEOG 1000	Physical Geography	3	GEO 1050	Geo of National Parks	3
GEOG 1005	Physical Geo Lab	1	GEO 1055	Geo of Nat. Parks Lab	1
ANTH 1020	Biological Anthropology	3	ANTH 2030	Intro to Archaeology	3
(choice)	Humanities/Fine Arts	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective	2
Total:		16	Total:		15

Optional Summer Term

ANTH 2960	Archaeology Field Methods	3
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Year 3					
Semester 5			Semester 6		
Course	Title	Credits	Course	Title	Credits
ANTH 3990	Anthro Theory & Methods	3	ANTH 3010	Lang, Thought, Culture	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
GEO 2210	Geology of Southern Utah	3	(choice)	Elective / Minor	3
GEO 2215	Geol of Southern Uah Lab	1	(choice)	Elective / Minor	3
(choice)	Elective	2	UNIV 3925	EDGE Proposal	1
Total:		15	Total:		16

Optional Summer Term

ANTH 4700	Anthropology: Special Topics, Study Abroad, or Internship	3-6
or		
ANTH 4960	Archaeology Field Methods	3-6

Year 4					
Semester 7			Semester 8		
Course	Title	Credits	Course	Title	Credits
ANTH 4999	Anthropology Capstone	1	UNIV 4925	EDGE Capstone	1
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective / Minor	3	(choice)	Elective / Minor	3
(choice)	Elective	2	(choice)	Elective	2
Total:		15	Total:		15

Schedule for Transfer Students

Junior Year					
Semester 1			Semester 2		
Course	Title	Credits	Course	Title	Credits
ANTH 1010	Cultural Anthropology	3	ANTH 2030	Intro to Archaeology	3
ANTH 1020	Biological Anthropology	3	ANTH 3010	Lang, Thought, Culture	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	Elective	3	(choice)	Elective	3
(choice)	Elective	3	(choice)	Elective	3
			UNIV 3925	EDGE Proposal	1
Total:		15	Total:		16

Optional Summer Term

ANTH 4960	Archaeology Field Methods	3-6
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Senior Year					
Semester 1			Semester 2		
Course	Title	Credits	Course	Title	Credits
ANTH 3990	Anthro Theory & Methods	3	ANTH 4999	Anthropology Capstone	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	ANTH Elective	3	(choice)	ANTH Elective	3
(choice)	Elective	3	(choice)	Elective	3
(choice)	Elective	3	UNIV 4925	EDGE Capstone	1
			(choice)	Elective	2
Total:		15	Total:		15

Optional Summer Term

ANTH 4700	Anthropology: Special Topics, Study Abroad, or Internship	3-6
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Section VII: Faculty

James H. McDonald, Professor of Anthropology and Dean of Humanities and Social Sciences

- PhD in Anthropology, Arizona State University (1991)
- MS in Anthropology, University of Wisconsin-Milwaukee (1981)
- Certificate in Museum Studies, University of Wisconsin-Milwaukee (1981)
- BA in Anthropology (with honors), University of Arizona (1979)

Emily Marie Dean, Associate Professor of Anthropology

- PhD in Anthropology, University of California, Berkeley (2005)
- MA in Anthropology, University of California, Berkeley (1995)
- BA in English and Anthropology (with honors), University of Oregon (1993)

TBD, Assistant Professor of Anthropology

- Search is currently underway, with new faculty member to begin in fall 2015

Barbara Frank, Adjunct Instructor of Anthropology

- BA in Anthropology, Mt. Holyoke College (1978)
- Graduate Studies at the University of Utah (1978-83)
- Professional contract archaeologist with over 30 years of archaeological experience in Utah, Nevada, and Arizona

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Communication Studies

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Communication Studies, with an optional emphasis in Organization and Leadership, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Background

The Department of Communication in DSU's School of Business and Communication currently offers a BS in Communication. There are approximately 400 Communication majors at DSU, making it one of the University's most subscribed majors/degrees. In addition to this proposal for a BS in Communication Studies, DSU is proposing a companion BS in Media Studies. As DSU proposes the new Communication Studies and Media Studies degrees, other proposals appearing on the Regents' General Consent Calendar include (1) creation of a new Division of Communication in the School of Business and Communication, with separate departments for Communication Studies and Media Studies, and (2) discontinuation of the current BS in Communication, to be replaced with the proposed degrees in Communication Studies and Media Studies.

The proposed BS in Communication Studies is focused on human communication, which is one of the emphases in the current BS in Communication. Accordingly, faculty and courses are in place at DSU to offer the proposed BS degree described herein. Students would be exposed to and develop mastery of many facets of human communication, including organizational communication, interpersonal communication, and public communication. An emphasis in Organization and Leadership, available under the current BS in Communication, is also an option under the proposed BS in Communication Studies. Communication Studies graduates may be employed in management, sales, public relations, marketing, service, and training positions, among others. State of Utah employment projections indicate variable rates of annual job growth in these occupations, with an overall high volume of annual job openings.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from Communication departments at their institutions, have reviewed and are supportive of DSU's request to offer a BS in Communication Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Communication Studies, with an optional emphasis in Organization and Leadership.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Science in Communication Studies**

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Communication Studies, with an optional emphasis in Organization and Leadership, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Section II: Program Description

Complete Program Description

Communication Studies trains students in traditional face-to-face interactions between people, among groups, and in public speaking settings. The degree allows students to master multiple facets of human communication, such as organizational communication, interpersonal communication, and public communication. This program educates students in research methods and provides opportunities for students to conduct their own research. The currently-offered optional emphasis in Organization and Leadership will be offered as part of this degree.

Purpose of Degree

The Communication Studies degree would prepare students for public and private, commercial and non-profit sectors, and as organizers and deliberators for campaigns, companies, service agencies, and sales. As students in the program obtain training in negotiation, group work, presentation skills, and research, they would be prepared for work in the technology-driven, social and public arena of public relations strategy and organization.

Institutional Readiness

As the current Communication degree with an emphasis in Human Communication has been delivered and administered by the same faculty who would constitute the Communication Studies department which would offer its own degree that is almost uniformly the same curriculum, no effects of the new degree would affect or need extra administrative work or expectations. Adjunct professors would continue to aid in teaching lower-division courses with the same load and same course curricula.

Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2		2
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	16		16
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	2		2
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	20		20
Total Department Faculty FTE <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	15.79		15.79

Staff

The degree can be offered with no staff additions. The program would be supported through staff with one full-time academic advisor, one part-time academic advisor, one full-time secretary, one part-time secretary, and one student worker.

Library and Information Resources

These already-available library resources satisfy the requirements for the proposed program since the current program already uses the needed library resources.

- **Communication & Mass Media Complete (EBSCOhost):** This database indexing, abstracts, and some full-text coverage of numerous journals in communication, mass media, and other closely-related fields.
- **Sage Journals Online:** General purpose database for scholarly articles.
- **PsycINFO (EBSCOhost):** This database is a resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, and is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains approximately 3 million citations and summaries dating as far back as the 1600s with DOIs for over 1.4 million records. Journal coverage, which spans from the 1800s to present, includes international material selected from around 2,400 periodicals in dozens of languages.
- **Academic Search Premier (EBSCOhost):** A scholarly, multi-disciplinary, database with full text coverage of 4600 journals in a range of subjects. This database is a good starting place for almost any topic search.
- **Alexander Street Video (Alexander Street Press):** A source of streaming academic videos on topics such as counseling and therapy, dance, education, ethnography, theater, sports medicine, and more.
- **Business Source Premier (EBSCOhost):** A top-level full-text business database consisting of popular business magazines, scholarly journals, and trade publications.
- **ComAbstracts (CIOS):** Abstracts of articles in primary professional literature in communications; this is an excellent finding tool, with limited full text.
- **Ethnic NewsWatch (ProQuest):** A full-text collection of the newspapers, magazines, and journals of the ethnic, minority, and native press.
- **GenderWatch (ProQuest):** Indexing, abstracts, and full-text collection of journals, magazines, newsletters, regional publications, and conference reports on gender studies sources with coverage from the 1970s to the present.
- **JSTOR:** A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas.
- **LexisNexis Academic:** Indexing and full text documents for over 5600 news, business, legal, medical, and reference publications, with a variety of flexible search options. This is an excellent database for information on current issues or business.
- **MasterFILE Complete (EBSCOhost):** Multidisciplinary database designed for public libraries that covers virtually every subject area of general interest. Provides a large collection of popular full-text magazines, journals, and other sources from the world's leading publishers, as well as a large image collection of photos, maps, and flags.
- **Project MUSE:** Provides full-text access to a selection of humanities and social sciences journals.
- **ProQuest Newsstand:** Full-text of 300+ U.S. and international news sources. Includes coverage of 150+ major U.S. and international newspapers such as the New York Times and the Wall Street Journal, plus hundreds of other news sources and news wires.
- **ScienceDirect (Elsevier):** Extensive database of Elsevier journals in a wide range of subjects. Excellent searching capabilities and full text access. An excellent resource for authoritative information in many subject disciplines.

- Social Sciences Citation Index (Web of Science): Consolidated searching of Science Citation Index, Social Science Citation Index, and Arts and Humanities Index. Searchable by all elements of the citation. Limited full text provided.
- Gale Virtual Reference Library: An online reference utility that hosts selected encyclopedias and other reference publications.
- Oxford Reference Online-Premium: Language and subject reference works from Oxford Press into single cross searchable reference.
- Sage eReference Encyclopedias and Handbooks: Offers access to selected reference encyclopedias and handbooks with coverage mostly in the areas of social sciences and health care.
- Library Catalog: Search for books, audio, video, and periodicals at the Dixie State University Library.
- Electronic Books: A list of ebook databases available at Dixie.
- EndNote Web: Manage citations with a bibliographic utility.
- Full-Text Periodicals List: Find a specific journal or magazine.
- ILLiad: Borrow materials from other libraries using interlibrary loan.
- ProQuest Research Companion: Information literacy training aligned with ACRL Information Literacy and Common Core English Language Arts standards. Provides a framework and foundation for information literacy instruction.
- WorldCat: Search library catalogs in Utah and beyond.

Admission Requirements

- 2.5 GPA
- Declaration as Communication Studies major

Student Advisement

Currently there are two advisors, one full-time and one three-quarter time. Both would be available and to advise students in this degree, as well as the proposed Media Studies degree.

Justification for Graduation Standards and Number of Credits

- 2.5 GPA: quality performance in courses generally warrants students' readiness to enter the workplace with a comprehensive understanding of theory and its applications.
- C grade or better in Core courses: Preparation for upper-division electives and performance expectations on the field's most essential elements warrant that students demonstrate comprehension and the capacity to articulate the field's central tenants.
- D- grade or better in elective courses: the standard expectation to pass courses.
- 52 credits earned in major: 37 credits address basic Communication Studies concepts, many at the lower division level; 15 credits at the elective level give students leeway in developing their own comprehensive set of communication skills at the upper-division level.
- 120 credits to obtain bachelor degree: the standard number required at DSU for a bachelor degree.
- 40 upper-division credits earned: University policy as approved by the Board of Regents.
- 30 upper-division credits earned at DSU: University policy as approved by the Board of Regents.

External Review and Accreditation

No external consultants were involved in the planning. As degrees in the region are already prominent and the move is making an emphasis into a full degree, the changes do not warrant consulting on the planning of curriculum nor the adjustment of funding and resources.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	X	X	110	115	120
Total # of Declared Majors in Proposed Program	X	205	213	221	230	239
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE <i>(as reported in Faculty table above)</i>	15.79	16.42	17.08	17.76	18.47	19.20
Total Department Student FTE <i>(Based on Fall Third Week)</i>	268.86	298.33	310.26	322.68	335.59	349.00
Student FTE per Faculty FTE <i>(ratio of Total Department Faculty FTE and Total Department Student FTE above)</i>	17.03	18.17	18.17	18.17	18.17	18.18
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

Expansion of Existing Program

The proposed Communication Studies degree and companion Media Studies degree represent a restructuring of the current BS in Communication at DSU, plus two new emphasis areas under Media Studies.

Section III: Need

Program Need

The purpose of a Communication Studies degree is to offer a more recognizable degree of an emphasis that has led the DSU graduation awardees the last three years, considering the growth and sustaining of the program over the last five years in comparison to other degrees, as condensed from the University assessment reports¹:

¹ www.dixie.edu/ir/assessment

Bachelor's Degrees Awarded Per Program & Concentration

Program	2009	2010	2011	2012	2013	Total
<i>Accounting</i>	8	28	29	30	29	124
<i>Communication</i>	27	37	47	89	88	288
<i>Comm - DFLM Emph</i>	(2)	(6)	(1)	(13)	(11)	(33)
<i>Comm - Human Emph</i>	(13)	(15)	(30)	(39)	(46)	(143)
<i>Comm - Mass Emph</i>	(4)	(11)	(13)	(14)	(11)	(53)
<i>Comm - OL Emph</i>	0	(5)	(2)	(23)	(20)	(50)
<i>Business Admin</i>	54	57	44	46	36	237
<i>Bus - Accounting Emph</i>	(2)	(2)	(2)	(1)	0	(7)
<i>Bus Finance</i>	(5)	(10)	(18)	(16)	(16)	(65)
<i>Bus - MIS</i>	0	0	0	0	(3)	(3)
<i>Bus - Vtech</i>	(7)	(2)	(8)	(6)	(5)	(28)
<i>Biology</i>	14	18	19	14	24	89
<i>CIT</i>	21	31	21	36	25	134
<i>Criminal Justice</i>	5	7	7	11	25	55
<i>Dental Hygiene</i>	0	12	19	21	22	74
<i>Elem. Ed</i>	37	48	46	55	52	238
<i>English</i>	23	8	18	18	27	94
<i>Nursing BSN</i>	16	12	14	37	28	107
<i>Psychology</i>	0	1	15	24	40	80

Labor Market Demand

The types of jobs that Communication Studies majors obtain are managerial, public relations, marketing, sales, and service industries both private and public.

Job Industry Projections² (+ constitutes % expected increase)

Industry	Local %	State %	National %
Administrative Services	+3.3	+2.3	+1.5
Sales	+2.6	+2.4	+1.2
Public Relations	+4.2	+2.8	+2.3
Training/Development	Not reported	+2.7	+2.4
Social/Community Services and Programs	Not reported	+2.6	+2.7
Public Relations Management	Not reported	+2.5	+1.6

Student Demand

Sustained growth in the program and high retention rates of majors speaks to the growth and development of the program in the future and its attraction to students. Connected to labor market demand, students need specific training in more specific skills than are currently offered with the generic Communication

² <http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do>

degree, such as specified training in high-impact learning through the senior seminar class and in seminar offerings on special topics. Enrollment in Communication Studies programs has grown, per the table provided by the DSU Institutional Review Office.

Emphasis	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Human Communication	119	154	144	164	149
Organization and Leadership	31	50	35	27	41

Similar Programs Already Offered in the USHE

- University of Utah: Bachelor of Arts or Bachelor of Science in Communication Studies
- Utah State University: Bachelor of Science in Communication Studies
- Southern Utah University: Bachelor of Science or Bachelor of Arts in Communication Studies
- Utah Valley University: Bachelor of Science in Speech Communication
- Weber State University: Bachelor of Science or Bachelor of Arts in Communication

One justification for approval of this program is in the leading graduation rates of the previous and similar program, a degree with an emphasis in Human Communication, at DSU.

Collaboration with and Impact on Other USHE Institutions

Coursework for the program will utilize the same curriculum that was previously available for the Human Communication emphasis, thus allowing for the same simplicity of articulation of courses to and from other USHE programs, as is spelled out annually at the USHE majors meeting. Since the proposed program is replacing an existing program, the impact on other institutions within the USHE will be minimal. However, the proposed program will provide opportunities for undergraduates to receive focused learning that will enable them to be better prepared as they continue their education in a graduate setting. Thus, the other universities within the USHE will be impacted by being provided more students enrolled in graduate programs.

Benefits

Students studying in the area of Communication Studies (formerly known nationally as the Human Communication degree) will be enabled to have training more specific to their areas of interest rather than a generic Communication degree. The National Communication Association identifies the study of Organizational, Interpersonal, Intercultural, and Rhetorical communication fields as Communication Studies sub-fields. Specifically, the output of training in the decision-making, leadership, community-building, and intellectual manifestations are best represented to industries and the Communication Studies academic interest groups with more specific training in the analysis and implementation of interactive skillsets.

Consistency with Institutional Mission

The three-part mission statement of Dixie State University is met with the Communication Studies degree:

- Core Theme 1-A Culture of Learning: The Communication Studies degree takes an approach of classroom interaction, measurable standards of prose, and a curriculum designed for students to draw upon experience with multiple faculty members.
- Core Theme 2-A Culture of Values: The purpose of the degree is designed to put students through the philosophy and practice of effective citizenship and utilization of discourse that is savvy on social issues, the exploration of ethics, and the strategic utilization of collaboration in teamwork.
- Core Theme 3-A Culture of Community: The degree is geared toward citizenship that approaches the globalized world with intercultural sensitivity, reason in public and policy deliberation, and in service as central to community conflict and development.

Section IV: Program and Student Assessment

Program Assessment

The proposed Department of Communication Studies creates competent communicators. Guided by theory and honed through application, students are trained in both message production and the critical consumption and interpretation of messages. Further, students receive specific training in ethics, leadership, research methodology, and critical thinking. Graduates of the Department are competent communicators with appropriate and effective skills in oral, written, and visual communication.

Assessment is used to evaluate and plan changes, improvements, and the creation of curricular programs based on evaluation of student learning in relation to program objectives and delivery. Coupled with direct and indirect measures such as evaluation of senior seminar coding, rubric evaluations of student presentation skills, and exit surveys, assessment is utilized to collect academic and professional evaluation of students in the translation of competencies into professional experience, academic knowledge of traditional and current trends in the media professions, and in the efficacy of service-learning.

Students in the Department of Communication Studies are continuously tested on their mastery of theory and applied communication skills. This assessment occurs through multiple measures. In lower- and upper-division courses, students are assessed through traditional means, including quizzes and exams, small group work, oral presentations, and written manuscripts. Measures of mastery (or lack thereof) also occur through innovative channels such as contributions to course discussions and problem-solving activity. Prior to graduation, department curriculum requires students to formally illustrate their competence via a two-step final measure.

1. Students create conceptually-based learning objectives to guide their activities in an applied internship from which they receive critical feedback from both a professional and a faculty mentor. The internship experience assesses a student's ability to apply conceptual materials to professional interactions. It gives them the forum to demonstrate their ability to communicate ethically, demonstrate leadership, and engage in critical thinking behavior.
2. Students also conceive and execute a formal capstone project to illustrate their mastery of research methodology and ability to use critical thinking to solve problems. The goal of the

Department is to create competent oral, written, and visual communicators. Effectiveness is assessed through direct and indirect measures, designed to assess conceptual and applied mastery.

The above measures then are incorporated as part of students' e-portfolios.

Expected Standards of Performance

The Department of Communication Studies has emerged as a separate and more focused department from the current Communication department. The standards and competencies that guide the curriculum are derived from the existing program learning objectives of the Communication department, as well as from the theoretical and applied skills graduate programs, and the employers who indicate what skills and competencies they look for in their applicants. Formative assessment measures are used to determine student learning during student degree work, as well as summative assessment in a cumulative manner to measure competency upon graduation.

Student standards and competencies, and the measures of student learning

STANDARD OR COMPETENCY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
³ COGNITIVE DOMAIN (knowledge): 1. Understands factual knowledge of primary theoretical traditions of human communication study.	Presentation(s), paper(s), class discussions, and exam(s) in Introduction to Communication Theory (Comm 1050), Communication Theory (Comm 3060), and Argumentation and Critical Thinking (Comm 1270).	Capstone project and e-portfolio
⁴ AFFECTIVE AND SKILLS DOMAINS (Values and Skills): 2. Identifies and illustrates how concepts from these theories can be used to understand human behavior in a variety of settings: small group, public and private organizations, interpersonal settings, and public discourse.	Presentation(s), paper(s), class discussions, and exam(s) in Small Group Communication (Comm.2120), Interviewing (Comm. 3350), Public Speaking (Comm. 1020), Rhetoric and Public Communication (Comm 3130), Interpersonal Communication (Comm 2110) and Voice and Civility in Public Discourse (Comm 2700).	Internship project

³ Institutional Mission and Core Themes: http://www.dixie.edu/accreditation/dscs_mission_and_core_themes.php

⁴ Bloom's Taxonomies and Learning Domains: <http://www.nwlink.com/~donclark/hrd/bloom.html>

<p>AFFECTIVE & COGNITIVE DOMAINS (Skills, knowledge, values)</p> <p>3. Formulates and delivers effective speeches integrating knowledge, skills, and values in oral presentations with a variety of purposes: inform, persuade, entertain, and celebrate.</p>	<p>Presentations in Public Speaking (Comm 1020), Interpersonal Communication (Comm 2110), Persuasion (Comm 4010), and Argumentation and Critical Thinking (Comm 1270)</p>	<p>Internship project Presentations in upper division courses</p>
<p>COGNITIVE AND SKILLS DOMAINS (Knowledge and Skills):</p> <p>4. Creates scholarly research integrating knowledge that demonstrates proficiency in college-level papers, standard business documents, and personal written communication.</p>	<p>Presentation(s), paper(s), and exam(s) in Communication Research Methods (Comm 4450) and Senior Seminar (Comm 4990)</p>	<p>Internship project Capstone project and e-portfolio.</p>
<p>AFFECTIVE DOMAIN: (Values)</p> <p>5. Prepares and produces rhetorical arguments demonstrating critical thinking and problem solving skills in interpersonal interactions, small group work, organizational settings, and public discourse.</p>	<p>Presentation(s), paper(s), class discussions, and exam(s) in Interpersonal Communication (Comm 2110), Small Group Communication (Comm 2120), Organizational communication (Comm 3850), Health Communication (Comm 3230), Communication and Public Contemporary Issues (Comm 4490), Argumentation and Critical Thinking (Comm 1270), Public Speaking (Comm 1020) and Internship (Comm 4900)</p>	<p>Internship project Capstone project and e-portfolio.</p>
<p>⁵AFFECTIVE, COGNITIVE, AND SKILLS DOMAIN (Knowledge, Values, and skills)</p> <p>6. Interacts and practices ethical behavior in multicultural settings demonstrating cross-cultural communication knowledge and skills in effective communication.</p>	<p>Presentation(s), paper(s), class discussions, and exam(s) in Intercultural Communication (Comm 3190), Voice & Civility in Public Discourse (Comm 2700), and Ethics in Communication (Comm 3510).</p>	<p>Internship project, E-Portfolio</p>

⁵ Bloom's Taxonomies of Educational Objectives: (Adapted from Allen and Noel, 2002; Gronlund, 2000; Palomba and Banta, 1999; Roth, Beyer, and Gillmore, 2002; Designing Valuable Assessment Plans: Evaluating Assessment Strategies, 2003; and DLRN's Technology Resource Guide, 2003) Downloaded from DSU Office of Assessment.

Section V: Finance

Division Budget

Three-Year Budget Projection								
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget						
		Year 1		Year 2		Year 3		
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget	
Personnel Expense								
Salaries and Wages	\$1,095,812	\$15,000	\$1,110,812	\$17,500	\$1,128,312	\$20,000	\$1,148,312	
Benefits	\$353,557	\$5,000	\$358,557	\$6,000	\$364,557	\$7,000	\$371,557	
Total Personnel Expense	\$1,449,368	\$20,000	\$1,469,368	\$23,500	\$1,492,868	\$27,000	\$1,519,868	
Non-Personnel Expense								
Travel	\$2,695	\$100	\$2,795	\$100	\$2,895	\$100	\$2,995	
Capital	\$999	\$0	\$999	\$0	\$999	\$0	\$999	
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Current Expense	\$110,908	\$2,000	\$112,908	\$2,000	\$114,908	\$2,000	\$116,908	
Total Non-personnel Expense	\$114,602	\$2,100	\$116,702	\$2,100	\$118,802	\$2,100	\$120,902	
Total Expense (Personnel + Current)	\$1,563,970	\$22,100	\$1,586,070	\$25,600	\$1,611,670	\$29,100	\$1,640,770	
Departmental Funding								
Appropriated Fund	\$1,388,970	\$19,600	\$1,408,570	\$22,600	\$1,431,170	\$25,600	\$1,456,770	
Other:								
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Special Fees/Differential Tuition	\$175,000	\$2,500	\$177,500	\$3,000	\$180,500	\$3,500	\$184,000	
Total Revenue	\$1,563,970	\$22,100	\$1,586,070	\$25,600	\$1,611,670	\$29,100	\$1,640,770	
Difference								
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$106		\$107		\$109		\$111	

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources

The previous appropriated funds will continue to be utilized in the delivery of the new program, including faculty and staff, purchasing accounts for equipment and supplies, and scholarship monies used in student programs.

Reallocation

None planned or expected.

Impact on Existing Budgets

No budget changes would be necessary other than the departmental split (submitted in conjunction with this proposal), which would require a new Department Chair or Associate Dean compensation of \$10,000. Yet, as the current program director positions will cease, the same amount of money will be used for Chair or Associate Dean compensation.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

General Education Requirements		
Requirement	Course	Credit Hours
Computer Literacy	CIS 1200 or CIS 1201 or (CS 1400 and CS 1410)	0-6
English	ENGL 1010 or ENGL 1010A or ENGL 1010D	0-4
English	ENGL 2010 or ENGL 2010A	3
Information Literacy	LIB 100 or LIB 1010	0-1
Mathematics		3-5
American Institutions		3-6
Life Sciences		3-10
Physical Sciences		3-5
Laboratory Sciences		0-1
Fine Arts		3
Literature/Humanities		3
Social & Behavioral Sciences		3
Exploration		3-5
Global & Cultural Perspectives		0-6 (can be shared with other GE)
Sub-Total		30
Communication Studies Degree		
Required Courses	Complete all of the following	
COMM 1020	Public Speaking	3
COMM 1050	Intro to Communication Theory	3
COMM 1270	Argumentation & Critical Thinking	3
COMM 2110	Interpersonal Communication	3
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3060	Communication Theory	3
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3

COMM 4450	Communication Research	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
Sub-Total		37
Elective Courses	Complete five of the following	
COMM 3010	Nonverbal Communication	3
COMM 3120	Family Communication	3
COMM 3130	Rhetoric and Public Communication	3
COMM 3150	Lying & Deception	3
COMM 3230	Health Communication	3
COMM 3330	Negotiations & Bargaining	3
COMM 3350	Interviewing	3
COMM 3400	Gender Communication	3
COMM 3460	Content & Rhetorical Analysis	3
COMM 3480	New Social Media	3
COMM 3580	Public Relations	3
COMM 3850	Organizational Communication	3
COMM 3990	Special Topics	3
COMM 4010	Persuasion	3
COMM 4020	Integrated Oral Presentations	3
COMM 4050	Leadership & High Performance Teams	3
COMM 4490	Communication & Contemporary Public Issues	3
COMM 4500	Human Communication & Conflict	3
COMM 4580	Public Relations Case Studies	3
Sub-Total		15
Total Number of Credits		52
Or		
Organization and Leadership Emphasis		
Required Courses	Complete all of the following	
COMM 1050	Intro to Communication Theory	3
COMM 1270	Critical Thinking and Communicating	3
COMM 2110	Interpersonal Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3060	Communication Theory	3
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 3850	Organizational Communication	3
COMM 4450	Communication Research	3
COMM 4500	Human Communication and Conflict	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
Sub-Total		37
Elective Courses	Complete five of the following	
COMM 3330	Negotiations & Bargaining	3
COMM 3460	Content & Rhetorical Analysis	3

COMM 3580	Public Relations	3
COMM 4020	Integrated Oral Presentations	3
COMM 4050	Leadership and High Performance Teams	3
COMM 4490	Communication and Contemporary Public Issues	3
ENGL 3010	Writing in the Professions	3
MKTG 3010	Marketing Principles	3
Sub-Total		24
Total Number of Credits		61

Program Schedule for Communication Studies Degree

Fall Semester – Year 1		Hours
COMM 1050	Introduction to Communication Theory	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics (recommended)	3
General Education (Global & Cultural Perspectives)		3
Term Hours		13
Spring Semester – Year 1		
CIS 1200	Computer Literacy	3
COMM 1020	Public Speaking	3
ENGL 2010	Interm Writing Selected Topics:	3
General Education (American Institutions)		3
General Education (Life Sciences/Lab)		4
Term Hours		16
Fall Semester – Year 2		
COMM 1270	Argumentation and Critical Thinking	3
COMM 2110	Interpersonal Communication	3
General Education (Literature/Humanities)		3
General Education (Physical Sciences)		3
General Education (Exploration)		3
Term Hours		15
Spring Semester – Year 2		
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
General Education (Fine Arts)		3
Elective (Any course)		3
Elective (Any course)		3
Term Hours		15
Fall Semester – Year 3		
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 4010 Persuasion		3
COMM 4020 Integrated Oral Presentations		3
Elective (Any course)		3

	Term Hours	15
Spring Semester – Year 3		
COMM 3060	Communication Theory	3
COMM 3230	Health Communication	3
COMM 3400	Gender Communication	3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	15
Fall Semester – Year 4		
COMM 4450	Communication Research	3
COMM 3460	Content and Rhetorical Analysis	3
Elective (Any upper-division course)		3
Elective (Any upper-division course)		3
Elective (Any course)		3
	Term Hours	15
Spring Semester – Year 4		
COMM 4980	Senior Seminar	4
COMM 4900R	Communication Internship	3
Elective (Any upper-division course)		3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	16
		Total Hours: 120

Program Schedule for Organization and Leadership Emphasis

Fall Semester – Year 1		Hours
Elective (Any course)		3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics (recommended)	3
General Education (Global & Cultural Perspectives)		3
	Term Hours	13
Spring Semester – Year 1		
CIS 1200	Computer Literacy	3
COMM 1020	Public Speaking	3
ENGL 2010	Intern Writing Selected Topics:	3
General Education (American Institutions)		3
General Education (Life Sciences/Lab)		4
	Term Hours	16
Fall Semester – Year 2		
Elective (Any course)		3
Elective (Any course)		3
General Education (Literature/Humanities)		3
General Education (Physical Sciences)		3

General Education (Exploration)		3
	Term Hours	15
Spring Semester – Year 2		
COMM 2120	Small Group Communication	3
Elective (Any course)		3
General Education (Fine Arts)		3
Elective (Any course)		3
Elective (Any course)		3
	Term Hours	15
Fall Semester – Year 3		
COMM 2110 Interpersonal Communication		3
COMM 2700 Voice and Civility in Public Discourse		3
COMM 1270 Argumentation and Critical Thinking		3
COMM 4020 Integrated Oral Presentations		3
COMM 1050 Introduction to Communication Theory		3
	Term Hours	15
Spring Semester – Year 3		
COMM 3060	Communication Theory	3
COMM 3190 Intercultural Communication		3
COMM 3510 Ethics in Communication		3
COMM 4500 Human Communication & Conflict		3
COMM 3580 Public Relations		3
	Term Hours	15
Fall Semester – Year 4		
COMM 4450	Communication Research	3
COMM 3460 Content and Rhetorical Analysis		3
COMM 3330 Negotiations & Bargaining		3
COMM 4050 Leadership & High Performance Teams		3
COMM 3850 Organizational Communication		3
	Term Hours	15
Spring Semester – Year 4		
COMM 4980	Senior Seminar	4
COMM 4900R	Communication Internship	3
MKTG 3010 Marketing Principles		3
ENGL 3010 Writing in the Professions		3
COMM 4490 Communication & Contemporary Public Issues		3
	Term Hours	16
Total Hours: 120		

Section VII: Faculty

Full-Time Faculty

- Dennis Wignall, PhD (University of Denver)
 - Tenured Full Professor of Organizational Communication
- Andrea McCracken, PhD (University of Texas)
 - Tenured Associate Professor of Interpersonal Communication
- Brent Yergensen, PhD (University of Nebraska)
 - Assistant Professor of Rhetoric and Public Address
 - Applying for tenure and promotion to be effective July 1, 2016
- Maria Ortiz, PhD (Union Institute & University)
 - Assistant Professor of Argumentation and Critical Thinking, and Director of Assessment
 - Applying for tenure and promotion to be effective July 1, 2017
- Rebecca DiVerniero, PhD (University of Nebraska)
 - Assistant Professor of Interpersonal Communication
 - Applying for tenure and promotion to be effective July 1, 2018

Adjunct Faculty

- Morris Berry, MBA (Western Governors University)
- Darlene Braden, PhD (Capella University)
- Brock Bybee, MA (Southern Utah University)
- Chip Campbell, MBA (University of Phoenix), PhD Candidate (University of Phoenix)
- Will Craver, MA (University of LaVerne)
- James Chase, MA (University of Phoenix)
- Kavarra Corr, MEd (University of Massachusetts)
- Brendan Dalley, MBA (University of Phoenix)
- Ann Durfey, BS (Dixie State University), completing MA (Southern Utah University)
- Marion Erickson, JD (University of Wyoming)
- Richard Harder, MS (California State University-Los Angeles)
- Anna Huff, MA (Emerson College)
- Jillian Hyman, MEd (University of Utah)
- Keith Kelsch, MA (Humboldt State University), PhD Candidate (George Wythe University)
- Dana Kelvington, MEd (Southern Utah University)
- Jonathan Morrell, MA (Brigham Young University)
- David Roos, EdD (Utah State University)
- Katrice Schimbeck, BA (Brigham Young University), completing MA (Southern Utah University)
- Jordan Sharp, MA (Park University)
- Shawna Wakefield, MA (Southern Utah University)

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Media Studies

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Media Studies, with optional emphases in Digital Film Production, Multimedia Journalism, and Social Media, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Background

The Department of Communication in DSU's School of Business and Communication currently offers a BS in Communication. There are approximately 400 Communication majors at DSU, making it one of the University's most subscribed majors/degrees. In addition to this proposal for a BS in Media Studies, DSU is proposing a companion BS in Communication Studies. As DSU proposes the new Media Studies and Communication Studies degrees, other proposals appearing on the Regents' General Consent Calendar include (1) creation of a new Division of Communication in the School of Business and Communication, with separate departments for Communication Studies and Media Studies, and (2) discontinuation of the current BS in Communication, to be replaced with the proposed degrees in Media Studies and Communication Studies.

The proposed BS in Media Studies is focused on new and traditional media forms, including multimedia journalism, digital motion picture production, social media, media theory, and analysis of digital media technology in our culture. The proposed BS would replace and expand on the Mass Communication emphasis under the current BS in Communication. An emphasis in Digital Film Production, available under the current BS in Communication, would be an option under the proposed BS in Media Studies, as would newly-developed emphases in Multimedia Journalism and Social Media. Faculty and courses are in place to proceed with the proposed BS in Media Studies, with the curriculum expected to be always evolving in response to technology and industry changes. Media Studies graduates may be employed in public relations, graphic/media design, editing, production, and directing fields, among others.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from Communication departments at their institutions, have reviewed and are supportive of DSU's request to offer a BS in Media Studies. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Media Studies, with optional emphases in Digital Film Production, Multimedia Journalism, and Social Media.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
Dixie State University
Bachelor of Science in Media Studies**

Section I: The Request

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Media Studies, with optional emphases in Digital Film Production, Multimedia Journalism, and Social Media, effective July 1, 2015. The institutional Board of Trustees approved the degree on January 30, 2015.

Section II: Program Description

Complete Program Description

Media Studies addresses the central role of media in today's world, including in politics, culture, society, and the arts through three emphasis options: Digital Film Production, Multimedia Journalism, and Social Media. The program engages students in a wide range of media, including motion pictures, television, radio, print, and digital media. Students study the history, evolution, and the changing state of media, communication technologies, and techniques in media production, together with an understanding of the economic and social effects of media, including legal and ethical issues. Students are prepared for a wide range of careers, including those in motion pictures, journalism, TV and radio, online and social media, and media research.

Purpose of Degree

With the emergence of vast and ubiquitous forms of mediated communication that are available to all, students need a targeted program that focuses specifically on the use, effects, and ramifications of media in today's world. Furthermore, students need to be trained in the production of media in each of these forms. The purpose of the proposed program is to build a foundation, grounded in theoretical, legal, and ethical perspectives, and build on that foundation with skills necessary to be successful contributors to society and to gain meaningful employment.

Institutional Readiness

The current Communication department faculty will be split into the two proposed departments with faculty who specialize in the new departments' proposed degrees being housed within the new departments and with the only changes being the addition of a new department chair for the new department and an associate dean for the division. Other than these changes the current structure is already in place. The proposed program would increase the number of general education and lower-division courses available to students as the need for those courses arises.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	1		1
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master’s Degrees			
Full-time Tenured	2		2
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
With Bachelor’s Degrees			
Full-time Tenured			
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	2		2
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	3		3
Full-time Non-Tenured	4		4

Part-time Tenured			
Part-time Non-Tenured	6		6
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	10.70		10.70

Staff

Staff requirements would be no different than the current staff. The program would be supported through staff with two full-time film editors, one full-time radio producer, one full-time executive television producer, one part-time television producer, one television engineer, one full-time academic advisor, one part-time academic advisor, one full-time secretary, one part-time secretary, and one student worker.

Library and Information Resources

These already-available library resources satisfy the requirements for the proposed program since the current program already uses the needed library resources.

- Communication & Mass Media Complete (EBSCOhost): This database indexing, abstracts, and some full-text coverage of numerous journals in communication, mass media, and other closely-related fields.
- Sage Journals Online: General purpose database for scholarly articles.
- PsycINFO (EBSCOhost): This database is a resource for abstracts of scholarly journal articles, book chapters, books, and dissertations, and is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains approximately 3 million citations and summaries dating as far back as the 1600s with DOIs for over 1.4 million records. Journal coverage, which spans from the 1800s to present, includes international material selected from around 2,400 periodicals in dozens of languages.
- Academic Search Premier (EBSCOhost): A scholarly, multi-disciplinary, database with full text coverage of 4600 journals in a range of subjects. This database is a good starting place for almost any topic search.
- Alexander Street Video (Alexander Street Press): A source of streaming academic videos on topics such as counseling and therapy, dance, education, ethnography, theater, sports medicine, and more.
- Business Source Premier (EBSCOhost): A top-level full-text business database consisting of popular business magazines, scholarly journals, and trade publications.
- ComAbstracts (CIOS): Abstracts of articles in primary professional literature in communications; this is an excellent finding tool, with limited full text.
- Ethnic NewsWatch (ProQuest): A full-text collection of the newspapers, magazines, and journals of the ethnic, minority, and native press.

- GenderWatch (ProQuest): Indexing, abstracts, and full-text collection of journals, magazines, newsletters, regional publications, and conference reports on gender studies sources with coverage from the 1970s to the present.
- JSTOR: A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas.
- LexisNexis Academic: Indexing and full text documents for over 5600 news, business, legal, medical, and reference publications, with a variety of flexible search options. This is an excellent database for information on current issues or business.
- MasterFILE Complete (EBSCOhost): Multidisciplinary database designed for public libraries that covers virtually every subject area of general interest. Provides a large collection of popular full-text magazines, journals, and other sources from the world's leading publishers, as well as a large image collection of photos, maps, and flags.
- Project MUSE: Provides full-text access to a selection of humanities and social sciences journals.
- ProQuest Newsstand: Full-text of 300+ U.S. and international news sources. Includes coverage of 150+ major U.S. and international newspapers such as the New York Times and the Wall Street Journal, plus hundreds of other news sources and news wires.
- ScienceDirect (Elsevier): Extensive database of Elsevier journals in a wide range of subjects. Excellent searching capabilities and full text access. An excellent resource for authoritative information in many subject disciplines.
- Social Sciences Citation Index (Web of Science): Consolidated searching of Science Citation Index, Social Science Citation Index, and Arts and Humanities Index. Searchable by all elements of the citation. Limited full text provided.
- Gale Virtual Reference Library: An online reference utility that hosts selected encyclopedias and other reference publications.
- Oxford Reference Online-Premium: Language and subject reference works from Oxford Press into single cross searchable reference.
- Sage eReference Encyclopedias and Handbooks: Offers access to selected reference encyclopedias and handbooks with coverage mostly in the areas of social sciences and health care.
- Library Catalog: Search for books, audio, video, and periodicals at the Dixie State University Library.
- Electronic Books: A list of ebook databases available at Dixie.
- EndNote Web: Manage citations with a bibliographic utility.
- Full-Text Periodicals List: Find a specific journal or magazine.
- ILLiad: Borrow materials from other libraries using interlibrary loan.
- ProQuest Research Companion: Information literacy training aligned with ACRL Information Literacy and Common Core English Language Arts standards. Provides a framework and foundation for information literacy instruction.
- WorldCat: Search library catalogs in Utah and beyond.

Admission Requirements

- 2.5 GPA
- Declaration as a Media Studies Major

Student Advisement

Two advisors, who work in the current Communication Department, would advise students in the proposed Media Studies and Communication Studies degrees.

Justification for Graduation Standards and Number of Credits

- 2.5 GPA: quality performance in courses, generally, warrant students' readiness to enter the workplace with a comprehensive understanding of theory and its applications.
- C grade or better in core courses: Preparation for upper-division electives and performance expectations on the field's most essential elements warrant students demonstrate comprehension and the capacity to articulate the field's central tenants.
- D- grade or better in elective courses: the standard expectation to pass courses.
- 52 credits earned in major: 37 credits address basic Media Studies concepts, many at the lower-division level. 15 credits at the elective level give students leeway in developing their own comprehensive set of media skills at the upper-division level.
- 120 credits to obtain bachelor degree: the standard number of courses required at DSU for a bachelor degree.
- 40 upper-division credits earned: University policy as approved by the Board of Regents.
- 30 upper-division credits earned at DSU: University policy as approved by the Board of Regents.

External Review and Accreditation

As this proposal is transitioning an emphasis into a degree based on student demand and success, as well as no additional cost for creating the degree, the simplicity of the transition did not warrant external review or consultants.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	x	x	x	70	80	85
Total # of Declared Majors in Proposed Program	x	138	143	149	155	161
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	10.70	11.13	11.58	12.04	12.51	13.02

Total Department Student FTE (Based on Fall Third Week)	182.24	189.53	197.11	204.99	213.20	221.72
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	17.03	17.03	17.03	17.03	17.04	17.03
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The proposed Media Studies degree and companion Communication Studies degree represent a restructuring of the current BS in Communication at DSU, plus two new emphasis areas under Media Studies.

Section III: Need

Program Need

The proposed program provides opportunities for students to gain a degree that will help them to find employment in the media industry. This industry includes a variety of different types of positions, including those in journalism, television production, public relations, documentary and narrative film production, social media marketing, media theory and research, and media ethics. The media and entertainment industries continue to be strong in the vast technology environment. Students who are interested in being a part of the digital revolution need training and knowledge to be successful. The proposed program fulfills this need. The program is flexible enough to provide focused training in a variety of media venues and formats, while also being targeted toward specific aspects of an industry that is widespread. Media, in general, are a significant purveyor of information that guides public opinion and thought. Students who wish to be involved in this specialized industry need to understand the role of the media in the lives of the audience in order to guide decision-making. This program provides the technical, theoretical, and practical experience to make this happen.

Labor Market Demand

Students who graduate with the proposed degree can obtain employment in a variety of work situations within the public or private sectors. The career outlook for each of the proposed emphases within the degree is as follows¹:

- New/Social Media: Students who graduate with this emphasis will be ready for jobs in marketing, which has an excellent career outlook (5.6% growth in Utah, 4.1% in the U.S.), and public relations, which also has an excellent outlook (2.8% in Utah, 2.3% in the U.S.).

¹ jobs.utah.gov

- Multimedia Journalism: The career outlook through 2020 shows growth for writers (2% in Utah, .7% in U.S.), editors (1.1% in Utah, .1% in U.S.), and radio and television announcers (1.9% in Utah, .7% in U.S.). Although growth for reporters and correspondents has leveled off, employment projections note that those who have gained practical experience stand a better chance of gaining employment. This emphasis provides that experience. Furthermore, journalists provide a public service that will continue to be needed by society.
- Digital Motion Picture: Producers and directors in the field of motion picture and television production in Utah can expect growth by 2.2% through 2020 with an average of 30 openings per year. Growth in the United States is not quite as high (1.1%), but the average number of annual openings is nearly 5,000.

Students who have graduated from the current degree emphasis in mass communication have been placed in media roles in companies within the State of Utah and beyond. A handful of examples include: news producer for Fox 13 in Salt Lake City; sports writer for *The Spectrum* in St. George; director of media production at Greenroom Communications in Raleigh, North Carolina; and image consulting business owner in Las Vegas.

Changes to the market climate within the media industry are well known. Technological advances within just the last 20 years have caused the need for media companies, and therefore, the schools that train students for those industries, to adapt to those changes. The proposed program is no exception. As technology and media distribution evolve, so will the program. These changes are anticipated and the faculty of the new department will be vigilant in adapting curriculum to fit the changing needs of the industry. However, media are a part of life for the populace. Although the types of media will surely change, the desirability for media research, production, and distribution will be a constant.

Student Demand

As the proposed program would replace (and expand) an existing program, student demand can be shown by the number of students involved in media programs. Connected to labor market demand, students need specific training in more specific skills than is currently offered with the generic Communication degree. Enrollment in media programs has grown, per the table provided.

Emphasis	Fall 2010 Majors	Fall 2011 Majors	Fall 2012 Majors	Fall 2013 Majors	Fall 2014 Majors
Digital Film	42	81	72	73	57
Mass Communication	95	97	102	94	76

Note that the decrease in number of majors in Fall 2014 represents the number of students declared in previous years who completed the Bachelor in Communication program as the first cohort of DSU Communication graduates.

Similar Programs

- Southern Utah University: Bachelor of Arts or Science in Media Studies
- Utah Valley University: Bachelor of Science in Journalism

- University of Utah: Bachelor of Arts in Film and Media Arts; Bachelor of Arts or Science in Journalism
- Weber State University: Bachelor of Arts or Science in Electronic Media; Bachelor of Arts or Science in Journalism
- Utah State University: Bachelor of Science in Broadcast/Electronic Media; Bachelor of Science in Print Journalism

Like numerous other programs within USHE, the proposed program is similar to other programs offered by other institutions. For those students who wish to transfer to other institutions, this provides an opportunity to carry over existing credits earned.

Collaboration with and Impact on Other USHE Institutions

Coursework for the program will utilize the same curriculum that was previously available for the Mass Communication emphasis, thus allowing for the same simplicity of articulation of courses to and from other USHE programs, as is spelled out annually at the USHE majors meeting. Since the proposed program is replacing an existing program, the impact on other institutions within the USHE will be minimal. However, the proposed program will provide opportunities for undergraduates to receive focused learning that will enable them to be better prepared as they continue their education in a graduate setting. Thus, the other universities within the USHE will be impacted by being provided more students enrolled in graduate programs.

Benefits

Dixie State University benefits from the proposed program by building a better relationship with the surrounding community. The nature of media allows community members to see first-hand what students are involved with as they produce content. Furthermore, students aid the local community in producing important content, such as news, public relations, and entertainment content. Students in the current program have already been involved in widespread, community-oriented activities that are available to community members. For examples, go to SouthernUtahLive.com (a web site that showcases video and television projects that almost exclusively involve students), DixieSunNews.com (a web site that provides campus and community news and information that is fully student-produced), and DocUtah.com (which was spearheaded by a member of the digital film faculty in the proposed program). Students, staff, and faculty are heavily involved in these programs. Both Dixie State University and USHE as a whole benefit by showcasing to the wider community audience what is being developed and produced by students.

Consistency with Institutional Mission

Dixie State's role is to provide students with opportunities that help achieve their educational and life goals. It does this by fostering and strengthening its programs and by providing a wide variety of educational options to enhance employment opportunities. The proposed program provides a means for DSU to strengthen its current media/communication program by focusing on the relationship between students interested in media and faculty who better fit the needs and desires of those students. With recent (and vast) developments in electronic media, the field of media studies has grown to a point where students can quickly get lost if the program in which they participate is not focused. The proposed degree will focus a

program directly into students' interests and provide them opportunities in their employment pursuits post-college.

Furthermore, the proposed program fits the mission of the University, which is divided into three parts:

1. DSU's first core theme is to have a culture of learning. The proposed program notes changes in media without neglecting theoretical perspectives and analysis that have been at the heart of media studies for decades. Students are presented with opportunities to grow in knowledge, both theoretical and practical, as well as in critical thinking and opinion formation.
2. Core Theme Two seeks a culture of values. Media ethics is at the heart of the proposed program. The program focuses on the ethical decisions that must be made when using the power of media and invites students to fully analyze how their interaction and use of media directly affect others.
3. The last core them in DSU's mission is a culture of community. Media are a source of widespread community involvement. Students who graduate from the proposed program will be taught how to use the power of the media to become more informed citizens, to critique the world around them, and to understand other cultures. Further, the program teaches students how to build community through media's vast distribution.

Section IV: Program and Student Assessment

Program Assessment

The goals of the program are threefold:

1. To provide students an up-to-date, challenging, and rewarding experience in a wide variety of media activities.
2. To balance theory, research, and practical experience to enable future media producers to think critically and ethically as they produce content that affects the lives of a large audience.
3. To enable more dynamic and diverse opportunities to students through multicultural, global, and other perspectives.

Assessment is used to evaluate and plan changes, improvements, and the creation of curricular programs based on evaluation of student learning in relation to program objectives and delivery. Coupled with direct and indirect measures such as evaluation of senior seminar artifacts, exit surveys, and student portfolios, assessment is utilized to collect academic and professional evaluation of students in the translation of competencies into professional experience, academic knowledge of traditional and current trends in the media professions, and in the efficacy of service-learning.

The program will be assessed using a variety of measures. First, all students will be required to complete a capstone experience. The capstone will focus on theoretical foundations, academic and practical research, and practical experience. Students work on the capstone throughout the final two years in the program and will complete the experience during the senior year. Second, all students will generate a portfolio of both academic and practical work. The portfolio will include activities completed as part of coursework, as well as through activities outside the classroom, including those involved in internships and/or practicum. Third, students' academic performance will be assessed from course to course.

Expected Standards of Performance

The standards and competencies listed below were chosen by the faculty in Media Studies. Each competency focuses on different areas that are important for a well-rounded and informed student to carry with them into the professional world, as determined by faculty who have experience both in academia and in professional arenas outside of higher education.

STANDARD OR COMPETENCY	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<p>1. The conceptual understanding of mediated communication theories from various traditions and practical understanding of media production, management and consumption with the theories.</p>	<p>Students will be assessed in a series of courses in which they will progress into more detailed levels of understanding within media theory and production.</p> <p>COMM 1050 — Intro to Communication Theory COMM 3060 — Communication Theory</p>	<p>The capstone experience will involve both communication theory (foundation and application) and research. The experience will assess the student's conceptual and practical understanding.</p>
<p>2. The ability to conduct academic research, to explore conceptual issues in mediated communication, and to make academic arguments with established research methods.</p>	<p>Students will be assessed in a series of courses that focus on academic research and argument.</p> <p>COMM 4450 — Communication Research COMM 4980 — Senior Seminar</p>	<p>The basis of the capstone experience will be to conduct academic research and to form academic arguments within that research.</p>
<p>3. The skills to create and promote mediated messages in compliance with technical and aesthetic principles for a variety of purposes based on in-depth analysis of the audience and situation.</p>	<p>All required emphasis courses in each emphasis are directly associated with this competency and provide formative assessment measures within each course.</p>	<p>Students' portfolios will contain examples that were created throughout each student's program. Each example will be evaluated against standards to ensure competency.</p>
<p>4. The ability to apply good reasoning, critical thinking, ethics and problem solving skills to critically evaluate media production and consumption.</p>	<p>Although all courses within the proposed program provide assessment opportunities for this competency, two required courses within the proposed program specifically provide formative assessment:</p> <p>MDIA 3510 — Media Ethics COMM 4260 — Media Law</p>	<p>Both the capstone and the portfolio will demonstrate the student's ability to meet this standard.</p>

<p>5. The ability to conduct professional research to evaluate efficacy of mediated messages integrating media analytics and metrics into qualitative and quantitative approaches.</p>	<p>Two courses in each emphasis provide formative assessment in this competency:</p> <p>Multimedia Journalism Emphasis: COMM 1380 — Intro to TV Production COMM 4680 — Multimedia Journalism</p> <p>Social Media Emphasis: COMM 3480 — New Social Media COMM 4330 — New Media Applications</p>	<p>The portfolio will include examples of students' ability to conduct the research specified in this competency and will be measured accordingly.</p>
<p>6. The ability to establish global and cross-cultural perspectives in evaluation of media production, promotion, and consumption.</p>	<p>Four required courses and one emphasis course (in each emphasis) provide formative assessment of this competency:</p> <p>COMM 1050 — Intro. to Comm. Theory COMM 1500 — Intro. to Mediated Comm. COMM 3060 — Communication Theory MDIA 3510 — Media Ethics</p> <p>Multimedia Journalism Emphasis: COMM 4680 — Multimedia Journalism</p> <p>Social Media Emphasis: COMM 2010 — Media and Society</p>	<p>Both the capstone and the portfolio will demonstrate the student's ability to meet this standard.</p>

Section V: Finance

Division Budget

Three-Year Budget Projection								
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget						
		Year 1		Year 2		Year 3		
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget	
Personnel Expense								
Salaries and Wages	\$1,095,812	\$15,000	\$1,110,812	\$17,500	\$1,128,312	\$20,000	\$1,148,312	
Benefits	\$353,557	\$5,000	\$358,557	\$6,000	\$364,557	\$7,000	\$371,557	
Total Personnel Expense	\$1,449,368	\$20,000	\$1,469,368	\$23,500	\$1,492,868	\$27,000	\$1,519,868	
Non-Personnel Expense								
Travel	\$2,695	\$100	\$2,795	\$100	\$2,895	\$100	\$2,995	
Capital	\$999	\$0	\$999	\$0	\$999	\$0	\$999	
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Current Expense	\$110,908	\$2,000	\$112,908	\$2,000	\$114,908	\$2,000	\$116,908	
Total Non-personnel Expense	\$114,602	\$2,100	\$116,702	\$2,100	\$118,802	\$2,100	\$120,902	
Total Expense (Personnel + Current)	\$1,563,970	\$22,100	\$1,586,070	\$25,600	\$1,611,670	\$29,100	\$1,640,770	
Departmental Funding								
Appropriated Fund	\$1,388,970	\$19,600	\$1,408,570	\$22,600	\$1,431,170	\$25,600	\$1,456,770	
Other:								
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Special Fees/Differential Tuition	\$175,000	\$2,500	\$177,500	\$3,000	\$180,500	\$3,500	\$184,000	
Total Revenue	\$1,563,970	\$22,100	\$1,586,070	\$25,600	\$1,611,670	\$29,100	\$1,640,770	
Difference								
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Departmental Instructional Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$106		\$107		\$109		\$111	
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.								

Funding Sources

The previous appropriated funds will continue to be utilized in the delivery of the new program, including faculty and staff, purchasing accounts for equipment and supplies, and scholarship monies used in student programs.

Reallocation

None planned or expected.

Impact on Existing Budgets

No impact on existing budgets is expected as current faculty, staffing, and equipment will support the proposed degree.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Please note that, apart from MDIA 3510 — Media Ethics, all courses listed below have previously been approved and are currently being offered.

*These "COMM" courses will be changed to "MDIA" courses if this proposal is approved.

General Education Requirements		
Requirement	Course	Credit Hours
Computer Literacy	CIS 1200 or CIS 1201 or (CS 1400 and CS 1410)	0-6
English	ENGL 1010 or ENGL 1010A or ENGL 1010D	0-4
English	ENGL 2010 or ENGL 2010A	3
Information Literacy	LIB 100 or LIB 1010	0-1
Mathematics		3-5
American Institutions		3-6
Life Sciences		3-10
Physical Sciences		3-5
Laboratory Sciences		0-1
Fine Arts		3
Literature/Humanities		3
Social & Behavioral Sciences		3
Exploration		3-5
Global & Cultural Perspectives		0-6

		(can be shared with other GE)
Sub-Total		30
Course Prefix and Number	Title	Credit Hours
Program Required Courses	Complete all of the following	
COMM 1050*	Intro to Communication Theory	3
COMM 1130*	Writing for Media Audiences	3
COMM 1500*	Intro to Mediated Communication	3
COMM 3060*	Communication Theory	3
MDIA 3510	Media Ethics	3
COMM 4260*	Media Law	3
COMM 4450*	Communication Research	3
COMM 4900R*	Internship	3
COMM 4980*	Senior Seminar	4
Sub-Total		28
MM Journalism Emphasis	Complete all of the following	
COMM 1380/85*	Intro to TV Production/Lab	2/1
COMM 3530*	Digital Photojournalism	3
COMM 3610*	News and Copy Editing	3
COMM 4640*	Feature Writing	3
COMM 4680*	Multimedia Journalism	3
	OR	
Social Media Emphasis	Complete all of the following	
COMM 2010*	Media and Society	3
COMM 2460*	Intro to New Media Production	3
COMM 3480*	New Social Media	3
COMM 3560*	Visual Communication	3
COMM 4330*	New Media Applications	3

	Sub-Total	15
		3
Elective Courses	Complete three of the following	3
COMM 1560*	Audio for Converged Media	3
COMM 2660*	Intro to Digital Motion Picture Prod	3
COMM 3580*	Public Relations	3
COMM 3590*	Media Management and Sales	3
COMM 4380*	Advanced TV Production/Lab	3
COMM 4580*	Public Relations Case Studies	3
COMM 4790*	Advanced Audio Production	3
	Sub-Total	9
	Total Number of Credits	52
	OR	
Digital Film Production Emphasis		
Required Courses	Complete all of the following	
COMM 1050	Intro to Communication Theory	3
COMM 1130	Writing for Media Audiences	3
COMM 2110	Interpersonal Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 3510	Ethics in Communication	3
COMM 3560	Visual Communication	3
COMM 3640	Digital Motion Picture Pre-production	3
COMM 3660	Digital Motion Picture Production	2
COMM 3665	Digital Motion Picture Production Lab	1
COMM 3680	Digital Motion Picture Post-	2

	Production	
COMM 3685	Digital Motion Picture Post-Production Lab	1
COMM 4260	Media Law	3
COMM 4900R	Internship	3
COMM 4980	Senior Seminar	4
Sub-Total		37
Film Production Emphasis Requirements		
COMM 2660	Introduction to Digital Motion Picture production	3
COMM 1500 OR COMM 2010	Intro to Mediated Communication OR Media & Society	3
Complete 9 credits of Film Production electives, including at least one or more of the following Audio Production courses:		
COMM 1560	Audio for Converged Media	3
COMM 4790	Advanced Audio Production	3
At least one of the following New Media courses:		
COMM 2460	Introduction to New Media Production	3
COMM 3480	New Social Media	3
COMM 3530	Digital Photojournalism	3
COMM 4330	New Media Applications	3
Other Film Production elective:		
COMM 2600	Beginning Screenwriting	3
COMM 2800	Special Effects for Motion Pictures	3
COMM 3220	Art Direction/Set Construction	3
COMM 3240	Lighting/Grip for Motion Pictures	3
COMM 3420	Production Design for Motion Pictures	3

COMM 3590	Media Management	3
COMM 3620	Advanced Screenwriting	3
COMM 4100/4105	Documentary Production/Lab	3
COMM 4380/4385	Advanced Television Production/Lab	3
COMM 4640	Feature Writing	3
COMM 4680	Multimedia Journalism	3
COMM 4700-4705	Advanced Digital Film Production/Lab	3
COMM 4790	Advanced Audio Production	3
COMM 4800/4805	Advanced Digital Film Post-Production/Lab	3
Recommended (not required) elective for incoming students:		
COMM 1001	FYE: Communication	1
Sub-Total		15
Total Number of Credits		52

Program Schedule for Multimedia Journalism

Fall Semester – Year 1

COMM 1050	Introduction to Communication Theory	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics	3
General Education (Fine Arts)		3
Elective (Any course)		1
Term Hours		14

Spring Semester – Year 1

CIS 1200	Computer Literacy	3
COMM 1130	Writing for Media Audiences	3
COMM 1500	Introduction to Mediated Communication	3
ENGL 2010	Interim Writing Selected Topics:	3
General Education (Life Sciences / Lab)		3
Term Hours		15

Fall Semester – Year 2

COMM 4640	Feature Writing	3
COMM 4680	Multimedia Journalism	3
General Education (American Institutions)		3
General Education (Physical Sciences)		3
Elective (Any course)		3
Term Hours		15

Spring Semester – Year 2

COMM 5330	Digital Photojournalism	3
COMM 3610	News and Copy Editing	3
General Education (Literature/Humanities)		3
General Education (Global and Cultural Perspectives)		3
Elective (Any course)		3
Term Hours		15

Fall Semester – Year 3

COMM 3510	Media Ethics	3
COMM 1380/85	Intro to TV Production/Lab	3
COMM 3590	Media Management and Sales	3
General Education (Global and Cultural Perspectives)		3
Elective (Any upper-division course)		3
Term Hours		15

Spring Semester – Year 3

COMM 3060	Communication Theory	3
COMM 4900R	Internship	3
	General Education (Exploration)	3
	Elective (Any upper-division course)	3
	Elective (Any course)	3
	Term Hours	15

Fall Semester – Year 4

COMM 4260	Media Law	3
COMM 4450	Communication Research	3
COMM 4580	Public Relations Case Studies	3
	Elective (Any upper-division course)	3
	Elective (Any upper-division course)	3
	Term Hours	15

Spring Semester – Year 4

COMM 4980	Senior Seminar	4
COMM 4380	Advanced TV Production/Lab	3
	Elective (Any upper-division course)	3
	Elective (Any upper-division course)	3
	Elective (Any course)	3
	Term Hours	16

Total hours 120

Program Schedule for Social Media

Fall Semester – Year 1

COMM 1050	Introduction to Communication Theory	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics	3
	General Education (Fine Arts)	3
	Elective (Any course)	1
	Term Hours	14

Spring Semester – Year 1

CIS 1200	Computer Literacy	3
COMM 1130	Writing for Media Audiences	3
COMM 1500	Introduction to Mediated Communication	3
ENGL 2010	Interim Writing Selected Topics:	3
General Education (Life Sciences / Lab)		3
	Term Hours	15

Fall Semester – Year 2

COMM 2010	Media and Society	3
COMM 2460	Intro to New Media Production	3
General Education (American Institutions)		3
General Education (Physical Sciences)		3
Elective (Any course)		3
	Term Hours	15

Spring Semester – Year 2

COMM 3480	New Social Media	3
COMM 3560	Visual Communication	3
General Education (Literature/Humanities)		3
General Education (Global and Cultural Perspectives)		3
Elective (Any course)		3
	Term Hours	15

Fall Semester – Year 3

MDIA 3510	Media Ethics	3
COMM 4330	New Media Applications	3
COMM 2660	Intro to Digital Motion Picture Production	3
General Education (Global and Cultural Perspectives)		3
Elective (Any upper-division course)		3
	Term Hours	15

Spring Semester – Year 3

COMM 3060	Communication Theory	3
COMM 4900R	Internship	3

General Education (Exploration)	3
Elective (Any upper-division course)	3
Elective (Any course)	3
Term Hours	15

Fall Semester – Year 4

COMM 4260 Media Law	3
COMM 4450 Communication Research	3
COMM 3580 Public Relations	3
Elective (Any upper-division course)	3
Elective (Any upper-division course)	3
Term Hours	15

Spring Semester – Year 4

COMM 4980 Senior Seminar	4
COMM 4580 Public Relations Case Studies	3
Elective (Any upper-division course)	3
Elective (Any upper-division course)	3
Elective (Any course)	3
Term Hours	16

Total hours 120

Program Schedule for Digital Film Production

Fall Semester – Year 1

COMM 1050 Introduction to Communication Theory	3
ENGL 1010 Introduction to Writing	3
LIB 1010 Information Literacy	1
MATH 1040 Introduction to Statistics	3
General Education (Fine Arts)	3
Term Hours	13

Spring Semester – Year 1

CIS 1200	Computer Literacy	3
COMM 1130	Writing for Media Audiences	3
ENGL 2010	Interm Writing Selected Topics:	3
	General Education (American Institutions)	3
	General Education (Physical Sciences)	3
	Term Hours	15

Fall Semester – Year 2

COMM 2460	Introduction to New Media Production	3
COMM 2660	Introduction to Digital Motion Picture Production	3
	General Education (Life Sciences/Lab)	4
	General Education (Literature/Humanities)	3
	General Education (Exploration)	3
	Term Hours	16

Spring Semester – Year 2

COMM 1500 or 2010	Intro to Mediated Communication Media Society	3
COMM 2110	Interpersonal Communication	3
COMM 3640	Digital Motion Picture Pre-Production	3
	General Education (Global and Cultural Perspectives)	3
	Elective (Any upper-division course)	3
	Term Hours	15

Fall Semester – Year 3

COMM 2700	Voice and Civility in Public Discourse	3
COMM 3510	Ethics in Communication	3
COMM 3560	Visual Communication	3
COMM 3660	Digital Motion Picture Production	2
COMM 3665	Digital Motion Picture Production Lab	1
	General Education (Global and Cultural Perspectives)	3
	Term Hours	15

Spring Semester – Year 3

COMM 3680	Digital Motion Picture Post-Production	2
COMM 3685	Digital Motion Picture Post-Production Lab	1
COMM 4900R	Communication Internship	3
	Emphasis Requirement (Film Emphasis Requirement)	3
	Elective (Any upper-division course)	3
	Elective (Any course)	3
	Term Hours	15

Fall Semester – Year 4

COMM 4260	Media Law	3
	COMM Requirement (Audio course (see list above))	3
	Emphasis Requirement (Film Emphasis Requirement)	3
	Elective (Any upper-division course)	3
	Elective (Any course)	3
	Term Hours	15

Spring Semester – Year 4

COMM 3680	Digital Motion Picture Post-Production	2
COMM 3685	Digital Motion Picture Post-Production Lab	1
COMM 4980	Senior Seminar	4
	Elective (Any upper-division course)	3

Elective (Any upper-division course)	3
Elective (Any course)	3

Total hours: 120

Section VII: Faculty

Full-Time Faculty

- Randal Chase PhD, Communication, University of Utah
- Xi Cui PhD, Communication, Texas A & M University
- David Harris PhD, Communication, University of Utah
- Richard Rodrick PhD, Communication, University of Utah
- Eric Young MEd, Communication Education, Southern Utah University
- Rhiannon Bent MA, Speech Communication, Washington State University
- Phil Tuckett Honorary Doctorate, Dixie State University; BS, Weber State University

Part-Time and Adjunct Faculty

- Bruce Bennett BA, Fresno State University; completing MA, Southern Utah University
- Kristin Hunt PhD, University of Idaho
- Bryan Jacobs MPC, Westminster College
- Jennifer Kohler MFA, Screenwriting, University of Nevada Las Vegas
- David Malykont BS, The Brooks Institute
- Brian Strasmann MS, Grand Canyon University

May 6, 2014

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision to Policy R513, Tuition Waivers and Reductions

Background

The proposed revision to *R513, Tuition Waivers and Reductions*, addresses the passage of SB 253, Exceptions for Privately Funded Scholarship that passed during the 2015 Utah legislative session. The legislation modified state statute related to verification requirements for receipt of state, local, or federal public benefits. Specifically, the legislation exempts certain publicly funded scholarships from verification requirements. This change allows for scholarships which are privately funded and administered by USHE institutions to be awarded to students without regard to immigration status.

Issue

The proposed revision adds a new section R513-19, *When Verification of Lawful Presence is not Required*, which supports implementation of SB 253, Exceptions for Privately Funded Scholarships. The proposed language addition reads:

R513-19. When Verification of Lawful Presence is Not Required. As provided by Utah Code Ann. [§63G-12-402](#), verification of lawful presence in the United States is not required of a student who is a graduate of a high school located in Utah and (1) is exempt from paying the nonresident portion of total tuition under Utah Code Ann. [§53B-8-106](#); or (2) applies for, and may be awarded, a privately funded scholarship that is administered by a USHE institution.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the proposed revision to *R513, Tuition Waivers and Reductions*.

David L. Buhler
Commissioner of Higher Education

DLB/MMK/MM/CG
Attachment

R513-1. Purpose: To establish procedures for Utah System of Higher Education (USHE) institutions to administer tuition waiver and reduction programs.

R513-2. References

- 2.1. Utah Code [§53B-8-101](#), Waiver of Tuition—Resident—National Guard—Nonresident—Critical Occupations—Summer School—Graduate Students
- 2.2. Utah Code [§53B-8-103](#), Partial Waivers Pursuant to Reciprocal Agreements
- 2.3. Utah Code [§53B-8-104](#), Nonresident Partial Tuition Scholarships—Border Waivers
- 2.4. Utah Code [§53B-8-104.5](#), Nonresident Tuition Scholarships
- 2.5. Utah Code [§53B-8-106](#), Resident Tuition Scholarships—Requirements—Rules
- 2.6. Western Interstate Commission for Higher Education Western Undergraduate Exchange Bulletin
- 2.7. Utah Code [Title 53B, Chapter 9](#), Higher Education for Senior Citizens
- 2.8. Utah Code [Title 53B, Chapter 8c](#), Police Officer's and Firefighter's Survivor Tuition Waiver
- 2.9. Utah Code [Title 53B, Chapter 8d](#), Tuition Waivers for Wards of the State
- 2.10. Utah Code [Title 53B, Chapter 8e](#), Tuition Waivers for Purple Heart Recipients
- 2.11. Utah Code [§53A-6-104](#), Tuition Exemption for Teachers
- 2.12. Utah Code [§53A-15-101.5](#), Concurrent Enrollment Instruction in Mandarin Chinese
- 2.13. Policy and Procedures [R510](#), Tuition and Fees
- 2.14. Policy and Procedures [R512](#), Determination of Resident Status
- 2.15. Utah Code [§53B-8-107](#), Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action
- 2.16. Utah Code [§53B-8-103.5](#), Alumni Legacy Nonresident Scholarships
- 2.17. Utah Code [§53B-8-102](#), Definition of Resident Student

¹ Approved October 19, 2001, amended November 8, 2002, March 14, 2003, April 16, 2004, March 10, 2006, June 9, 2006 and June 8, 2007. Revisions approved by the Board of Regents on May 29, 2009, November 18, 2011 and March 29, 2013.

R513-3. Waiver of Tuition: Resident, National Guard, Nonresident, Critical Occupations, Summer School, Graduate Students: Pursuant to [§53B-8-101](#)

3.1. Resident Students: The president of each institution may waive all or part of the tuition in behalf of meritorious or impecunious resident students to an amount not exceeding 10 percent of the total amount of tuition which, in the absence of the waivers, would have been collected from all Utah resident students at the institution.

3.2. National Guard Set Aside: Of the amount waived for resident students under 3.1, 2.5 percent of the total amount shall be set aside by institutions for waivers reserved for members of the Utah National Guard.

3.2.1. Each institution shall report the total waiver set aside amount for the upcoming academic year to the Utah National Guard Administration by April 15 of each year.

3.2.2. The Utah National Guard Administration will provide to the institutions a prioritized list of qualified candidates for tuition waivers by June 1 of each year. Candidates for Utah National Guard tuition waivers will be full-time students and will receive full waivers of resident tuition up to the 2.5 percent National Guard set aside amount of the total tuition waiver funding at each institution.

3.2.3. Any National Guard tuition waivers set aside but not claimed 60 days prior to the beginning of the term may be used for other qualified students.

3.3. Waivers for Nonresident Undergraduate, Graduate, or Summer School Students: The president of each institution may waive all or part of the nonresident portion of tuition for meritorious nonresident undergraduate and graduate students.

3.3.1. In determining which students are meritorious for purposes of granting a tuition waiver under 3.3, a president shall consider students who are performing above the average at the institution, including having an admissions index higher than the average for the institution, if an admission index is used.

3.3.2. A president may continue to waive the nonresident portion of tuition for a student described in 3.3 for as long as the student is enrolled at the institution.

3.3.3. In addition to waiving the nonresident portion of tuition for a meritorious nonresident undergraduate student under 3.3, a president may waive the resident portion of tuition after the meritorious nonresident undergraduate student completes a year of full-time study at the institution.

3.3.4. A president may waive all or part of the nonresident portion of tuition for nonresident summer school students.

3.4. Partial Tuition Waivers for Critical Occupations: Upon recommendation of the Board of Regents, a president shall grant additional full or partial tuition waivers to encourage students to enroll for instruction in specifically identified occupations critical to the state for which trained personnel are in short supply.

3.5. **Annual Budget Requests:** The board shall submit annual budget appropriation requests for each institution which include requests for funds sufficient in amount to equal the estimated loss of dedicated credits that would be realized if all of the tuition waivers authorized by 3.3 and 3.4 were granted.

R513-4. Partial Waivers Pursuant to Reciprocal Agreements: Pursuant to §53B-8-103

4.1. **Partial Waiver of Nonresident Differential:** The Board may grant a full or partial waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to reciprocal agreements with other states. In making the determination, the Board considers the potential of the waiver to: (A) enhance educational opportunities for Utah residents; (B) promote mutually beneficial cooperation and development of Utah communities and nearby communities in neighboring states; (C) contribute to the quality of educational programs; and (D) assist in maintaining the cost effectiveness of auxiliary operations in Utah institutions of higher education.

4.2. **Dixie State University Good Neighbor Waiver:** Dixie State University may offer a good neighbor full waiver of the nonresident differential in tuition rates charged to undergraduate students pursuant to the reciprocal agreements with other states or to a resident of a county that has a portion of the county located within 70 miles of the main campus of Dixie State University. A student who attends Dixie State University under a good neighbor tuition waiver shall pay a surcharge per credit hour in addition to the regular resident tuition and fees of Dixie State University. The surcharge per credit hour shall be based on a percentage of the approved resident tuition per credit hour each academic year. The percentage assessed as a surcharge per credit hour shall be set by the State Board of Regents. Dixie State University may restrict the number of good neighbor tuition waivers awarded. A student who attends Dixie State University on a good neighbor tuition waiver may not count the time during which the waiver is received towards establishing resident student status in Utah.

4.3. **Reciprocal Agreements with Other States:** Consistent with its determinations made pursuant to section 4.1, the board may enter into agreements with other states to provide for a full or partial reciprocal waiver of the nonresident tuition differential charged to undergraduate students. An agreement shall provide for the numbers and identifying criteria of undergraduate students, and shall specify the institutions of higher education that will be affected by the agreement.

4.4. **Policy Guidelines:** Each Utah institution affected by tuition waivers authorized by this part shall establish policy guidelines for evaluating applicants for such waivers.

4.5. **Report and Financial Analysis:** A report and financial analysis of any waivers of tuition authorized under this part shall be submitted annually to the general session of the Legislature as part of the budget recommendations of the board for the USHE.

R513-5. "Border Waiver" Nonresident Partial Tuition Scholarships: Pursuant to §53B-8-104

5.1. **Border Waivers:** An institution may grant a scholarship for partial waiver of the nonresident portion of total tuition charged by public institutions of higher education to nonresident undergraduate students, subject to the limitations provided in this part, if the institution determines that the scholarship will (a) promote mutually beneficial cooperation between Utah communities and nearby communities in states adjacent to Utah; (b) contribute to the quality and desirable cultural diversity of educational programs in the institution; (c) assist in maintaining an adequate level of service and related cost effectiveness of auxiliary operations in the institution; and (d) promote enrollment of nonresident students with high academic aptitudes.

5.2. Policy Guidelines: The institution shall establish policy for the administration of any "border waiver" partial tuition scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional policy shall include the following provisions:

5.2.1. The amount of the approved scholarship may not be more than ½ of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

5.2.2. a "border waiver" nonresident partial tuition scholarship may be awarded initially only to a nonresident undergraduate student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours, whose legal domicile is within approximately 100 highway miles of the USHE institution at which the recipient wishes to enroll, or within such distance or such designated eligible communities or regions as the Board may establish for each institution;

5.2.3. the total number of "border waiver" nonresident partial tuition scholarships granted by the institution may not exceed a total of 600 such scholarships in effect at any one time as provided in the table below; and

5.2.4. the institution shall determine eligibility for "border waiver" nonresident partial tuition scholarships on the basis of program availability at the institution and on a competitive basis, using quantifiable measurements such as grade point averages and results of test scores.

Institution	Number of Scholarships
University of Utah	30
Utah State University	290
Weber State University	35
Southern Utah University	74
Dixie State University	157
Utah Valley University	10
Snow College	0
Salt Lake Community College	4
USHE Total	600

5.3. Annual Report: The Board submits an annual report and financial analysis of the effects of offering nonresident partial tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-6. Nonresident Tuition Scholarships: Pursuant to §53B-8-104.5

6.1. Nonresident Tuition Scholarships: In addition to the "border waiver" scholarships authorized under Section 53B-8-104, USHE presidents are authorized to grant scholarships for a waiver of the nonresident portion of total tuition charged to nonresident students when the scholarships will:

6.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations; and

6.1.2. promote enrollment of nonresident students with high academic aptitudes.

6.2. Policy Guidelines: Nonresident tuition scholarships may be awarded at the institutions with the following provisions:

6.2.1. the amount of the approved scholarship may be up to 100 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.2. 675 of the approved scholarships may be at a level of more than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction;

6.2.3. a nonresident scholarship may be awarded initially only to a nonresident student who has not previously been enrolled in a college or university in Utah and who has enrolled full time for ten or more credit hours; and

6.2.4. a nonresident student who receives a scholarship of greater than 50 percent of the differential tuition charged to nonresident students for an equal number of credit hours of instruction may not be counted against the funded target for the institution attended.

6.3. Annual Number of Nonresident Tuition Scholarships: Each academic year the president of the following institutions may award nonresident tuition scholarships as set forth below, not to exceed a total of 900 such scholarships in effect at any one time:

Institution	Differential Tuition Scholarships (up to 100%)	Differential Tuition Scholarships (up to 50%)	Total
University of Utah	24	14	38
Utah State University	330	112	442
Weber State University	55	15	70
Southern Utah University	96	25	121
Snow College	2	7	9
Dixie State University	161	44	205
Utah Valley University	0	0	0
Salt Lake Community College	7	8	15
USHE Total	675	225	900

6.3.1. Institutions shall determine award eligibility on a meritorious basis, considering measures such as grade point averages and test scores.

6.3.2. In determining eligibility for these scholarships, institutions may consider the impact of maintaining critical enrollment levels in academic programs.

6.3.3. Institutions shall report to the Office of the Commissioner by June 30 each year regarding their intention to use the number of scholarships allocated in 6.3. (Some of these scholarships may be made available to qualified Job Corps students). The Office of the Commissioner may reallocate unused scholarships to other institutions.

6.4. Annual Report: The board submits an annual report and financial analysis of the effects of offering nonresident tuition scholarships authorized under this section to the Legislature as part of its budget recommendations for the USHE.

R513-7. Higher Education for Senior Citizens: Pursuant to [Title 53B, Chapter 9](#)

7.1. Senior Citizens Audit Waivers: Utah residents age 62 and over shall be permitted to enroll on a space available audit basis in classes for which they are qualified, in any USHE institution, without regular tuition charges, but subject to payment of the following:

7.1.1. A minimum administrative fee shall be charged, for the institution's cost of registration, record keeping, and report preparation. The fee shall be at least \$10 per semester of registration.

7.1.2. Where applicable, specific course fees also shall be charged.

7.2. Senior Citizens Must Pay Full Tuition to Obtain Credit: No credit shall be awarded to a senior citizen for a course taken pursuant to the senior citizens waiver in 6.1. To receive credit a senior citizen must pay regular tuition.

R513-8. Western Undergraduate Exchange: Pursuant to [§53B-8-103](#)

8.1. Authorization to Participate: USHE institutions are authorized to participate in the WICHE Western Undergraduate Exchange (WUE) Program. This program allows students in 15 participating states to enroll in selected programs at a participating institution outside the student's home state at 150 percent of regular resident tuition.

8.2. WUE Eligible Programs: Each USHE institution shall identify instructional programs in which a WUE student may participate. Institutions shall accept WUE students only in identified WUE eligible programs.

8.3. Time as WUE Student does not Count toward Residency Requirements: The period of time enrolled as a WUE student may not count toward the continuous 12 months requirement for residency for tuition purposes.

8.4. Repay Tuition Differential to Enroll in Restricted Program: An institution may require a WUE student who changes his or her enrollment to a restricted program to repay the difference in tuition that accumulated between the WUE tuition and nonresident tuition during his or her enrollment as a WUE student.

8.5. Institutions WUE Participation Rate: The State Board of Regents may establish the number of waivers an institution may provide to students in the WUE program.

8.6. Reports of Participation: Reports and recommendations regarding participation in the WUE program shall be provided to the Board upon request.

R513-9. Police Officer's and Firefighter's Survivor Tuition Waiver: Pursuant to [Title 53B, Chapter 8c](#)

9.1. Definitions: As used in this part:

9.1.1. "Child" means an individual who (a) is a natural or adopted child of a deceased peace officer or deceased firefighter; and (b) was under the age of 25 at the time of the peace officer's or firefighter's death.

9.1.2. "Department" means the Department of Public Safety.

9.1.3. **"Killed"** means that the peace officer's or firefighter's death is the direct and proximate result of a traumatic injury incurred in the line of duty.

9.1.4. **"Line of Duty"** means an action that a peace officer or firefighter is obligated or authorized to perform by rule, regulation, condition of employment or service, or law, including a social, ceremonial, or athletic function that the peace officer or firefighter is assigned to or compensated for by the public agency being served.

9.1.5. **"Occupational Disease"** means a disease that routinely constitutes a special hazard in, or is commonly regarded as concomitant of, the peace officer's or firefighter's occupation.

9.1.6. **"Traumatic Injury"** means a wound or the condition of the body caused by external force, including an injury inflicted by bullet, explosive, sharp instrument, blunt object, or other physical blow, fire, smoke, chemical, electricity, climatic condition, infectious disease, radiation, or bacteria, but excluding an occupational disease.

9.1.7. **"Tuition"** means tuition at the rate charged for residents of the state.

9.1.8. **"Utah Firefighter" or "Firefighter"** means a member, including volunteer members and members paid on call, of a fire department or other organization that provides fire suppression and other fire related services, of a political subdivision who is responsible for or is in a capacity that includes responsibility for the extinguishment of fires. This does not include a person whose job description, duties, or responsibilities do not include direct involvement in fire suppression.

9.1.9. **"Utah Peace Officer" or "Peace Officer"** means an employee of a law enforcement agency that is part of or administered by the state or any of its political subdivisions, and whose duties consist primarily of the prevention and detection of crime and the enforcement of criminal statutes or ordinances of this state or any of its political subdivisions.

9.2. **Tuition Waivers for Surviving Spouses and Children:** Subject to the limitations in 9.3, 9.4 and 9.5 below, a USHE institution shall waive tuition for each child and surviving spouse of a Utah peace officer or Utah firefighter who has been killed or is killed in the line of duty if the individual meets the following requirements:

9.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

9.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

9.2.3. applies to the Department for a waiver of tuition under this chapter and provides evidence satisfactory to the Department that (a) the applicant is the surviving spouse or child of a peace officer or firefighter who was killed in the line of duty; (b) the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 9.3; and (c) the applicant meets the other requirements of this part;

9.2.4. for a child of a peace officer or firefighter killed in the line of duty, applies under section 9.2.3 for the first time before the age of 25;

9.2.5. is certified by the financial aid officer at the institution as needing the tuition waiver in order to meet recognized educational expenses, with the understanding that if the applicant's

family income, excluding any income from death benefits attributable to the peace officer's or firefighter's death, is below 400 percent of the poverty level under federal poverty guidelines, then the income from any death benefits accruing to the applicant as a result of the death may not be counted as family income in determining financial need under this 9.2.5;

9.2.6. maintains satisfactory academic progress, as defined by the institution, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

9.2.7. has not achieved a bachelor's degree and has received tuition reimbursement under this chapter for less than 124 semester credits or 180 quarter credits at an institution of higher education.

9.3. Limited Term for Waiver: A child or surviving spouse of a peace officer or firefighter who was killed in the line of duty is eligible for a tuition waiver under this section of not more than nine semesters or the equivalent number of quarters.

9.4. Waiver Only If Tuition Not Otherwise Covered: Tuition shall be waived only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, or any other source of tuition coverage available for a waiver.

9.5. Waiver for Required Courses Only: An institution shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the child or surviving spouse is enrolled.

9.6. Prior Approval by Department: Upon receiving an application under Utah Code 53B-8c-103(1)(c), the Department shall determine whether the applicant and the courses for which tuition waiver is sought meet the requirements of Section 53B-8c-103 and, if so, shall approve the application and notify the higher education institution that the application has been approved.

9.7. Department Cooperation: The institutions shall cooperate with the Department in developing efficient procedures for the implementation of this program and shall use the forms and applications provided by the Department.

9.8. Annual Reports: The institutions shall provide information to the Department for the Department's annual report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at each institution and the total amounts paid under this chapter for the fiscal year. The institutions shall provide reports to the Board as part of the annual budget process.

9.9. Annual Appropriation: The statute provides that the Legislature may annually appropriate the funds necessary to implement this program, including moneys to offset the tuition waivers at each institution.

R513-10. Tuition Waivers for Wards of the State: Pursuant to [Title 53B, Chapter 8d](#)

10.1. Definitions: As used in this part:

10.1.1. "Division" means the Division of Child and Family Services.

10.1.2. **"Long-term Foster Care"** means an individual who remains in the custody of the Division, whether or not the individual resides with licensed foster parents or in independent living arrangements under the supervision of the Division.

10.1.3. **"State Institution of Higher Education"** means those institutions designated in Section 53B-1-102 and any public institution that offers postsecondary education in consideration of the payment of tuition or fees for the attainment of educational or vocational objectives leading to a degree or certificate, including business schools, technical schools, applied technology centers, trade schools, and institutions offering related apprenticeship programs.

10.1.4. **"Tuition"** means tuition at the rate for residents of the state.

10.1.5. **"Ward of the State"** means an individual (a) who is at least 17 years of age and not older than 26 years of age; (b) who had a permanency goal in the individual's treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; and (c) for whom the custody of the Division was not terminated as a result of adoption.

10.2. **Tuition Waivers for Wards of the State:** Subject to the limitations in 10.3, 10.4, and 10.5, a state institution of higher education shall waive tuition for each ward of the state applicant who meets the following requirements:

10.2.1. applies, qualifies, and is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate;

10.2.2. is a resident student of the state as determined under R512, Determination of Resident Status;

10.2.3. provides the institution with documentation from the Division that the Division has verified: (a) applicant is at least 17 years of age and not older than 26 years of age; (b) applicant had a permanency goal in the Division treatment plan, as defined in Sections 62A-4a-205 and 78-3a-312, of long-term foster care while in the custody of the Division; (c) applicant's custody was not terminated as a result of adoption; (d) applicant was in the custody of the Division for an aggregate period of not less than 24 months; (e) applicant applied for the first time under this program before the age of 22; and (f) applicant has not achieved a bachelors degree, and has received tuition reimbursement under this program for less than 124 semester credits (or 180 quarter credits) and for not more than nine semesters at an institution of higher education.

10.2.4. verifies that the course or courses for which the applicant is seeking a tuition waiver meet the requirements of 10.3;

10.2.5. is certified by the financial aid officer at the higher education institution as needing the tuition waiver in order to meet recognized educational expenses;

10.2.6. maintains satisfactory academic progress, as defined by the institution of higher education, for each term or semester in which the individual is enrolled, which may be measured by the definition used for federal student assistance programs under Title IV of the Higher Education Act of 1965; and

10.3. **Limited Term of Waiver:** A ward of the state is eligible for a tuition waiver under this section for not more than nine semesters.

10.4. Waiver Only if Tuition Not Otherwise Covered: Tuition shall be waived (a) after the individual has applied for financial assistance, including scholarships and Pell Grants; and (b) only to the extent that the tuition is not covered or paid by any scholarship, trust fund, statutory benefit, Pell Grant, or any other source of tuition coverage available for a waiver.

10.5. Waiver for Required Courses Only: An institution of higher education shall waive tuition under this chapter only for courses that are applicable toward the degree or certificate requirements of the program in which the student is enrolled.

10.6. Reimbursement of Waivers by Division: The institutions shall seek reimbursement from the Division for any tuition waived under this chapter.

10.7. Report to Legislature: As part of the annual budget process, the Board shall report to the Legislature's Higher Education Appropriations Subcommittee on the number of individuals for whom tuition has been waived at the institution and the total amounts reimbursed by the Division under this program for the fiscal year.

R513-11. Tuition Exemption for Teachers: Pursuant to [§53A-6-104](#)

11.1. "Educator" Defined: An educator is a person currently employed in the Utah public school system who is a licensed educator in good standing or has been issued a letter of authorization permitting such employment under [Utah Code 53A-6-104](#), the Board Licensure section of the Educator Licensure and Professional Practices Act.

11.2. Tuition Waivers for Teachers: An educator who enrolls in a course of study determined by the State Board of Education to satisfy the professional development requirements of [§53A-6-104\(2\)\(b\)\(i\)](#) is exempt from the tuition charges for a class taken as part of that course of study provided that the following conditions are met:

11.2.1. Master's and Doctoral Degree Candidates: Because of the extensive involvement of faculty members in committees, mentoring, and counseling of master's and doctoral degree candidates, the concept of surplus space does not apply and such educators are not eligible for the exemption from tuition under this section.

11.2.2. Administrative Semester Registration Fee: The institution may charge an educator an administrative semester registration fee not to exceed \$100 per semester to cover the actual increased costs associated with registration, verification of educator status, identification of eligible courses, certification of space availability, and record keeping.

11.2.3. Surplus Space Enrollment: The educator may be enrolled on the basis of surplus space as determined by the institution under these rules and guidelines as follows:

11.2.3.1. If a principal or substantial reason for the institution to offer the class is to serve educators, then no educator enrolled in that class can be considered to be enrolled on the basis of surplus space, and therefore cannot be eligible for this exemption from tuition charges;

11.2.3.2. If the class meets the requirements of [53A-6-104\(2\)\(b\)\(i\)](#) but does not have as a principal or substantial purpose to serve educators, then the institution shall define the optimum class size of the class in accordance with regular procedures and normal teaching loads in that space within the institution's approved budget. The number of

surplus space enrollments available to educators is determined by subtracting from the optimum class size the number of tuition paying students enrolled in the class. The surplus space enrollments may then be filled by educators on a first come first served basis. However, in order to maintain the optimum class size, educators exempt from tuition may be bumped (last in, first out) by regular tuition paying students who later register for the class.

R513-12. Tuition Reimbursement for Sequential Mandarin Chinese Course: Pursuant to [53A-15-101.5](#)

12.1. Extended Sequential Study for Difficult Languages: Difficult languages require extended sequences of study to acquire proficiency in listening, speaking, reading, and writing.

12.2. Mandarin Chinese Program: The Board and the State Board of Education, in consultation with the Utah Education Network, may develop and implement a concurrent enrollment course of study in Mandarin Chinese. The course shall be taught over EDNET to high school juniors and seniors in the state's public education system.

12.3. Tuition Reimbursement: Students who successfully complete the concurrent enrollment course in Mandarin Chinese offered under the part shall receive tuition reimbursement for a sequential Mandarin Chinese course they successfully complete with a "B" grade or above at an institution within the USHE.

R513-13. Exemption for Certain Students with Utah High School Graduation: Pursuant to [§53B-8-106](#). A student, other than a non-immigrant alien within the meaning of paragraph (15) of subsection (a) of Section 1101 of Title 8 of the United States Code, shall be exempt from paying the nonresident portion of total tuition if the student:

13.1. attended high school in Utah for three or more years;

13.2. graduated from a high school in this state or received the equivalent of a high school diploma in Utah; and

13.3. registers as an entering student at a USHE institution not earlier than the fall of the 2002-03 academic year.

13.4. Affidavit: In addition to the requirements of R513-13, a student without lawful immigration status shall file an affidavit with the USHE institution stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

13.5. For the purposes of this section, "entering student" means a student whose first matriculation in any institution of higher education is in a public institution of higher education within the Utah System of Higher Education.

R513-14 Exemption of Nonresident Tuition for Certain Foreign Nationals: Pursuant to [§53B-8-102](#). A student shall be exempt from paying the nonresident portion of total tuition if the student

14.1. is a foreign national legally admitted to the United States;

14.2. attended a Utah high school in Utah for three or more years; and

14.3. graduated from a Utah high school or received the equivalent of a high school diploma in Utah.

R513-15 Waiver of Tuition for Purple Heart Recipients: Pursuant to [§53B-8e-101](#). USHE institutions shall waive undergraduate tuition for each Purple Heart recipient who is admitted as a full-time, part-time, or summer school student in an undergraduate program of study leading to a degree or certificate, provided that the student is a resident of the state as determined under Section 53B-8-102, and that the student submits verification from the Division of Veterans Affairs that the student has earned a Purple Heart award as a result of military service.

R513-16 Scott B. Lundell Waiver of Tuition for Dependents of Military Members Killed in Action: Pursuant to [§53B-8-107](#)

16.1. Tuition Waiver: USHE institutions shall waive undergraduate tuition for surviving dependents of a Utah resident, as defined in Utah Code §53B-8-107, who, as a member of the armed forces of the United States, including the Utah National Guard or a reserve component, was killed or died of wounds or injuries received while serving on federal active duty, under orders of competent authority and not as a result of the member's own misconduct.

16.1.1. The dependent must be accepted by the institution as a student in accordance with the institution's admission guidelines.

16.1.2. The dependent must be a resident student as defined by Utah Code §53B-8-102 and Regent Policy R512.

16.1.3. The dependent may not be excluded from the waiver if the dependent has previously taken courses at, or has been awarded credit by, a USHE institution.

16.2. Certification by Adjutant General or Designee: The adjutant general, after consultation with federal authorities if necessary, shall certify to the institution that the dependent is a surviving dependent eligible for the waiver. The adjutant general may delegate this responsibility to the Utah Department of Veterans Affairs.

16.3. Definition of "Dependent": For purposes of this policy, the term "dependent" shall include a surviving spouse.

16.4. Limitations on Waiver: The waiver is subject to the following limitations:

16.4.1. The waiver is not applicable if the dependent has already completed an undergraduate degree.

16.4.2. The waiver is applicable for undergraduate study only.

16.4.3. The dependent may only utilize the waiver for courses that are applicable toward the degree or certificate requirement of the program in which the dependent is enrolled.

16.4.4. The waiver is not applicable to fees, books, or housing expenses, and tuition shall be waived only to the extent that tuition is not covered by scholarships, Pell Grants, statutory benefit, or any other form of non-loan tuition coverage.

R513-17. Alumni Legacy Nonresident Scholarships: Pursuant to [§53B-8-103.5](#)

17.1. Alumni Legacy Nonresident Scholarships: In addition to other nonresident tuition scholarships, USHE presidents may also waive an amount up to the full nonresident portion of tuition for alumni legacy nonresident scholarships when the scholarship will:

17.1.1. assist in maintaining an adequate level of service and related cost-effectiveness of auxiliary operations in institutions of higher education; and

17.1.2. promote enrollment of nonresident students with high academic aptitudes;

17.1.3. recognize the legacy of past graduates and promote a continued connection to their alma mater.

17.2. Policy Guidelines: The institution shall establish institutional procedures for the administration of any Alumni Legacy Nonresident Scholarships authorized under this part and for evaluating applicants for those scholarships. The institutional procedures shall include the following criteria and provision:

17.2.1. enroll at an institution within the USHE for the first time; and

17.2.2. have at least one parent or grandparent who graduated with an associate's degree or higher from the same institution in which the student is enrolling.

17.2.3. A student who attends an institution within the USHE on an Alumni Legacy Nonresident Scholarship may not count the time during which the scholarship is received towards establishing resident student status in Utah.

R513-18. Exemption of Nonresident Tuition as Athletic Scholarships: Pursuant to [§53B-8-102](#). In addition to the waivers of nonresident tuition available to each institution under Utah Code Ann. § 53B-8-101 et seq., and this policy (R513), each institution may, at its discretion, grant as athletic scholarships full waiver of fees and nonresident tuition, up to the maximum number allowed by the appropriate athletic conference, and as recommended by the president of each institution.

[R513-19. When Verification of Lawful Presence is Not Required. As provided by Utah Code Ann. §63G-12-402, verification of lawful presence in the United States is not required of a student who is a graduate of a high school located in Utah and \(1\) is exempt from paying the nonresident portion of total tuition under Utah Code Ann. §53B-8-106; or \(2\) applies for, and may be awarded, a privately funded scholarship that is administered by a USHE institution.](#)

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Institutional Completion Update: Salt Lake Community College

Background

In July 2013, the Board of Regents unanimously passed a resolution to “Implement Strategies to Increase Completion Rates in Support of the 66% Goal.” This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board’s charge and have been implementing these strategies.

In 2014, the Utah System of Higher Education provided *USHE Completion Grants* to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents’ Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents.

Briefly, the five specific recommendations in the resolution are:

1. *Establish 15 credits hours per semester as the normal full-time course load for students.*
2. *Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.*
3. *Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.*
4. *Encourage students to enroll in an appropriate mathematics course in their first year of college. Explore the feasibility of implementing reverse transfer/stackable credentials.*

Issue

As a follow-up to these efforts, the members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion.

Institutions have been asked to highlight two areas:

- one of the five strategies outlined in the resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

The host institution, Salt Lake Community College, will present the May 2015 report.

Next Steps

Over the next six months, all institutions will have a chance to report on their successful strategies to the Committee.

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

David L. Buhler
Commissioner of Higher Education

DLB/CF
Attachments

Open Educational Resources Initiatives

A viable path to lowering the cost of education and improving quality



What is OER?

OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others.¹

Why OER?

Students spent an average of \$1270 on books and supplies last year.² Over half of SLCC students don't purchase the required textbook in a course. Almost 3/4 of students cite cost as the primary reason.³

Open SLCC

OER pilots are underway or forthcoming in Math, Political Science, History, Sociology, Geoscience, Biology, Economics, and Education. The Math department is moving from individual pilots to a department-wide commitment to OER. The History department's commitment to introduce an open textbook in History 1700 is a bold attempt to scale OER across all sections of a high-enrollment gateway course.

Externally Funded OER Projects at SLCC

- Project Kaleidoscope: A grant funded OER pilot funded by Cerritos Foundation
- Next Generation Courseware Challenge: SLCC is a sub-awardee on two Bill and Melinda Gates Foundation grants involving open content and openly licensed courseware.



Fiscal Year 2014/15

Savings to Students

\$321,000

With only limited adoption, the College has served students approximately \$321,000 in textbook costs.

BILL & MELINDA
GATES foundation

Completion Initiatives

Supporting students through common obstacles to graduation



Salt Lake Community College (SLCC) is actively working to eliminate obstacles to graduation. This handout lists a sampling of initiatives and efforts aimed at three different obstacles: (1) K-12 alignment and college readiness, (2) pathway advising and course availability, (3) system alignment and flexibility, and (4) innovation and affordability. SLCC recognizes the urgency to better assist students to complete college-level credentials to support Utah's economy and community development across the state.

K-12 Alignment and College Readiness

High School Feedback Reports

SLCC personnel meet regularly with K-12 principals and provide data and feedback on the performance of their students at SLCC (sample report attached).

Bridge to Success Program

The College also recently scaled a bridge (transition to college) program specifically for first-generation and underrepresented students. The program has grown from 15 students to nearly 200. Program participants are given certain incentives for participating including tuition waivers for fall and spring semesters, priority registration for classes, on-campus job opportunities, and textbook coupons.

Student Intake Business Process Review

The College is comprehensively evaluating its admissions, advising, and orientation process to identify both excellent and problematic practices that contribute to student momentum and loss.

Math Pathways and Incentives

The College has a comprehensive approach to redesigning developmental math education. The goal is no longer to support students to pass developmental math, but rather to provide a comprehensive pathway through the quantitative literacy requirement for graduation. Efforts include providing priority registration for those taking math sequentially, partial tuition discounts for completing math early, a refinement of placement test scores to place students in the highest level of math possible with corequisite support (in the form of tutors, supplemental instruction, etc.).

Pathway Advising and Course Availability

Pathway Advising

Through mission-based funding, SLCC secured funding for eleven new advisors to provide targeted and intrusive advising at critical points along the student pathway.

Gateway Course Availability

Critical gateway courses are maintained between an 80% to 90% fill rate. This provides enough flexibility for students to find courses they need when they need them. Weekly reports monitor scheduling patterns and inform scheduling decisions. Gen Ed classes are scheduled evenings, weekdays, and summers and are available online.

Program Graduation Maps

SLCC is creating semester-by-semester program graduation maps. The graduation maps will serve as a self-advising tool showing recommended course loads that range between 9-18 credit hours per semester. Degreeworks, a degree audit system, will allow students and advisors to plan and track student progress toward completion.

Stackable Credentials

SLCC instituted a stackable credential program development model in 2011/12. At SLCC, all certificates can be stacked toward associate degrees either as satisfying core degree requirements, elective degree requirements, or through awarding credit for noncredit coursework. All AA/AS/APE degrees also "stack" with four-year degrees at USHE institutions. Students are taking advantage of the stackable credential model; the number of certificates awarded increased 70% from 2012/13 to 2013/14.

System Alignment and Student Flexibility

Transfer Incentives

The College is in conversations with the University of Utah regarding developing incentives for students to complete an associate degree prior to transfer. This may include incentives like discounted tuition or priority registration.

University Partnerships

The College has partnered with UofU, USU, UVU, and WSU to provide opportunities for students to complete bachelors degrees in high-demand areas while remaining on one of SLCC's campuses (served 481 students in 2014).

System General Education Pathways

The College has launched a General Education Certificate of Completion that fulfills all general education requirements. The certificate is fully transferable to any USHE institution.

Innovations for Affordability

Competency-based Education

SLCC is leveraging a \$2.5 million DOL grant to roll out a competency-based education delivery model that recognizes prior learning through a self-paced method of competency demonstrations. This initiative will be piloted within the School of Applied Technology and will target working adults who are underserved by traditional models. Successful pieces will be scaled to the larger SLCC community.

Open Educational Resources (OER)

Students have saved approximately \$321,000 in textbook costs through OER pilots in math, political science, history, sociology, geoscience, biology, economics, and education.

Competency-Based Education (CBE) Initiative

CBE Benefits for the Student

Reduce Time to Completion

Students who enter the program with extra motivation, affinity to learn the material, or previous knowledge in the subject can accelerate through the program faster.

Reduce Cost of Attendance

Students who are able to accelerate through the program will pay less in tuition. The fewer calendar days a student takes to complete the program requirements the lower the tuition charged.

Recognition of Prior Learning

This delivery model recognizes and rewards all students for the knowledge they bring into their program of study. Learning is measured based on demonstration of competency and not time (credits or clock hours). If a student has previous knowledge of a competency they can demonstrate that by accelerating through the assessment, or they may take additional time working up to an assessment if the competency is new to them.

Self-Paced, Self-Directed Learning

Using technology-enhanced educational resources, students will participate in an environment that allows them to capitalize on their motivation or other factors that influence their pace of academic achievement. Through this technology enhanced approach, adult students will also realize the ability to customize their approach to learning.

Flexibility in Delivery

The design of the CBE model will provide program entry dates on every Monday for incoming students. It will also be based on a hybrid, or blended, delivery system that uses both online and face-to-face instruction, which allows students to access content and learn in a way that accommodates their schedule.

Industry Designed Transcripts

CBE transcripts will list the competencies mastered and not course names. This is designed to demonstrate to potential employers “what you can do” not overarching concepts seen in a typical course title.

CBE Challenges for Implementation

- Financial Aid regulations (Department of Education-Experimental Sites Initiative)
- Traditional academic model does not accommodate a non-term, non-time based model
- Software and data systems compatibility
- Internal and external perception of value and credibility

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Alan E. Hall Innovation for Undergraduate Student Success Awardees for 2014-15

Issue

Thanks to the generosity and forward-thinking of Alan E. and Jeanne Hall, eight deserving projects/programs focused on increasing undergraduate student success have received monetary awards to further their efforts. This is the first year of the Alan E. Hall Innovation for Undergraduate Student Success Award program, and Regents are invited to congratulate the awardees and to thank the donors for their significant support for innovation in higher education.

Background

In its first year, the Alan E. Hall Innovation for Undergraduate Student Success Award funded awards for one project at each of the institutions in the Utah System of Higher Education (USHE). This award will be given every other year to one faculty or staff member, or collaborative team, at each USHE institution, who have a clearly identified a well-conceived innovative strategy they wish to implement that leads to undergraduate student success.

The goal of the Alan E. Hall Innovation for Undergraduate Student Success Award is to reward an innovative strategy leading to student success that is likely to be highly effective and replicable and which can be launched, augmented or advanced with an investment of \$5,000. The award is meant to highlight the work of innovators to develop a culture of innovation among Utah's institutions of higher education, and to draw attention to effective innovations at USHE institutions.

The full award is \$10,000: \$5,000 direct award to each of the awardees named on the application, to be split equally (if necessary); and \$5,000 to be placed in an institutional account for the awardee/awardee team for the advancement of the innovation in the proposal.

Awardees are as follows:

University of Utah – Associate Professor Amy Bergerson, Student Success and Empowerment Initiative

The Student Success and Empowerment Initiative (SSEI) focuses on providing students with individualized, holistic support as they determine their own definition of success as a college student. The SSEI does not have an office; rather, Student Success Advocates initiate conversations with students in spaces where they already are—the library, classroom building, the Union, or riding TRAX. These interactions contribute to students' sense of belonging, which, in turn, increases their persistence in college as they are empowered to meet their academic goals in a timely fashion.

Funding would allow the program to hire eight undergraduate Student Success Ambassadors to assist with program outreach, including class and student organization presentations, basic program introductions, and social media coordination.

Utah State University – Michael Levin, PhD, Mindful Living

The Mindful Living program is a web-based self-guided intervention that overcomes mental health and wellness barriers by providing free, easy-to-access treatment in a format that can be widely disseminated. Based on Acceptance and Commitment Therapy (ACT), the program teaches core psychological skills that improve issues including depression, anxiety, eating concerns, addictions, self-harm, stress/burnout and positive functioning outcomes including grades, test performance, persistence, and innovation.

Funding will be used to build on the “first draft” of the Mindful Living program, creating a refined version that can be widely disseminated to improve mental health problems that limit student success.

Weber State University – Office of Admissions Student Hosting Team, Virtual Campus Tours

To better help non-native English speaking students navigate and locate important campus resources, the Weber State University Office of Admissions Student Hosting Team proposes to develop a virtual campus tour, translated into multiple foreign languages. The tour will be used as a recruitment tool and made available as a resource in the new student online orientation.

Funding will be used build and package the virtual tour for online platforms (including the Weber State website and the New Student Online Orientation).

Southern Utah University – Parker Grimes, Student Alert System (SANS)

SUU proposed an expansion of their student early alert system, called SANS, which currently allows faculty to initiate action on behalf of a student who is struggling in their class. The proposed new dimensions to be added to the system are to: 1) utilize machine learning and predictive analytics to identify students who need help, but would otherwise fall through the cracks, and 2) add the ability for students to easily initiate help for themselves.

The funds will be used to help pay for the implementation of the two new methods of identifying students who are struggling.

Snow College – Associate Professor of English/GE Director Melanie Jenkins and Director of Institutional Research Beckie Hermansen, Faculty Development

Snow's Innovation Institute is a faculty development event focused on teaching/learning best practices. Faculty participate in four days of pedagogy, technology, and assessment instruction combined with real-time application. For example, pedagogical presentations are applied to syllabi with modifications made to lectures, classroom technology, and assessment exercises linked to pedagogically-based learning outcomes. The 2014 Institute partnered 11 new faculty with existing faculty on ICC instruction. The result was a foundation of pedagogy, best practices, and integrated learning ideas for all IVC courses. This enhanced the experience of high school students participating as undergraduate students in IVC courses starting fall 2014. Funding will be applied to the 2015 Innovation Institute, focused on integrated GE instruction.

Dixie State University – Executive Director of Enrollment Management David Roos and Director of Advisement Michael Olsen, Sophomore Retention

This innovative plan will specifically target the sophomore students who are on academic warning or probation. In addition to traditional measures, students will also be required to take a non-cognitive survey to measure their motivation, self-regulation, resiliency, self-efficacy, and attitude. The results will be coupled with an action plan to address deficiencies.

Funding will be used to improve student self-awareness through the purchase of a non-cognitive risk survey tool. Two mentors will also be hired to assist at-risk students in creating an action plan to address identified challenges.

Utah Valley University – Summer Transition Team, Math and English Online Program

In July 2013, UVU piloted a four-week transition program for admitted, low-income, first-time students who tested into developmental math. Students enrolled in an online, self-paced math refresher and a credit-bearing student success course. Participants took Accuplacer before and after the four-week program to see if they could test into a higher math course, eliminating some remedial coursework. In 2014, the program added an English 0990 component, which familiarized students with navigating the processes involved in writing for university-level work. Students successfully completing the course registered for English 1010 during fall semester, again, eliminating remedial coursework.

Funding will allow UVU to increase the number of students who have the opportunity to participate in this highly successful transition program.

Salt Lake Community College – Director of Educational Initiatives Jason Pickavance and Associate Dean of the Math Department Suzanne Mozdy, Math Open Educational Resources (OER) Program

This project will work to further scale the adoption of open educational resources (OER) in the Math Department, which work to improve access and success, particularly for students with socio-economic challenges. The Math Department is in its second year of piloting OER. It is estimated that students have saved approximately \$200,000 in just the pilot phase.

The funds will be used to support faculty in their work to adopt, adapt, and build open resources for developmental, gateway, and college-level math courses.

Policy Issues

There are no policy issues related to this information item.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents acknowledge the efforts of Alan E. and Jeanne Hall to support innovation for undergraduate student success and congratulate the awardees.

David L. Buhler
Commissioner of Higher Education

DLB/EJH

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Report on USHE College Application Portal Feasibility Study and Recommended Next Steps (Gates Grant)

Introduction

In March 2014, the Office of the Commissioner began working with twelve other state systems in the Transformation/Co-creation Project funded by the Bill & Melinda Gates Foundation. Gates funding was directed to state systems with the idea that a systems approach might be able to advance planning and implementation of a project to “dramatically improve access and success for underserved students” with greater effect than could occur at an individual higher education institution level. The goal of the study was to work with USHE institutions to identify ways to improve the college application process in order to encourage greater participation among students from traditionally underserved populations. From the results of this study it seems clear some significant improvements can be made even without adopting a common portal.

Background

At the July 2015 Board meeting, the steering team for the project was identified and it was decided that the best use of this opportunity from the Gates Foundation was to study the feasibility of a USHE college application portal and ways to improve the student experience from application through enrollment. This decision was greatly influenced by pilot work with the The American College Application Campaign (ACAC), which is a national initiative of the American Council on Education (ACE) to increase the number of first-generation and low-income students who pursue a postsecondary education. The purpose of the ACAC initiative is to help high school seniors navigate the college admissions process and ensure each participating student submits at least one college admissions application during the school day during the designated week. In November 2013, eight Utah high schools in three school districts joined 39 states and the District of Columbia in participating in the American College Application Campaign. In 2014 the Utah College Application Week program (UCAW) expanded to 48 high schools in 15 school districts and one charter school.

Over the past nine months, the Office of the Commissioner’s Gates Grant Leadership Team has worked with local consulting firm Education Direction in understanding the history, evolution, and implementation of a college application portal in eight other states, with focus on the work in Texas and North Carolina (where

common application portals have been in place over time). In addition, Education Direction engaged more than 100 participants, including USHE Chief Academic and Student Services Officers, Enrollment Managers, Admissions, Financial Aid, IT and data staff, K-12 state and district leaders, minority advocates, parents of graduating high school seniors, and non-traditional students in 15 in-depth interviews (focus groups) regarding the institutional purposes of admissions applications and obstacles Utah students, and especially students and families with little or no college attendance experience, face when applying to USHE institutions. Additionally, these focus groups discussed potential benefits and cost savings that could be achieved by leveraging a shared platform for high school transcript upload and standardized data entry/reporting. One benefit of the shared platform is that technology can be used to “follow” students through the application and enrollment process and provide targeted support throughout, so that students stay on track, successfully enroll, and attend the institution of their choice. In addition to this qualitative research, Education Direction collected quantitative research regarding the student experience from the 1,721 seniors from 20 Utah College Application week partner high schools who responded to an on-line survey. The survey was designed to identify students without a family history of college experience (48 percent of the students responding).

Issue

Over the last 15 years, enrollment at USHE institutions has grown at roughly the same rate as population growth in the state of Utah, suggesting that the accomplishment of our ambitious higher education attainment goals in Utah will require additional systemic efforts to increase access and participation. A 2015 study at the University of Maryland found that there are five important steps in order to enroll in college. The last of these steps is actually submitting a college application. The study found that this can be a substantial obstacle to enrolling in college. Because of this, many states have looked to a Common Access Portal.

A Common Access Portal unifies elements of the application process in order to streamline it across institutions. Some portals are comprehensive, making the entire application uniform, while others only bring together a few elements of the application process. Data from Texas suggest that the rate of enrollment growth increased substantially across all student populations, especially minority, after the introduction of ApplyTexas in 1999. Data from North Carolina suggest a similar increase in enrollment rate across the general population and minorities with the implementation of their common access portal, CFNC, in 2001. While it is difficult to isolate and compare costs of processing an application on a per-institution basis, common access portals have the capacity to substantially reduce per application costs shouldered by the institutions, though the one-time build costs for a portal must be accounted for. Beyond these two states, a number of other states have taken different approaches to the establishment and utilization of application portals to simplify the application process and coordinate access initiatives.

The feasibility study demonstrated that applications to USHE institutions seem to be meeting the multiple internal needs of our institutions and most students are able to complete our applications *with assistance*. DuringUCAW, students receive individualized and real-time assistance and survey results suggest more than 71 percent of students needed help completing an application. There is no single particular area where help is requested most often, but many students struggled with:

- personal identifying information (such as social security number);
- high school transcript questions;
- technical/navigation issues; and

- residency information.

In addition, 30 percent of students who started an application during UCAW did not finish. Given that most USHE institutions do not have selective admissions, it is worth considering whether all of the questions asked on the applications are necessary as length itself may be a barrier (40 percent of surveyed students indicated that fewer questions would improve the process). Finally, the application fee was identified as a major barrier to students from underserved populations submitting the application.

Recommended Next Steps

Nine months ago when the Gates grant started, the questions shaping the project included the benefits of a college access portal, and streamlining applicant experience through shared data reporting and technology. With the findings of the feasibility study in hand, it appears most productive to focus next on working with USHE and K12 stakeholders on methods to improve the student experience and increase the institutional benefit beyond the admissions application in the following areas:

- 1) **Electronic Transcript Upload:** Develop a system to upload high school transcripts so that applicants can easily link them to their application at time of submission. Additionally, work with K12 leaders on making sure transcript data is coded properly and is true and accurate.
- 2) **Common Residency Determination:** Standardize residency procedures and requirements. Additionally, develop a centralized hub so that applicants only need to submit documentation once.
- 3) **Concurrent Enrollment:** Standardize the concurrent enrollment application process and change of status process (to degree-seeking) for applicants across USHE institutions. (Some standardization will be required by S.B. 196 adopted by the 2015 Legislature.)
- 4) **Social Security Number:** Allow applicants to move through and submit an application without the SSN. My understanding is that the SSN may be an optional, but not required field. If institutions still plan to ask this *optional* field on the application, considering using a disclaimer such as the University of Utah's. (*The University confidentially maintains your **social security number for routine uses**, such as: facilitating document matching, verifying your identity, and expediting your enrollment and financial aid. **Disclosure of your social security number is voluntary.** Failure to provide your social security number may delay the processing of your application and once admitted could result in delay or **loss of federal and state financial aid, tax credits, student loan deferments, veterans benefits and other benefits provided by law.***)
- 5) **Application Fee Waiver:** Develop a standardized process and provide fee waivers for applicants with demonstrated need.

In order to begin addressing the five areas identified above and to try to operationalize some of the most pressing areas where technology can streamline the application process, the University of Utah has agreed to work on a Common Application and Transfer Model Project over the next year with \$300,000 one-time federal grant monies and state appropriations from the Outreach and Access Department in the Office of the Commissioner. The University of Utah will also engage with Salt Lake Community College in identifying how the streamlining of processes can assist in student transfer. The goals of this project will be to develop and implement a technology-based solution to retrieve applicant ACT scores from a centralized ACT database (thus relieving students and parents from requesting individual scores from ACT and relieving Admissions staff from having to match scores), and a “push button” electronic high school transcript upload, based on an applicant-initiated request to be replicable to other USHE institutions. This work will coincide

with collaboration among all USHE institutions to establish a common standard for determination and coding of state residency.

We believe this feasibility study has been meaningful in opening up the dialogue around how to improve the college application process for all students. The outlined next steps will provide a data-rich framework for a broader discussion on the future of state-wide college access initiatives that are critical to expanding the USHE applicant pool among Utah's diverse communities.

Commissioner's Recommendation

This is an information item only. No formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Affordable Participation and Timely Completion strategic objectives.

David L. Buhler
Commissioner of Higher Education

DLB/MMK

May 5, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: College Access Challenge Grant Annual Report

Background

The Board of Regents was originally designated in 2008 by Governor Huntsman and then again in 2010 by Governor Herbert, as the state agency to apply and receive the College Access Challenge Grant Program (CACG) from the U.S. Department of Education. The CACG is a formula grant created and funded as part of the College Cost Reduction and Access Act of 2007, and was extended in 2009 through the Healthcare and Education Affordability Reconciliation Act with the purpose of helping low-income students and families learn about, prepare for, and finance postsecondary education. The program at the federal level received an appropriation of \$150 million for fiscal years (FY) 2010-2014. The Office of the Commissioner reports and applies annually and their proposal was approved in August 2014 for fiscal year 2015, thus Utah received \$1.39 million dollars of these federal funds. The grant is under the direction of Melissa Miller Kincart, Assistant Commissioner for Outreach and Access, with management support from Maria Martinez, CACG Grant Manager, and Stephen Rogers, Outreach Manager for UHEAA.

As outlined in the grant proposal, the Office of the Commissioner of Higher Education, UHEAA, and our college, university, and K-12 partners are pursuing the following three objectives:

1. Awareness: to provide information to students and families on postsecondary education benefits, opportunities, planning, financing options (including activities associated with financial literacy), FAFSA completion, and outreach activities for students who may be at risk of not enrolling in or completing college.
2. Professional Development: to develop and deliver professional development events and resources for school counselors at secondary schools, as well as financial aid administrators, college admissions, recruitment staff, and access and outreach personnel at institutions of higher education to improve knowledge and capacity to better assist them in their roles in working and increasing students and parents understanding of:
 - 1) Admission requirements and application deadlines and processes;
 - 2) Financial aid and scholarship opportunities and procedures;
 - 3) Academic and financial preparation to improve postsecondary success;
 - 4) Activities such as tutoring/mentoring, and support instruments and models to assist students in preparing for and succeeding in college.

3. Infrastructure: to expand and enhance the statewide infrastructure in Utah which will foster partnerships among federal, state, local agencies, community based organizations, businesses and public and higher education to significantly increase the number of low-income and underrepresented students who are prepared to enter and be successful in postsecondary education.

Issue

The College Access Challenge Grant (CACG) has assisted the Utah State Board of Regents, the Office of the Commissioner of Higher Education, and the Utah System of Higher Education (USHE) in moving forward on 19 coordinated initiatives aimed at increasing the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education. Substantial progress has been made in implementing the goals and activities outlined in the grant proposal. The CACG has been instrumental in helping maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education. As a result of the centralized programming services and those provided by subgrantees, **64,355 Utah students and families, 1,724 school counselors, and 229 college admissions and access staff** were reached throughout the 2014-2015 reporting period.

CACG 2014-2015 Program Highlights

Awareness

- **Monte and the World of possibilities**

As a part of the statewide, Step Up to Higher Education social marketing campaign and specifically the Encourage the Dream campaign for youth 12 years of age and under, a children's book was written and illustrated titled, Monte and the World of Possibilities. The book was launched fall 2014 at Beehive Elementary in Kearns during a school assembly where Lt. Governor Spencer Cox read the book to the entire school. KSL-TV's Nadine Wimmer talked to the students about the Monte story and the importance of going to college. Every child in the school received a copy of the book. The Read Today Program, a program of KSL-TV and Nadine Wimmer which helps bring students to grade level, also gave their 4,550 volunteers a copy of the book to share with their students. Additionally, a partnership was formed with the State Libraries. All libraries received two copies of the book along with activities to do with children during story time. A coordinated effort was made with all libraries to read the book on the same day. On this day, Lt. Governor Spencer Cox visited the Salt Lake City Public Library to read to students. Local media was in attendance and the book received excellent PR coverage.

Moving forward, Monte and the World of Possibilities will continue to be distributed to various outreach programs across the state. In fact Granite School District will be placing this book in all 60 of its elementary libraries. Additionally, this month, StepUP will partner with the Read Today Book Festival where there will be a live reading of the book and visitors will be engaged in activities encouraging them to think about college and what they want to be when they grow up.

- **Adult College Completion**

In 2014, the Complete College Utah focus expanded to include adult students. The Adult College Completion group gathered members from two groups, the College Access Network of Utah and Complete College Utah, to target the population of Utahans with “some college, no degree.” The group worked to understand the landscape and opportunities for adult/returning students at USHE institutions. When the opportunity arose to partner with the Council for Adult and Experiential Learning (CAEL) and their learning portfolio assessment tool, LearningCounts, the Adult College Completion group shifted to implement a pilot at three institutions: Weber State University, Utah Valley University, and Dixie State University. During a convening in January, institutions selected teams, targeted departments for prior learning, and set LearningCounts enrollment goals. USHE convenes a conference call each month for institutional representatives and CAEL leadership. Students at these pilot institutions will be able to enroll in LearningCounts and complete a portfolio this summer. Further, institutions are scheduling faculty and advisor trainings to take place this summer and fall.

Professional Development

- **College and Career Counseling Initiative (CCCI)**

The continued partnership with the Southern Regional Education Board’s (SREB) College and Career Counseling Initiative (CCCI) has allowed Utah State University and the University of Utah to not only deepen their pre-service training programs for school counselors but also expand its in-service offerings. Delivery of the full CCTI curriculum is now a routine part of both program’s pre-service requirements.

Utah State University has offered to its partner internship districts a reduced, recording-fee-only and tuition rate of \$45 for the three-credit college course for currently practicing school counselors. Additionally, they have worked to include staff from various outreach and access programs around the state and have offered the course at a cost recovery rate for the recording fee only. The University of Utah has worked with both Canyons and Granite School Districts and has trained an additional 141 counselors and other outreach and access staff during this reporting period.

The groundwork laid by the both counselor training programs allowed for passage of House Bill 198, Strengthening College and Career Readiness, this legislative session. The bill directs the State Board of Education to work in partnership with the State Board of Regents to develop a certificate in college and career counseling for school counselors and also provide funds for grants to cover course fees. This legislation was made possible through strong collaborations between K-12 and higher education and will undoubtedly improve the college and career readiness professional development over 900 currently employed Utah school counselors.

Statewide Infrastructure

- **StepUP READY Grants**

We know that the most effective college readiness efforts come as a result of strong partnerships between higher education and public education. Collaboration between K-12 and higher education institutions continually demonstrate positive outcomes. Due to this, in June 2014 USHE developed the StepUP READY grants and invited applications from partnerships between school districts/local

education authorities (LEAs) and Utah not-for-profit higher education institutions in an effort to increase the number of Utah's public high school students who graduate college-ready and enroll in a post-secondary institution. \$600,000 in state appropriations were allocated for StepUP READY grants with \$50,000 being to each partnership proposal. In this first inaugural year an additional \$25,000 of CACG funds were available to programs that specifically targeted college and career ready interventions for underrepresented populations. All grant recipients were required to demonstrate a robust partnership between the LEAs and the not-for profit higher education institution to ensure effective and intentional efforts surrounding college preparation, enrollment, and first-year transition.

USHE received a total of 23 applications and the review committee recommended to the Commissioner that nine grants be awarded and funded. These nine grants represent collaborations between six USHE institutions and 19 school districts. Six of the grants received the additional CACG funds to support their work with underrepresented student populations for a total of \$156,531.

- **Common Application Feasibility Study**

In March 2014, the Office of the Commissioner began working with 12 other state systems in the Transformation/Co-creation Project funded by the Bill & Melinda Gates Foundation. Gates funding was directed to state systems with the idea that a systems approach might be able to advance planning and implementation of a project to “dramatically improve access and success for underserved students” with greater effect than could occur at an individual higher education institution level. The goal of the study was to work with USHE institutions to identify ways to improve the college application process in order to encourage greater participation among students from traditionally underserved populations. It decided that the best use of this opportunity from the Gates Foundation was to study the feasibility of a USHE college application portal and ways to improve the student experience from application through enrollment.

The Office of the Commissioner's Gates Grant Leadership Team worked with local consulting firm Education Direction in understanding the history, evolution, and implementation of a college application portal in eight other states, with focus on the work in Texas and North Carolina (where common application portals have been in place over time). In addition, Education Direction engaged more than 100 participants, including USHE Chief Academic and Student Services Officers, Enrollment Managers, Admissions, Financial Aid, IT and data staff, K-12 state and district leaders, minority advocates, parents of graduating high school seniors, and non-traditional students in 15 in-depth interviews (focus groups) regarding the institutional purposes of admissions applications and obstacles Utah students, and especially students and families with little or no college attendance experience, face when applying to USHE institutions. Additionally, these focus groups discussed potential benefits and cost savings that could be achieved by leveraging a shared platform for high school transcript upload and standardized data entry/reporting.

The findings from the feasibility study identified five areas that would be the most productive to focus next on working with USHE and K12 stakeholders to improve the student experience and increase the institutional benefit beyond the admissions application: Electronic Transcript Upload, Common Residency Determination, Concurrent Enrollment, Social Security Number, and Application Fee Waiver.

In order to begin addressing the five areas identified above and to try to operationalize some of the most pressing areas where technology can streamline the application process, the University of Utah has agreed to work on a Common Application and Transfer Model Project over the next year with \$300,000 one-time federal grant monies and state appropriations from the Outreach and Access Department in the Office of the Commissioner. The University of Utah will also engage with Salt Lake Community College in identifying how the streamlining of processes can assist in student transfer. The goals of this project will be to develop and implement a technology-based solution to retrieve applicant ACT scores from a centralized ACT database (thus relieving students and parents from requesting individual scores from ACT and relieving Admissions staff from having to match scores), and a “push button” electronic high school transcript upload, based on an applicant-initiated request to be replicable to other USHE institutions. This work will coincide with collaboration among all USHE institutions to establish a common standard for determination and coding of state residency.

This federal grant is consistent with the Regents’ strategic priority of increasing affordable participation in higher education. It has been instrumental in helping the Utah System of Higher Education maintain capacity and momentum toward increasing academic and financial preparation so more Utah citizens might more fully participate in postsecondary education.

Commissioner’s Recommendation

This is an information item only. No formal action by the Board is required. However, the Board is encouraged to read and take note of the information memorandum, and note that further follow-up will be handled by the Commissioner’s Office as part of the Board’s Affordable Participation and Timely Completion strategic objectives.

David L. Buhler
Commissioner of Higher Education

DLB/MMK

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Salt Lake Community College - Campus Master Plan Approval

Issue

Salt Lake Community College is requesting review and approval of its updated Campus Master Plan.

Background

The Board last reviewed and approved the Salt Lake Community College Campus Master Plan on March 29, 2013. The changes that have occurred since that time are summarized in the attached letter from the institution. A map is attached that shows the multiple campus locations and identifies future master planning issues that are under consideration.

Salt Lake Community College officials will be present at the meeting to present the information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board, after their review of the information presented, approve the updates to the Salt Lake Community College Campus Master Plan.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

29 April 2015

Board of Regents
c/o Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

RE: 2015 Master Plan Update

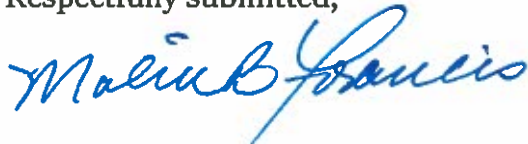
Commissioner:

There have been no significant changes to Salt Lake Community College's Master Plan. Minor revisions since the last update include:

- 1) The acquisition of 20 acres at the Westpointe CTE Center
- 2) The occupancy of the Center for Arts & Media on the South City Campus
- 3) The closure of the Highland Center
- 4) The planning and future of the West Valley Center
- 5) The occupancy of the Academic & Administration Building on the Taylorsville Redwood Campus
- 6) Demolition of the Nelson Administration Building on the Taylorsville Redwood Campus

Thank you for your continued attention to the College's mission of providing great accommodations for our student body. Let me know if there is anything else you need regarding this proposal.

Respectfully submitted,



Malin B. Francis
Director, Planning & Design

Westpointe Campus
 Renovation and Improvements
 Additional 20 acres acquisition
 Career & Technical Education Buildings

Airport Center
 Expand Current Site
 Hangar Options

West Valley Center
 Leased Building
 Renovation and Improvements

Taylorville Redwood Campus
 Business Building Renovation/Expansion
 Library Addition for Technology
 Infrastructure Upgrades
 Science and Industry Building Addition
 Academic/Administration Facility

Jordan Campus
 New Student Center
 General Studies Classrooms

Herriman Campus
 General Education Campus
 90 acres

Library Square Center
 Downtown Accessibility for
 adjacent Institutional Involvement

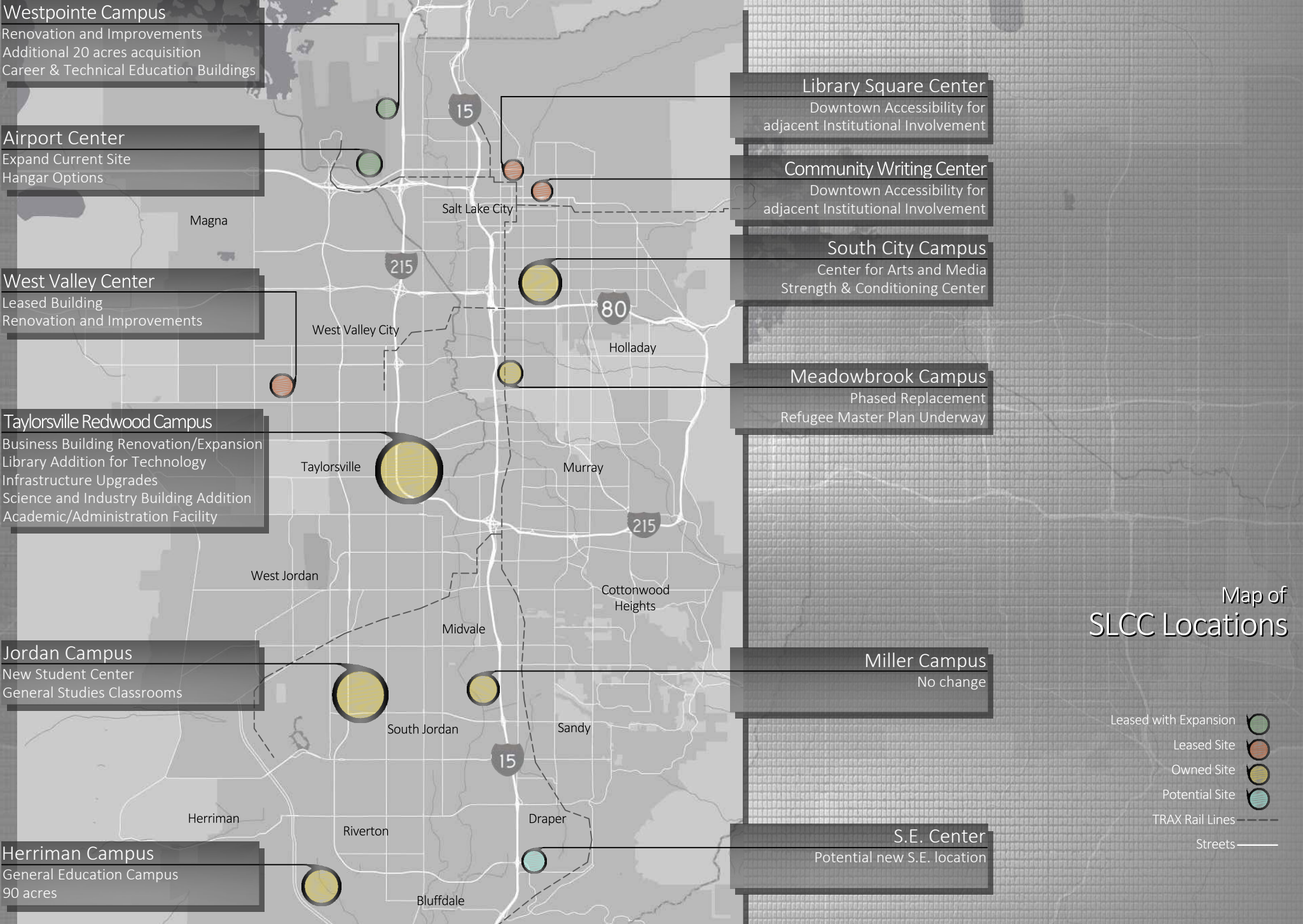
Community Writing Center
 Downtown Accessibility for
 adjacent Institutional Involvement

South City Campus
 Center for Arts and Media
 Strength & Conditioning Center

Meadowbrook Campus
 Phased Replacement
 Refugee Master Plan Underway

Miller Campus
 No change

S.E. Center
 Potential new S.E. location



Map of
 SLCC Locations

- Leased with Expansion 
- Leased Site 
- Owned Site 
- Potential Site 
- TRAX Rail Lines 
- Streets 

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College - Westpointe Campus Property Purchase

Issue

Salt Lake Community College (SLCC) has requested authorization to purchase a 6.9 acre parcel of property located at approximately 1100 North Flyer Way in Salt Lake City.

Background

The subject property is contiguous to a currently owned property and a leased building that constitute the Westpointe Campus (please refer to the attached map). The Board, at its July 18, 2014 meeting, authorized the purchase of 9.96 acres of property at this location. Acquisition of this additional acreage will complete the property needs for SLCC's CTE Classroom and Learning Resource Center Project. The 2015 Legislature provided \$3 million in funding for planning and design of this project.

The purchase price of \$1,837,579 is slightly below the appraised value of \$1,840,000. Funds for the purchase will be provided from institutional plant reserves. SLCC's letter of request and executive summaries of the appraisals are attached. Representatives from the institution will be present at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of this SLCC Westpointe Center property purchase.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

29 April 2015

Board of Regents
c/o Commissioner David L. Buhler
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

RE: Acquisition of 6.49 acres located at approximately 1060 & 1110 North Flyer Way, Salt Lake City, UT

Commissioner:

In accordance with the R710, Capital Facilities Policy; SLCC requests the following item to be placed on the Board of Regents meeting as action item for approval.

Action Item - The property acquisition of 6.49 acres that is located at 1060 & 1110 North Flyer Way, Salt Lake City, UT and is:

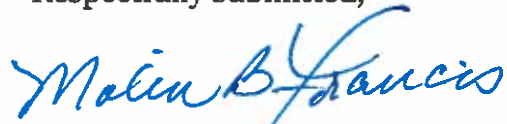
- (1) Contiguous to SLCC's current Westpointe Center leased property**
- (2) The property appraised for \$1,840,000**
- (3) Accepted offer \$1,837,579**
- (4) Institutional Plant Reserves will be utilized for the purchase of the land**

The acquisition of this property supports the Master Plan and the establishment of a campus in the Northwest quadrant of the Valley. In the event that this transaction occurs, this will complete the acquisition of property for the CTE building project which is the College's #1 Capital Development priority submitted to the Regents, Building Board and Legislature for funding consideration for 2016/2017 fiscal year.

In accordance with the property acquisition guidelines, a Phase I Environmental Assessment was previously done on the adjoining property that was acquired within the last year and all findings indicated no need for concern. An additional assessment is underway for the above mentioned properties. Code reviews along with zoning and planning conversation have taken place with the appropriate departments at Salt Lake City.

Thank you for your continued attention to the College's mission of providing great accommodations for our student body. Let me know if there is anything else you need regarding this proposal.

Respectfully submitted,



Malin B. Francis
Director, Planning & Design

WESTPOINTE CENTER





APPRAISAL REPORT

**LOT 4
ONE AIRPORT PHASE I**

**LOCATED AT
1060 NORTH FLYER WAY
SALT LAKE CITY, SALT LAKE COUNTY, UT**

**PREPARED FOR:
SALT LAKE COMMUNITY COLLEGE
Mr. Malin Francis
4600 South Redwood Road
Salt Lake City, UT 84130**

Submitted by:
J Philip Cook, MAI, CRE
Travis E. Reeves, MAI
J Philip Cook, LLC
7090 S Union Park Avenue, Suite 425
Midvale, UT 84070

FILE NUMBER: 15-04-11TR
Case Code: slccx-15135

**EFFECTIVE APPRAISAL DATE:
April 20, 2015**

J Philip Cook LLC

April 28, 2015

Mr. Malin Francis
Salt Lake Community College
4600 South Redwood Road
Salt Lake City, UT 84130

Re: Appraisal Report: Lot 4, One Airport Phase I, located at 1060 North Flyer Way, Salt Lake City, UT.

Dear Mr. Francis:

At your request, we have completed an appraisal addressing market value of the fee-simple interest of the above-referenced property. The intended use of the appraisal is to assist with internal planning matters.

This appraisal report presents a discussion of the data, reasoning, and analyses that are used in the appraisal process to develop an opinion of value. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated within this report.

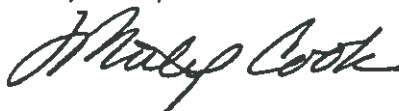
This report conforms with Title XI of the Financial Institution Reform, Recovery, and Enforcement Act of 1989 (FIRREA), and the Appraisal Foundation's Uniform Standards of Professional Appraisal Practice (USPAP).

The subject lot was inspected on April 20, 2015, which is the valuation date. After careful consideration of available information, we are of the opinion "as is" market value, is:

**NINE HUNDRED FORTY THOUSAND DOLLARS
(\$940,000)**

The value estimate is subject to assumptions and limiting conditions contained in the report. We trust this is sufficient to accomplish its intended function. Please call if we can be of further assistance.

Respectfully submitted,



J. Philip Cook, MAI CRE
J Philip Cook, LLC
Utah State - Certified General Appraiser
Certificate 5451057-CG00 Expires 06-30-15



Travis E. Reeves, MAI
J Philip Cook, LLC
Utah State - Certified General Appraiser
Certificate 6075610-CG00 Expires 10-31-15



APPRAISAL REPORT

**LOT 7
ONE AIRPORT PHASE II**

**LOCATED AT
1110 NORTH FLYER WAY
SALT LAKE CITY, SALT LAKE COUNTY, UT**

**PREPARED FOR:
SALT LAKE COMMUNITY COLLEGE
Mr. Malin Francis
4600 South Redwood Road
Salt Lake City, UT 84130**

Submitted by:
J Philip Cook, MAI, CRE
Travis E. Reeves, MAI
J Philip Cook, LLC
7090 S Union Park Avenue, Suite 425
Midvale, UT 84070

FILE NUMBER: 15-04-12TR
Case Code: slccx-15135

**EFFECTIVE APPRAISAL DATE:
April 20, 2015**

≡ J Philip Cook LLC ≡

April 28, 2015

Mr. Malin Francis
Salt Lake Community College
4600 South Redwood Road
Salt Lake City, UT 84130

Re: Appraisal Report: Lot 7, One Airport Phase II, located at 1110 North Flyer Way, Salt Lake City, UT.

Dear Mr. Francis:

At your request, we have completed an appraisal addressing market value of the fee-simple interest of the above-referenced property. The intended use of the appraisal is to assist with internal planning matters.

This appraisal report presents a discussion of the data, reasoning, and analyses that are used in the appraisal process to develop an opinion of value. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated within this report.

This report conforms with Title XI of the Financial Institution Reform, Recovery, and Enforcement Act of 1989 (FIRREA), and the Appraisal Foundation's Uniform Standards of Professional Appraisal Practice (USPAP).

The subject lot was inspected on April 20, 2015, which is the valuation date. After careful consideration of available information, we are of the opinion "as is" market value, is:

NINE HUNDRED THOUSAND DOLLARS
(\$900,000)

The value estimate is subject to assumptions and limiting conditions contained in the report. We trust this is sufficient to accomplish its intended function. Please call if we can be of further assistance.

Respectfully submitted,



J. Philip Cook, MAI CRE
J Philip Cook, LLC
Utah State - Certified General Appraiser
Certificate 5451057-CG00 Expires 06-30-15



Travis E. Reeves, MAI
J Philip Cook, LLC
Utah State - Certified General Appraiser
Certificate 6075610-CG00 Expires 10-31-15

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State University - Series 2015 Romney Stadium Westside Renovation Revenue Bond

Issue

Utah State University (USU) has requested authorization to issue the \$23 million revenue bond authorized by the 2015 Legislature for the construction project to renovate and expand the Romney Stadium.

Background

The purpose of this Bond is to partially fund the \$31 million cost of renovating and expanding the west side of the existing Romney Stadium, with the remaining \$8 million to be provided from private gift funds.

The relevant parameters of the requested issue are:

- Principal amount not to exceed \$24,500,000 including costs of issuance and capitalized interest
- Interest rate not to exceed 5%
- Discount from par not to exceed 2%
- Final maturity not to exceed 31 years from the date of issue.

A copy of the request letter from USU, a financing summary from the University's financial advisor, and a draft of the Approving Resolution that provide additional detail about this request are attached for your review. Representatives from the University, Bond Counsel from Chapman & Cutler, and the Financial Advisor from Zions Bank will be in attendance to provide additional information and answer questions from the Board.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed Authorizing Resolution for funding the USU Romney Stadium Westside Renovation and Expansion as proposed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

April 22, 2015

Commissioner David L. Buhler
Utah State Board of Regents
Board of Regents Building The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

Utah State University requests that the Board of Regents approve issuing revenue bonds totaling \$23,000,000, together with other amounts necessary to pay costs of issuance, pay capitalized interest, and fund any debt service reserve requirement to finance the West Stadium Renovation project (see the attached Preliminary Summary Sheet). Bonds will be repaid by funds received from premium seating revenues, gate receipts, and donations. The renovation project with a total budget of \$31,000,000 was previously approved by the Board of Trustees, Board of Regents, State Building Board, and the Legislature. This item will be presented to the Board of Trustees during the May 1, 2015 meeting.

We appreciate your support and ask that you present this item for Regents approval.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Greg Stauffer, Associate Commissioner for Finance and Facilities
Stan Albrecht, President
Dan Christensen, Controller
Dwight Davis, Associate Vice President for Business and Finance

Utah State University
Student Building Fee Revenue Bonds, Series 2015
Preliminary Summary Sheet

Proposed Issue: Student Building Fee Revenue Bonds

Total Approximate Issue Size: \$21,130,000

Use of Funds: To provide up to \$23,000,000 to finance the cost of the Romney Stadium Westside Renovation; satisfy any reserve fund requirements; fund any capitalized interest amount; and pay associated costs of issuance.

Detail of Proposed Series 2015 Bonds:

Principal Amount: Not to exceed \$24,500,000

Interest Rate: Not to exceed 5.0%

Maturity Date: Not to exceed 31 years

Aggregate Discount: Not to exceed 2%

Underwriter's Discount: Not to exceed 2%

Bond Rating: AA from S&P

Source of Repayment: Student Building Fee Revenue Bonds

Timetable Considerations: Regent approval will be sought at their May 15 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for June 11, 2015. The University anticipates selling bonds by competitive sale, and the underwriter will be whichever bidder provides the lowest borrowing cost (as a combination of interest rates and fees) to the University. The anticipated closing date is Thursday, June 25.

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Southern Utah University – Sale of Noncontiguous Property

Issue

Southern Utah University (SUU) has requested authorization to sell two Cedar City vacant lots that are not contiguous to campus. The lots are located at 311 West 200 North and 173 North 300 West as identified on the attached map.

Background

These lots were purchased as part of a plan to create a gateway to the campus with the potential construction of University hotel as part of the plan. In the more than a decade since the conception of that plan, for a variety of reasons it no longer appears feasible nor meets the highest needs of the institution. Accordingly, SUU wishes to sell them. The lots are situated between two properties currently owned by the Dixie and Anne Leavitt Foundation (DALF) that, as is noted in the attached letter from SUU, were purchased by DALF at the request of SUU. It is worth noting that according to a conversation between President Wyatt and the Commissioner, SUU is the main financial beneficiary of the DALF.

The two properties were purchased in 2004 for the combined appraised price of \$357,000 as approved by the Regents in their March 11-12, 2004 meeting (see attached agenda item). At that time, there were residences on both properties which, based on descriptions provided in the appraisals at the time, were in marginal to very poor condition. Both residences subsequently were razed and the properties are now vacant.

The intent is to offer the vacant lots to DALF as a first right of refusal at the currently appraised price of \$157,000 with SUU retaining an easement on the corner of 311 West 200 North that will allow University signage to remain in place.

Summaries of the two property appraisals are attached for your information. The substantial difference in the appraised prices of the two lots is the fact that the lot on the corner of 200 North and 300 West is zoned "commercial" while the other is "residential."

SUU officials will be present at the meeting to present this proposal as well as provide additional information and respond to questions from the Board.

Commissioner's Recommendation

Given the unique circumstances and history involving these properties, it seems reasonable to conclude that disposal of the property in the way that it is proposed is in the best interest of the institution. Accordingly, the Commissioner recommends that the Regents approve this sale of property as requested by SUU.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

April 24, 2015

Dr. Gregory L. Stauffer, Associate Commissioner for
Planning, Finance and Facilities
Utah System of Higher Education
State Board of Regents Building
60 South 400 West
Salt Lake City, UT 84101

RE: Proposed sale of noncontiguous University property at 200 North and 300 West

Dear Commissioner Stauffer:

This letter is a request for Board of Regents approval to sell two vacant lots currently owned by Southern Utah University (SUU) along 300 West to the Dixie and Anne Leavitt Foundation (DALF). This action has been approved by the University Board of Trustees and is presented for your consideration.

Previous University administrations envisioned purchasing the homes along 300 West between University Avenue and 200 North to create a gateway into campus. This vision also included construction of a University hotel on the property at a point in time when sufficient gateway property was acquired.

The University purchased two properties along 300 West but due to a scarcity of funds, asked the Dixie and Anne Leavitt Foundation to purchase additional properties toward the gateway vision as they became available. The University completed appraisals and all necessary arrangements for these purchases and leased the homes back as part of University housing stock once DALF had acquired them. However, as a consequence of the economic downturn beginning in 2008, the University cancelled its leases with DALF and discontinued management of their properties. We have had no involvement with the properties since.

After careful consideration, there is consensus among the current administration that this original vision, while laudable, is not an endeavor that would rise above other more pressing priorities. Since it was the University who asked DALF to acquire these properties originally, we believe there is a reasonable moral obligation to either purchase the four surrounding DALF properties or sell the SUU lots to DALF as a first right of refusal.

The University lots include 311 West 200 North and 173 North 300 West in Cedar City. Both lots are vacant of any structures but landscaped and include only a way finding sign directing traffic toward the University. Following Board of Regent policy, we coordinated an appraisal through Morley and McConkie Appraisers of St. George. The appraised value, and sales price, totals \$157,000. DALF has agreed to an easement on the corner lot of 311 W 200 N that will allow the University signage to remain in place. Attached, please find a map outlining the properties in question.

We appreciate your consideration of this action.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Dodge', with a long horizontal flourish extending to the right.

Marvin L. Dodge
CFO/Vice President
Finance and Administration

Attachment




311 W 200 N

SUU Property


DALF Property in Blue

Google earth



	Client File #: NA	Appraisal File #: 15CH007
	<h1>Summary Appraisal Report - Land</h1>	
	Appraisal Company: Morley & McConkie	
	Address: 393 S. Riverside Dr. #102, St. George, UT 84790	
Phone: 435-673-7720	Fax: 435-673-7718	Website: www.sutap.com
Appraiser: Cody Hymas		Co-Appraiser:
AI Membership (if any): <input type="checkbox"/> SRA <input checked="" type="checkbox"/> MAI <input type="checkbox"/> SRPA		AI Membership (if any): <input type="checkbox"/> SRA <input type="checkbox"/> MAI <input type="checkbox"/> SRPA
AI Status (if any): <input type="checkbox"/> Candidate for Designation <input type="checkbox"/> Practicing Affiliate		AI Status (if any): <input type="checkbox"/> Candidate for Designation <input type="checkbox"/> Practicing Affiliate
Other Professional Affiliation: NA		Other Professional Affiliation:
Email: cody@sutap.com		E-mail:
Client: Southern Utah University		Contact: Marvin L. Dodge
Address: 351 West University Boulevard, Cedar City, UT 84720		
Phone: 435-586-7871	Fax:	Email: marvindodge@suu.edu
SUBJECT PROPERTY IDENTIFICATION		
Address: 173 N. 300 W.		
City: Cedar City	County: Iron	State: UT ZIP: 84720-2507
Legal Description: See attached comment addendum.		
Tax Parcel #: B-0639-0000-0000	RE Taxes: 0	Tax Year: 2014
Use of the Real Estate As of the Date of Value: Vacant Lot		
Use of the Real Estate Reflected in the Appraisal: Vacant Lot		
Opinion of highest and best use (if required): Residential		
SUBJECT PROPERTY HISTORY		
Owner of Record: Southern Utah University		
Description and analysis of sales within 3 years (minimum) prior to effective date of value: No sales or transfers are noted in the past three years, according to Iron County records.		
Description and analysis of agreements of sale (contracts), listing, and options: The subject is not currently listed for sale and has not been listed for sale in the past three years according to the MLS and to the best of my knowledge.		
RECONCILIATIONS AND CONCLUSIONS		
Indication of Value by Sales Comparison Approach	\$	45,000
Indication of Value by Cost Approach	\$	NA
Indication of Value by Income Approach	\$	NA
Final Reconciliation of the Methods and Approaches to Value: The subject is a vacant lot and as such, the Sales Comparison Approach is the only applicable approach for development. The Cost Approach and Income Approach do not provide a reliable indication of value for vacant lots and were not developed in this analysis.		
Opinion of Value as of: March 9, 2015	\$	45,000
Exposure Time: Three to Six Months		
The above opinion is subject to: <input type="checkbox"/> Hypothetical Conditions and/or <input checked="" type="checkbox"/> Extraordinary Assumptions cited on the following page.		

* NOTICE: The Appraisal Institute publishes this form for use by appraisers where the appraiser deems use of the form appropriate. Depending on the assignment, the appraiser may need to provide additional data, analysis and work product not called for in this form. The Appraisal Institute plays no role in completing the form and disclaims any responsibility for the data, analysis or any other work product provided by the individual appraiser(s) in the specific contents of the AI Reports®. AI Reports® AI-120.04 Summary Appraisal Report -Land © Appraisal Institute 2013, All Rights Reserved

 <p>AI Reports™ Form 120.04*</p>	Client File #	NA	Appraisal File #	15CH006
	<h1>Summary Appraisal Report - Land</h1>			
	Appraisal Company: Morley & McConkie			
	Address: 393 S. Riverside Dr. #102, St. George, UT 84790			
Phone: 435-673-7720		Fax: 435-673-7718		Website: www.sutap.com
Appraiser: Cody Hymas		Co-Appraiser:		
AI Membership (if any): <input type="checkbox"/> SRA <input checked="" type="checkbox"/> MAI <input type="checkbox"/> SRPA		AI Membership (if any): <input type="checkbox"/> SRA <input type="checkbox"/> MAI <input type="checkbox"/> SRPA		
AI Status (if any): <input type="checkbox"/> Candidate for Designation <input type="checkbox"/> Practicing Affiliate		AI Status (if any): <input type="checkbox"/> Candidate for Designation <input type="checkbox"/> Practicing Affiliate		
Other Professional Affiliation: NA		Other Professional Affiliation:		
Email: cody@sutap.com		E-mail:		
Client: Southern Utah University		Contact: Marvin L. Dodge		
Address: 351 West University Boulevard, Cedar City, UT 84720				
Phone: 435-586-7721		Fax:		Email: marvindodge@suu.edu
SUBJECT PROPERTY IDENTIFICATION				
Address: 311 W. 200 N.				
City: Cedar City		County: Iron		State: UT ZIP: 84720-2507
Legal Description: See comment addendum.				
Tax Parcel #: B-0637-0638-0000		RE Taxes: 0		Tax Year: 2014
Use of the Real Estate As of the Date of Value: Vacant Lot				
Use of the Real Estate Reflected in the Appraisal: Vacant Lot				
Opinion of highest and best use (if required): Commercial				
SUBJECT PROPERTY HISTORY				
Owner of Record: Southern Utah University				
Description and analysis of sales within 3 years (minimum) prior to effective date of value: No sales or transfers are noted in the past three years, according to Iron County records.				
Description and analysis of agreements of sale (contracts), listing, and options: The subject is not currently listed for sale and has not been listed for sale in the past three years according to the MLS and to the best of my knowledge.				
RECONCILIATIONS AND CONCLUSIONS				
Indication of Value by Sales Comparison Approach		\$ 112,000		
Indication of Value by Cost Approach		\$ NA		
Indication of Value by Income Approach		\$ NA		
Final Reconciliation of the Methods and Approaches to Value: The subject is a vacant lot and as such, the Sales Comparison Approach is the only applicable approach for development. The Cost Approach and Income Approach do not provide a reliable indication of value for vacant lots and were not developed in this analysis.				
Opinion of Value as of: March 9, 2015		\$ 112,000		
Exposure Time: Three to Six Months				
The above opinion is subject to: <input type="checkbox"/> Hypothetical Conditions and/or <input checked="" type="checkbox"/> Extraordinary Assumptions cited on the following page.				

* NOTICE: The Appraisal Institute publishes this form for use by appraisers where the appraiser deems use of the form appropriate. Depending on the assignment, the appraiser may need to provide additional data, analysis and work product not called for in this form. The Appraisal Institute plays no role in completing the form and disclaims any responsibility for the data, analysis or any other work product provided by the individual appraiser(s) in the specific contents of the AI Reports®. AI Reports® AI-120.04 Summary Appraisal

March 3, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Southern Utah University – Purchase of Property Near Campus

Issue

Regent Policy R710 requires the Board of Regents to review and approve all institutional requests for property acquisitions that commit institutional funds in excess of \$25,000.

Background

Southern Utah University proposes to purchase two adjoining residential properties near the campus which have become available. Purchase of these properties will provide SUU with a presence on 200 North Street, which is one of the main thoroughfares of Cedar City. The University proposes to purchase these properties for the appraised values of \$260,000 and \$97,000. Funds for this purchase will come from proceeds from a recent sale of property and from other institutional funds.

The University plans to add a privately-funded visitor's center and possibly a marquee sign at this location sometime in the future. The SUU Board of Trustees is expected to approve this purchase at its meeting on Thursday, March 11, 2004.

Recommendation

It is the recommendation of the Commissioner that the Board approve SUU's purchase of these properties at the appraised prices of \$260,000 and \$97,000.

Richard E. Kendell, Commissioner

REK/MHS
Attachment

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision to Policy R512, Determination of Resident Status

Issue

Regent Policy R512, *Determination of Resident Status*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. As a result of the recent passage of HB 233 that addressed military veterans and their residency eligibility regarding the Title 38 U. S. Code Chapter 30 Montgomery GI Bill - Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program during the 2015 Utah State legislative session, the policy requires updating.

Background

Section 702 of the federal Choice Act that became law in 2014 requires institutions to grant in-state tuition to people who qualify for federal Veterans Administration (VA) benefits under Title 38 United States Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program. Institutions that do not adhere to provisions of Section 702 of the Choice Act by July 1, 2015 will lose eligibility to award VA benefits.

Last year, prior to passage of the Choice Act, Utah Code 53B-8-102 was changed to grant in-state tuition for veterans, military service members, and immediate family members of veterans and military service members. In a few cases there are provisions of the Choice Act that are less restrictive than Utah code, resulting in some students who may qualify for VA benefits to not be awarded in-state tuition. Because of this, changes were required to Utah code that provide guidance for Utah's public higher education institutions to operate consistently within federal requirements.

During the 2015 legislative session, House Bill 233 Military Education Amendments was passed. This bill addressed the minor shortfalls in Utah Code 53B-8-102 relative to Section 702. The language in this bill was reviewed by the United States Department of Veterans Affairs Education Service Office, the office charged with oversight of state compliance with the Choice Act, and was deemed to meet Section 702 requirements.

House Bill 233 added an eligible person category to capture students who do not qualify under the changes made to Utah code in 2014. Eligible students who do not qualify under other provisions of Utah Code 53B-8-102 will qualify for in-state tuition if they provide the following:

1. Evidence of eligibility under Title 38 United States Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program (note: persons who qualify herein will have written documentation from the VA that may be presented to an educational institution); and
2. A signed written declaration that the eligible person will utilize GI Bill benefits; and
3. Objective evidence that the eligible person has demonstrated an intent to establish residency in Utah.

Significant revisions to the policy include:

- Section 3.7, adds the definition of eligible person as it relates to the Title 38 U. S. Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program;
- Section 6.1, clarifies the evidence required to be presented by an eligible person to establish residency.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R512, *Determination of Resident Status*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachment

R512-1. Purpose: To define “resident” student for purposes of tuition in the Utah System of Higher Education (USHE).

R512-2. References

- 2.1. Utah Code Ann. §53B-8-102, Definition of Resident Student
- 2.2. Utah Code Ann. §23-13-2, Definition of Domicile
- 2.3. Utah Code Ann. §31A-29-103, Definition of Domicile
- 2.4. Utah Code Ann. §41-1a-202, Definition of Domicile
- 2.5. Utah Code Ann. §53B-8-101 et seq., Tuition Waivers & Scholarships
- 2.6. Policy and Procedure R510, Tuition and Fee Policy
- 2.7. Policy and Procedure R513, Tuition Waivers & Reductions

R512-3. Definitions

3.1. **“Continuous Utah residency status for one full year”** means the student has resided in Utah for 12 continuous months prior to the term for which resident student status is being sought.

3.2. **“Domicile”** shall be defined consistent with general Utah law defining domicile, and, for purposes of determining resident student status, shall be determined by the student’s:

- (1) bodily presence, and
- (2) concurrent intent to reside permanently in that location.

All persons have a domicile somewhere. A person can have only one domicile. A domicile of choice is a domicile chosen by a person to replace his or her former domicile. To acquire a domicile of choice in a place, a person must intend to make that place his or her home for the time at least. A domicile, once established, continues until it is superseded by a new domicile. Also, once established, a domicile is not lost by an absence from it for months or even years, for the purpose of business or the like, if during such absence there exists an intent to resume residence in the place of domicile following the completion of the purpose of the absence.

3.3. **“Immediate family member”** means the spouse or unmarried dependent child of the individual requesting resident student status.

3.4. **“Military sServicemember”** means an individual who is serving on active duty in the United States Armed Forces within the state of Utah; or an individual who is a member of a reserve component of the United State Armed Forces assigned in Utah; or an individual who is a member of the Utah National Guard

¹ Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, December 9, 2004, April 22, 2005, April 21, 2006, June 8, 2007, May 30, 2008, May 29, 2009, May 20, 2011, May 18, 2012, May 16, 2014 and November 14, 2014.

- 3.5. **“Military veteran”** means an individual who:
- 3.5.1. has served on active duty:
 - 3.5.1.1. in the United State Armed Forces for at least 180 consecutive days or was a member of a reserve component and has been separated or retired with an honorable or general discharge; or
 - 3.5.1.2. in the National Guard and has been separated or retired with an honorable or general discharge; or
 - 3.5.1.3. incurred an actual service related injury or disability in the line of duty regardless of whether that person completed 180 days of active duty.

3.6. **“Parent”** means the biological or adoptive parent of the student, regardless of whether the parent has legal custody of the student or whether the parent claims the student as a dependent.

3.7. [Eligible person” means an individual entitled to benefits under Title 38 U. S. Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program.](#)

3.7~~8~~. **“Preponderance of the evidence”** means the existence of a fact is more probable than its nonexistence.

3.8~~9~~. **“Resident student status”** means the condition of being a resident student for tuition purposes.

3.9~~10~~. **“Substantial evidence”** means evidence that is more than a mere preponderance and is definite, clear, and convincing.

3.10~~1~~. **“Utah residency”** means residing in Utah.

3.11~~2~~. **“USHE institution”** means an institution within Utah’s system of higher education.

R512-4. Resident Student Status

4.1. **Establishing Resident Student Status.** A student will be granted resident student status after he or she

4.1.1. has acquired domicile in Utah; or

4.1.2. has satisfied one or more of the exceptions set forth in this policy.

4.2. **Policies for Determining Resident Student Status.**

4.2.1. **Policies for Students Enrolled in Credit-Bearing Degree Programs.** Each institution shall have the responsibility of determining resident student status according to the requirements of Utah Code Ann. §53B-8-102 and this policy. Each institution may, at its discretion, and at the recommendation of the

president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy, provided the criteria implemented by the institution is more strict.

4.2.2. Policies for Students Enrolled in Non-Credit Programs. Because most non-credit applied technology programs are short-term (require less than a year to complete), USHE institutions offering non-credit courses or programs may, at their discretion, implement a policy that does not require residency classification for students enrolled in non-credit courses or programs.

4.2.3. Exception to Establishing Resident Student Status: Each institution may, at its discretion, and at the recommendation of the president, implement its own policy regarding the criteria for resident student status for either undergraduate students or graduate students, or both, in credit-bearing degree programs, that deviates from the criteria set forth in this policy. Such a policy shall not be more lenient than requiring a one-year waiting period as set forth here in 5.1.

4.3 Rebuttable Presumption. A student who has not previously acquired domicile in Utah and who enrolls at a USHE institution prior to residing in Utah for 12 continuous months will be presumed to not be domiciled in Utah and, therefore, will be classified as a nonresident student for tuition purposes. This presumption may be rebutted by substantial evidence.

4.4 International Students:

4.4.1. Classification of International Students Who are in United States on Nonimmigrant Visas: Students who are aliens and who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident.

4.4.2. Classification of International Students Who are in United States on Immigrant Visas: Students who are aliens and who have been granted immigrant or permanent resident status in the U.S. shall be classified for purposes of resident status according to the same criteria applicable to citizens.

4.4.3. International Students Who Have Obtained Asylum or Refugee Status: An international student who has obtained asylum or refugee status under U.S. immigration law shall be classified for purposes of resident status according to the same criteria applicable to citizens.

4.5. Marriage to Utah Resident: A person who marries a Utah resident is eligible to be granted resident student status after he or she has acquired domicile in Utah.

4.6. Burden of Proof: The burden is on the student to prove that he or she is eligible for resident student status prior to the first day of classes for the term the student seeks to attend as a resident student. Except as set forth in section 4.3 of this policy, the standard for establishing resident student status is by a preponderance of the evidence. The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The institution shall review all relevant evidence that is submitted by the student and shall make the residency

determination based on the totality of the circumstances. The evidence submitted by the student shall include the evidence that is specifically required by the applicable section of this policy. In addition, a student may be required to file any or all of the following evidence within applicable timelines established by the institution.

- 4.6.1. A statement from the student describing employment and expected sources of support;
- 4.6.2. A statement from the student's employer;
- 4.6.3. Supporting statements from persons who might be familiar with the family situation;
- 4.6.4. Birth certificate;
- 4.6.5. Marriage certificate;
- 4.6.6. Documentation of eligibility for state social or rehabilitation services;
- 4.6.7. Documentation of immigration status and placement as political refugee;
- 4.6.8. Indicia of Utah domicile, including Utah voter registration, Utah vehicle registration, Utah driver's license or identification card, Utah state income tax return, rental contract or mortgage documents, bank records, and utility bills.

4.7. **Receipt of State Social Services Benefits:** A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a USHE institution is immediately eligible to apply for resident student status. The state aid must, at a minimum, cover the full cost of resident tuition. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons. Any time spent residing in Utah during the time the individual received government aid shall count towards any applicable waiting period for Utah residency for tuition purposes upon termination of the government aid.

4.8. **Reciprocity:** The determination to grant residency to a student at a USHE institution shall be honored at other USHE institutions, unless:

- 4.8.1. the student obtained resident student status under false pretenses, or
- 4.8.2. the facts existing at the time of the granting of resident student status have significantly changed.

4.9. **Reclassification by the Institution:** If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

4.10. **Procedures for Determining Resident Student Status:** If a student desires to be granted resident student status, he or she must comply with the following procedures:

- 4.10.1. **Application Deadline:** Students must meet institutional application deadlines for each term. Institutions may establish a policy regarding acceptance of late residency applications for current term consideration. Unless institutional policy

allows otherwise, institutions may not accept applications for resident student status or supporting documentation after the third week of the semester or term for which the student seeks resident student status. Ordinarily applications or supporting documentation received after the third week should be considered for the following semester.

- 4.10.2. **Initial Classification:** Each institution shall initially classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.
- 4.10.3. **Application for Reclassification:** Every student classified as a nonresident shall retain that status until he or she is officially reclassified to resident status.
- 4.10.4. **Refund:** A decision favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.
- 4.10.5. **Hearings:** Each institution shall be responsible for providing a process for students who have been denied resident student status to be heard. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:
 - 4.10.5.1. Procedures for a hearing shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.
 - 4.10.5.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.
 - 4.10.5.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he or she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.
 - 4.10.5.4. Both the student and the administration's representative are entitled to representation by counsel.
 - 4.10.5.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.
 - 4.10.5.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.
 - 4.10.5.7. Decisions of the hearing officer or hearing committee must be in writing and must give reasons for the decision.

4.11. Declaration of Financial Independence: In addition to submitting objective evidence of domicile, a person seeking resident student status must also submit a declaration of financial independence, which must include, at a minimum, evidence that the person is not claimed as a dependent on the most recently filed federal tax returns of any person who is not a resident of Utah. Institutional residency officers shall require such documentation at the time of initial application for resident student status.

4.12. Penalties for Giving Incorrect or Misleading Information: A student who gives incorrect or misleading information to evade payment of nonresident fees shall be subject to serious disciplinary action and must also pay the applicable nonresident fees for each term previously attended.

4.13. Waivers of Nonresident Tuition—Nonresident Students Exempt from Nonresident Portion of Tuition: The following students who attend a USHE institution may receive a waiver of nonresident tuition under Regents' Policy R513; however, these students may not use time spent in Utah as a student on any of these programs toward any waiting period that may be required for resident tuition status. For more information on all tuition waivers, please see Regents' Policy R513.

4.13.1. Western Undergraduate Exchange (WUE) Students: A student attending a USHE institution under the Western Undergraduate Exchange program is considered to be domiciled in his/her home state. (See Regents' Policy R513-8 for further details regarding WUE.)

4.13.2. Western Regional Graduate Program (WRGP): A student attending a USHE institution under the Western Regional Graduate Program is considered to be domiciled in his/her home state.

4.13.3. Professional Student Exchange Program/WICHE Students: A student attending a USHE institution under the Professional Student Exchange Program/WICHE Program is considered to be domiciled in his/her home state. (See Regents' Policy R513-8 for further details regarding WICHE.)

4.13.4. Exemption for Alumni Legacy Scholarships: The students attending a USHE institution under this scholarship are considered to be domiciled in his/her home state. (See Regents' Policy R513-17 for further details regarding Alumni Legacy Scholarships.)

4.13.5. Dixie State University's Good Neighbor Students: The students attending DSU under this scholarship are considered to be domiciled in his/her home state. (See Regents' Policy R513-4.2. for further details regarding Good Neighbor Students.)

R512.5. "Student Who Has Come to Utah For the Purpose of Attending an Institution of Higher Education" Exception to Establishing Resident Student Status.

5.1. General Rule: A student who has come to Utah for the purpose of attending an institution of higher education may be granted resident student status if, prior to the first day of classes of the term the student seeks to attend as a resident student, the student has:

5.1.1. maintained continuous Utah residency status for one full year;

- 5.1.2. submitted a written declaration that the student has relinquished residency in any other state;
- 5.1.3. submitted objective evidence that the student has taken overt steps to establish permanent residency in Utah and that the student does not maintain a residence elsewhere; and
- 5.1.4. submitted a declaration of financial independence to include documentation that the student is not claimed as a dependent on the tax returns of any person who is not a resident of Utah (see section 4.12 above).

5.2 Evidence Required: Students applying for resident student status under this section are expected to submit as much objective evidence as possible, including, but not limited to, providing evidence of, or explanation of the lack of evidence of, each of the following:

- 5.2.1. A Utah high school transcript issued in the past year confirming attendance at a Utah high school in the previous 12 months;
- 5.2.2. A Utah voter registration dated a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.3. A Utah driver license or identification card with an original date of issue or renewal date several months prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.4. A Utah vehicle registration dated a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.5. Evidence of employment in Utah for a reasonable period (generally meaning within the past 90 days) prior to the first day of class of the term for which the student is seeking resident status;
- 5.2.6. Proof of payment of Utah resident income tax for the previous year;
- 5.2.7. A rental agreement or mortgage document showing the student's name and Utah address for at least 12 months prior to the first day of class of the term for which the student is seeking resident status ; and
- 5.2.8. Utility bills showing the student's name and Utah address for at least 12 months prior to the first day of class of the term for which the student is seeking resident status resident student status.

5.3. Absence from state: A student will not jeopardize his or her status under this section solely by absence from the state for a period of less than 30 total days during the 12-month period. See *Frame v. Residency Appeals Committee*, 675 P2d. 1157 (Utah 1983). If a student leaves the state for the purpose of satisfying the requirements for institutional internships, institutional courses, study abroad programs, or athletic training, required by the institution the student will not be deemed to be absent from the state for purposes of this section for the period of time that he or she can establish that these purposes were being met. Once a student has

been granted resident student status, any future absence from the state will not negatively affect his or her resident student status.

Example: A student who comes to a Utah school on an athletic scholarship and who, during his or her first 12 months in Utah, is required to attend a training camp out of state, will be able to count the time out of state at the training camp as part of the 12-month waiting period that is requisite to being granted resident tuition status.

Example: After being granted resident student status, a student may be absent from the state for purposes such as temporary employment, education, religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his or her absence from Utah.

R512.6. "Military Service" Exception to Establishing Resident Student Status.

6.1. A USHE institution shall grant resident student status for tuition purposes to:

6.1.1. a military servicemember, if the military servicemember provides:

6.1.1.1. the military servicemember's current United States military identification card; and

6.1.1.2. a statement from the military servicemember's current commander, or equivalent, stating that the military servicemember is assigned to Utah.

6.1.2. a military servicemember's immediate family member, if the military servicemember's immediate family member provides one of the following:

6.1.2.1. the military servicemember's current United States military identification card; or

6.1.2.2. the immediate family member's current United States military identification card and a statement from the military servicemember's current commander, or equivalent, stating that the military servicemember is assigned in Utah.

6.1.3. a military veteran, regardless of whether the military veteran served in Utah, if the military veteran provides:

6.1.3.1. evidence of an honorable or general discharge;

6.1.3.2. a signed written declaration that the military veteran has relinquished residency in any other state and does not maintain a residence elsewhere;

6.1.3.3. objective evidence that the military veteran has taken overt steps to relinquish in any other state and establish residency in Utah, which may include any one of the following:

6.1.3.3.1. a Utah voter registration card;

6.1.3.3.2. a Utah driver license or identification card;

- 6.1.3.3.3. a Utah vehicle registration;
- 6.1.3.3.4. evidence of employment in Utah;
- 6.1.3.3.5. a rental agreement showing the military veteran's name and Utah address; or
- 6.1.3.3.6. utility bills showing the military veteran's name and Utah address.

6.1.4. a military veteran's immediate family member, regardless of whether the military veteran served in Utah, if the military veteran's immediate family member provides:

6.1.4.1. evidence of the military veteran's honorable or general discharge within the last five years;

6.1.4.2. a signed written declaration that the military veteran's immediate family member has relinquished residency in any other state and does not maintain a residence elsewhere; and

6.1.4.3. objective evidence that the military veteran's immediate family member has ~~demonstrated an intent taken overt steps to relinquish residency in any other state and~~ establish residency in Utah which may include any one of the items described in section 6.1.3.3. above.

6.1.5. an eligible person who provides:

6.1.5.1. evidence of eligibility under Title 38 U. S. Code Chapter 30 Montgomery GI Bill- Active Duty Educational Assistance Program or Chapter 33 Post 9/11 Education Assistance Program; and

6.1.5.2. a signed written declaration that the eligible person will utilize GI Bill benefits; and

6.1.5.3. objective evidence that the eligible person has demonstrated an intent to establish residency in Utah, which may include any one of the items described in section 6.1.3.3. above.

R512.7 "Membership of an American Indian Tribe" Exception to Establishing Resident Student Status.

7.1. Any American Indian who is enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah is entitled to be granted resident student status.

7.2. Any American Indian who is a member of a federally recognized or known Utah tribe and has graduated from a Utah high school is entitled to be granted resident student status.

7.3. A list of recognized tribes will be maintained by the Office of the Commissioner of Higher Education and distributed to all campus residency officers.

R512.8 "Job Corps Student" Exception to Establishing Resident Student Status.

- 8.1. A Job Corps student is entitled to resident student status if the student:
 - 8.1.1. is admitted as a full-time, part-time, or summer school student in a program of study leading to a degree or certificate; and
 - 8.1.2. submits verification that the student is a current Job Corps student.
- 8.2. Upon termination of the student's Job Corps enrollment/participation, the student shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Job Corps enrollments will count towards the time period set forth in section 4.3 of this policy.

R512.9 "Participation in Olympic Training Program" Exception to Establishing Resident Student Status.

- 9.1. A Student who is residing in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be immediately eligible for resident student status for tuition purposes. The student shall certify his or her participation in the Olympic training program through a supporting letter from the United States Olympic Committee verifying eligibility.
- 9.2. Upon the termination of the Student's participation in such training program, the student shall be subject to the same residency standards applicable to other persons under this policy. The time spent residing in Utah during the Olympic athlete training program in Utah counts toward the time period set forth in section 4.3 of this policy.

R512.10 "Parent Domiciled in Utah for at Least 12 Months" Exception to Establishing Resident Student Status.

- 10.1. A dependent student who has at least one parent who has been domiciled in Utah for least 12 months prior to the first day of class of the term for which the student is seeking resident status is eligible for resident student status. The student is responsible to submit the documentation identified in section 4.7 of this policy demonstrating that the parent has established domicile in Utah.

R512.11 "Full-time, Permanent Employment in Utah" as Basis for Rebutting Presumption of Nonresident Student.

11.1 A student who has come to Utah for full-time permanent employment, or who is an immediate family member of an individual who has come to Utah for full-time permanent employment, may rebut the presumption of a nonresident classification by providing substantial evidence that the reason for the move to Utah was, in good faith, based on an employer-requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah.

11.2. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as:

- 11.2.1. the employee's employment and educational history;
- 11.2.2. the dates when Utah employment was first considered, offered, and accepted;
- 11.2.3. when the person moved to Utah;

- 11.2.4. the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student;
- 11.2.5. whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah;
- 11.2.6. evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and
- 11.2.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education.

R512.12 "Divorce, Death of Spouse and Long-Term Health Care Responsibilities of Family Members" as Basis for Rebutting Presumption of Nonresident Student.

12.1. A student who resides in Utah for reasons related to divorce, the death of a spouse, or long-term health care responsibilities for the student's spouse, parent, sibling, or child, may rebut the presumption of nonresident status by providing substantial evidence that the reason for the student's move to Utah was, in good faith, based on the long-term health care responsibilities.

including: 12.2. All relevant evidence concerning the motivation for the move shall be considered,

- 12.2.1. the student's employment and educational history;
- 12.2.2. the dates when the long-term health care or child care responsibilities in Utah were first considered, offered, and accepted;
- 12.2.3. when the student moved to Utah;
- 12.2.4. the dates when the student applied for admission, was admitted, and was enrolled as a postsecondary student;
- 12.2.5. whether the student applied for admission to a USHE institution sooner than four (4) months from the date of moving to Utah;
- 12.2.6. evidence that the student is an independent person who is
 - 13.2.6.1. at least 24 years of age; or
 - 13.2.6.2. not claimed as a dependent on someone else's tax returns; and
- 12.2.7. any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an USHE institution.

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision to Policy R571, Delegation of Purchasing Authority

Issue

Regent Policy R571, *Delegation of Purchasing Authority*, has recently been reviewed by the Office of the Commissioner, the Utah Attorney General's Office, and USHE institutional personnel. The Legislative Administrative Rules Review Committee indicated in December that the Commissioner's office needed to file an administrative rule related to procurement. The few administrative rules that apply to USHE track Regents' policies closely. The attached proposed policy revision will be the foundation for the revised administrative rule filing the Commissioner's office makes with State Administrative Rules – in order to comply in a timely fashion an initial version of the rule was filed the end of last year with the anticipation that it would need to be revised.

Background

Over the last couple of months the Commissioner's staff have worked closely with UPAC (institutional purchasing officials) and Assistant Attorney General Kevin Olsen to put together the attached updates.

Significant revisions to the policy include:

- Section 3, definitions have been updated;
- Section 8, has been updated to be compliant with Utah State Code as well as adding additional detail about the condition of a donation, trial use, and emergency procurement.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R571, *Delegation of Purchasing Authority*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/KVO/CRW
Attachments

Preamble

Values and Guiding principles of Public Procurement

Accountability

Taking ownership and being responsible to stakeholders for our actions...essential to preserve the public trust and protect the public interest.

Principles:

- Apply sound business judgment.
- Be knowledgeable of and abide by all applicable laws and regulations.
- Be responsible stewards of public funds.
- Maximize competition to the greatest extent practicable.
- Practice due diligence.
- Use procurement strategies to optimize value to stakeholders.

Ethics

Acting in a manner true to these values...essential to preserve the public's trust.

Principles:

- Act and conduct business with honesty and integrity, avoiding even the appearance of impropriety.
- Maintain consistency in all processes and actions.
- Meet the ethical standards of the profession.

Impartiality

Unbiased decision-making and action...essential to ensure fairness for the public good.

Principles:

- Be open, fair, impartial, and non-discriminatory in all processes.
- Treat suppliers equitably, without discrimination, and without imposing unnecessary constraints on the competitive market.
- Use sound professional judgment within established legal frameworks to balance competing interests among stakeholders.

Professionalism

Upholding high standards of job performance and ethical behavior...essential to balance diverse public interests.

Principles:

- Be led by those with education, experience, and professional certification in public procurement.
- Continually contribute value to the organization.
- Develop, support, and promote the highest professional standards in order to serve the public good.

¹ Approved September, 14, 2012.

Service

Obligation to assist stakeholders...essential to support the public good.

Principles:

- Be a crucial resource and strategic partner within the organization and community.
- Develop and maintain relationships with stakeholders.
- Maintain a customer-service focus while meeting the needs, and protecting the interests, of the organization and the public.

Transparency

Easily accessible and understandable policies and processes...essential to demonstrate responsible use of public funds.

Principles:

- Exercise discretion in the release of confidential information.
- Maintain current and complete policies, procedures, and records.
- Provide open access to competitive opportunities.

(Preamble excerpts taken from © National Institute of Governmental Purchasing, Inc)

R571-1 Purpose: ~~To provide institutions of Higher Education with the authority to individually adopt policies and rules conforming to the Utah Procurement Code. As required by Subsection 63G-6a-402(2), this policy and corresponding administrative rule R765-571 are related to the management and control of procurements and procurement procedures conducted by the institutions in the state system of higher education.~~

R571-2 References

[2.1 Subsection 53B-1-102\(4\)](#)

[2.2 Subsection 53B-7-101\(10\)](#)

[2.3 Subsection 63G-6a-104\(1\)\(j\)](#)

[2.4 Subsection 63G-6a-104\(7\)](#)

[2.5 Subsection 63G-6a-104\(14\)](#)

[2.6 Subsection 63G-6a-106\(1\)\(a\)](#)

[2.7 Subsection 63G-6a-106\(4\)\(a\)](#)

~~2.3 Utah Code §53B—Higher Education~~

~~2.3.1 §53B-1-102(4)—State System of Higher Education. These institutions are empowered to sue and be sued and to contract and be contracted with under the general supervision of the board.~~

~~2.3.2 §53B-7-101(10)—State System of Higher Education. Each institution may do its own purchasing, issue its own payrolls, and handle its own financial affairs under the general supervision of the board.~~

~~2.4 Utah Code §63G-6A Utah Procurement Code~~

~~2.5 Utah Code §63G-6A-106 (a) Procurement Authority~~

R571-3 Definitions

3.1 The terms used in this policy shall be defined as they are in Sections 63G-6a-103 and 104.

3.2 In addition, the following definition shall apply:

3.2.1 "Institution" means an institution of higher education listed in Section 53B-1-102, except the Utah College of Applied Technology.

~~3.3 **Applicable Rulemaking Authority:** as it relates to a state institution of higher education, the State Board of Regents.~~

~~3.4 **Head of a Public Procurement Unit:** as it relates to an institution of higher education of the state, the president of the institution of higher education, or the president's designee.~~

~~3.5 **Procurement Officer:** as it relates to a state purchasing unit, the head of the state purchasing unit, or a designee of the head of the state purchasing unit.~~

R571-4 Delegation of Authority: As outlined in ~~Utah Code Ann. §63G-6a-101, et. seq.~~ [Title 63G, Chapter 6a](#), effective May 1, 2013, the [Utah State](#) Board of Regents is the body designated with rulemaking authority over procurement for institutions of Higher Education. The Board delegates to each institution the authority to adopt and administer procurement policies, rules and processes that are in conformance with the Utah Procurement Code and this general policy [and corresponding administrative rule R765-571](#). Each president, or designee, is given authority over procurements at their respective institution.

R571-5 Purpose Guiding Principles: Each institution is charged to provide efficient and timely procurement services, that maximize the institution's resources and promotes its instruction, research, extension, and professional service programs. Each institution shall strive to obtain the maximum value for each dollar expended, utilizing open competition and impartial evaluation of alternate products. They should also foster fair, ethical, and legal trade practices, which develop a strong vendor community and promote public trust in the institution and the system of higher education.

R571-6 Small Purchases: Each institution shall establish policies, rules, and processes governing small purchases.

~~5.1~~ [6.1](#) Each institution shall establish the maximum expenditure that may qualify as a small purchase.

~~5.2~~ [6.2](#) Each institution may establish expenditure thresholds and procurement requirements related to those thresholds in relation to small purchases, including, but not limited to:

~~5.2.1~~ [6.2.1](#) Purchasing Cards (P-Card)

~~5.2.1.1~~ [6.2.1.1](#) The purpose of a purchasing card program is to establish a more efficient, cost-effective method of purchase and paying for low-dollar transactions. Institutions shall establish procedures that govern card issuance, card-holder training, and the auditing of purchasing card transactions.

~~5.2.2~~ [6.2.2](#) Requests for Quotation (RFQ)

~~5.2.2.1~~ 6.2.2.1 Institutions are charged to seek competition whenever practicable. RFOs involve soliciting quotes from two or more known vendors. Each institution should establish procedures regarding the acceptance of phone, fax, and email quotes.

~~5.2.3~~ 6.2.3 Small-dollar Purchase Orders

~~5.2.4~~ 6.2.4 Reimbursements

~~5.2.5~~ 6.2.5 Petty Cash

~~R571-6~~ R571-7 **Solicitations:** Each institution shall formally solicit competition for all procurements over the maximum small dollar expenditure established by the respective institution, unless the procurement falls under R571-8, Exceptions to the Solicitation Process, as required by law. Each institution shall establish policies, rules, and processes governing solicitations, including:

~~6.1~~ 7.1 **Invitation for Bid (IFB):** The Invitation for Bids is used to initiate a competitive sealed bid procurement.

~~6.1.1~~ 7.1.1 An IFB shall include a purchase description, and ~~all~~ contractual terms and conditions applicable to the procurement.

~~6.1.2~~ 7.1.2 A minimum of ~~ten seven~~ (10 7) days shall be provided for response.

~~6.1.3~~ 7.1.3 IFBs must be publically advertised as outlined in the Procurement Code.

~~6.1.4~~ 7.1.4 Bids shall be submitted using a sealed bid process.

~~6.1.5~~ 7.1.5 Bids shall be opened publically in accordance with the Procurement Code.

~~6.1.6~~ 7.1.6 Bids shall be evaluated based on the requirements set forth in the IFB, which may include objective criteria. Criteria not included in the IFB may not be used to evaluate bids.

~~6.1.7~~ 7.1.7 Contracts shall be awarded with reasonable promptness by notice to the lowest responsible and responsive bidder whose bid meets the requirements and criteria set forth in the IFB.

~~6.1.8~~ 7.1.8 IFBs may be performed in multiple steps as outlined in the Procurement Code.

~~6.2~~ 7.2 **Request for Proposal (RFP):** An RFP process may be used instead of the IFB process if the procurement officer determines, in writing, that the RFP process will provide the best value to the institution.

~~6.2.1~~ 7.2.1 An RFP shall include a scope of work, ~~all~~ contractual terms and conditions applicable to the procurement, and the manner in which proposals are to be submitted.

~~6.2.2~~ 7.2.2 A minimum of ~~ten seven~~ (10 7) days shall be provided for response.

~~6.2.3~~ 7.2.3 RFPs must be publically advertised as outlined in the Procurement Code.

~~6.2.4~~ ~~Proposals shall not be opened publicly.~~

~~6.2.5~~ 7.2.4 Proposals shall be handled as outlined in the Procurement Code

~~6.2.6~~ 7.2.5 A committee of at least three (3) individuals shall be appointed to the evaluation committee

~~6.2.7~~ 7.2.6 The evaluation committee will rate proposals based on the criteria outlined in the RFP. Criteria not included in the RFP may not be used to evaluate proposals.

~~6.2.8~~ 7.2.7 The RFP process may be conducted in multiple steps, including presentations/discussions and requests for best and final proposals.

~~6.3~~ 7.3 **Request for Information (RFI):** The purpose of an RFI is to obtain information, comments, or suggestions from potential bidders or offerors before issuing an IFB or RFP. An RFI is not a procurement process.

6.4 7.4 Request for Supplier Qualification (RFSQ): An institution may prequalify potential bidders or offerors to provide any type of procurement item and limit participation in an IFB or RFP to the prequalified potential bidders or offerors.

~~6.4.1~~ **7.4.1** RFSQs shall include they type of procurement item to which it relates, the scope of work, the minimum criteria for prequalification, and period of time during which the list will be used.

~~R571-7~~ **R571-8 Exceptions to the Solicitation Process:** Each institution shall establish policies, rules, and processes governing exceptions to ~~the solicitation process, as required by law, which may include, including:~~ procurement requirements that comply with Part 8 of the Procurement Code and this policy and corresponding administrative rule. Institutions may award a contract for a procurement item without using a standard procurement process under the following circumstances:

~~7.1~~ **8.1 Sole Source Procurement:** Sole Source Procurement is not permissible unless a requirement is available from only a single supplier. A requirement for a particular proprietary item does not justify a sole source prourment if there is more than one potential bidder or offeror for that item. The determination as to whether a procurement shall be made as a sole source shall be made in writing by the procurement officer, the head of the purchasing agency unit, or designee. In cases of reasonable doubt, competition should be solicited. ~~The following are examples of circumstances which could necessitate sole source procurement~~ Circumstances under which there is only one source for a procurement item may include, among other circumstances:

~~7.1.1~~ **8.1.1** where the most important consideration in obtaining a procurement is the compatibility of equipment, technology, software, accessories, ~~or~~ replacement parts, or is the paramount consideration service;

~~7.1.2~~ **8.1.2** where ~~a sole supplier's item is needed for trial use or testing~~ transitional costs are unreasonable or cost prohibitive; or

~~7.1.3~~ **8.1.3** ~~where a sole supplier's item is to be procured for resale~~ procurement of public utility services.;

~~7.1.4~~ **8.1.4** ~~where public utility services are to be procured.~~

8.2 Condition of a Donation: The institution may award a contract for a procurement item without competition if the procurement officer, head of the purchasing unit, or designee determine in writing that the award to a specific supplier, service provider, or contractor is a condition of a donation that will fund the full cost of the supply, service, or construction item.

8.3 Trial Use: The institution may award a contract for a procurement item without competition if the procurement officer, head of the purchasing unit, or designee determine in writing that the procurement item is needed for trial use or testing to determine whether the procurement item will benefit the procurement unit.

~~7.2~~ **8.4 Emergency Procurement:** Emergency procurement is appropriate when an emergency condition exists that limits the capability of the institution to obtain competition. An emergency condition is a situation ~~which creates a threat to public health, welfare, or safety~~ where there is harm or risk of harm to public health, welfare, safety, or property. This includes harm or risk of harm to the institution's finances or operations. sSuch a condition as may arise as a result of (1) damage to a facility or infrastructure by reason of floods, fire, earthquake, storm or explosion; (2) epidemics; (3) riots; (4) equipment failures; (5) circumstances not in the institution's control where timeliness, litigation deadlines, or other factors necessitate waiver of provisions of the standard procurement process; or (5) such other reason as may be proclaimed determined by the Ppresident of the insitution or designee. These procurements shall be made ~~in accordance with the Procurement Code~~ with as much competition as

reasonably practical while avoiding harm, or a risk of harm, to the public health, safety, welfare, or property.

R571-8 R571-9 Protests: Aggrieved bidders, offerors, or potential bidders or offerors, may protest the solicitation's specifications or award decision in accordance with the Procurement Code. The aggrieved party may appeal a protest decision in accordance with the Procurement Code. Each institution shall establish policies, rules, and processes governing protests related to procurement in accordance with the Utah Procurement Code.

R571-9 R571-10 Ethics: Individuals employed by institutions of higher education must discharge their duties impartially so as to assure fair competitive access to procurement. Employees should conduct themselves in such a manner as to foster public confidence in the integrity of the system of higher education.

Preamble

Values and Guiding principles of Public Procurement

Accountability

Taking ownership and being responsible to stakeholders for our actions...essential to preserve the public trust and protect the public interest.

Principles:

- Apply sound business judgment.
- Be knowledgeable of and abide by all applicable laws and regulations.
- Be responsible stewards of public funds.
- Maximize competition to the greatest extent practicable.
- Practice due diligence.
- Use procurement strategies to optimize value to stakeholders.

Ethics

Acting in a manner true to these values...essential to preserve the public's trust.

Principles:

- Act and conduct business with honesty and integrity, avoiding even the appearance of impropriety.
- Maintain consistency in all processes and actions.
- Meet the ethical standards of the profession.

Impartiality

Unbiased decision-making and action...essential to ensure fairness for the public good.

Principles:

- Be open, fair, impartial, and non-discriminatory in all processes.
- Treat suppliers equitably, without discrimination, and without imposing unnecessary constraints on the competitive market.
- Use sound professional judgment within established legal frameworks to balance competing interests among stakeholders.

Professionalism

Upholding high standards of job performance and ethical behavior...essential to balance diverse public interests.

Principles:

- Be led by those with education, experience, and professional certification in public procurement.
- Continually contribute value to the organization.
- Develop, support, and promote the highest professional standards in order to serve the public good.

¹ Approved September, 14, 2012.

Service

Obligation to assist stakeholders...essential to support the public good.

Principles:

- Be a crucial resource and strategic partner within the organization and community.
- Develop and maintain relationships with stakeholders.
- Maintain a customer-service focus while meeting the needs, and protecting the interests, of the organization and the public.

Transparency

Easily accessible and understandable policies and processes...essential to demonstrate responsible use of public funds.

Principles:

- Exercise discretion in the release of confidential information.
- Maintain current and complete policies, procedures, and records.
- Provide open access to competitive opportunities.

(Preamble excerpts taken from © National Institute of Governmental Purchasing, Inc)

R571-1 Purpose: As required by Subsection 63G-6a-402(2), this policy and corresponding administrative rule R765-571 are related to the management and control of procurements and procurement procedures conducted by the institutions in the state system of higher education.

R571-2 References

- 2.1 Subsection 53B-1-102(4)
- 2.2 Subsection 53B-7-101(10)
- 2.3 Subsection 63G-6a-104(1)(j)
- 2.4 Subsection 63G-6a-104(7)
- 2.5 Subsection 63G-6a-104(14)
- 2.6 Subsection 63G-6a-106(1)(a)
- 2.7 Subsection 63G-6a-106(4)(a)

R571-3 Definitions

- 3.1 The terms used in this policy shall be defined as they are in Sections 63G-6a-103 and 104.
- 3.2 In addition, the following definition shall apply:

3.2.1 "Institution" means an institution of higher education listed in Section 53B-1-102, except the Utah College of Applied Technology.

R571-4 Delegation of Authority: As outlined in Title 63G, Chapter 6a, effective May 1, 2013, the State Board of Regents is the body designated with rulemaking authority over procurement for institutions of Higher Education. The

Board delegates to each institution the authority to adopt and administer procurement policies, rules and processes that are in conformance with the Utah Procurement Code and this general policy and corresponding administrative rule R765-571. Each president, or designee, is given authority over procurements at their respective institution.

R571-5 Guiding Principles: Each institution is charged to provide efficient and timely procurement services, that maximize the institution's resources and promotes its instruction, research, extension, and professional service programs. Each institution shall strive to obtain the maximum value for each dollar expended, utilizing open competition and impartial evaluation of alternate products. They should also foster fair, ethical, and legal trade practices, which develop a strong vendor community and promote public trust in the institution and the system of higher education.

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6.1 Each institution shall establish the maximum expenditure that may qualify as a small purchase.

6.2 Each institution may establish expenditure thresholds and procurement requirements related to those thresholds in relation to small purchases, including, but not limited to:

6.2.1 Purchasing Cards (P-Card)

6.2.1.1 The purpose of a purchasing card program is to establish a more efficient, cost-effective method of purchase and paying for low-dollar transactions. Institutions shall establish procedures that govern card issuance, card-holder training, and the auditing of purchasing card transactions.

6.2.2 Requests for Quotation (RFQ)

6.2.2.1 Institutions are charged to seek competition whenever practicable. RFQs involve soliciting quotes from two or more known vendors. Each institution should establish procedures regarding the acceptance of phone, fax, and email quotes.

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6.2.4 Reimbursements

6.2.5 Petty Cash

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7.1.4 Bids shall be submitted using a sealed bid process.

7.1.5 Bids shall be opened publically in accordance with the Procurement Code.

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7.1.8 IFBs may be performed in multiple steps as outlined in the Procurement Code.

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7.2.6 The evaluation committee will rate proposals based on the criteria outlined in the RFP.

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7.4.1 RFSQs shall include they type of procurement item to which it relates, the scope of work, the minimum criteria for prequalification, and period of time during which the list will be used.

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8.1.1 where the most important consideration in obtaining a procurement is the compatibility of equipment, technology, software, accessories, replacement parts, or service;

8.1.2 where transitional costs are unreasonable or cost prohibitive; or

8.1.3 procurement of public utility services.

8.2 Condition of a Donation: The institution may award a contract for a procurement item without competition if the procurement officer, head of the purchasing unit, or designee determine in writing that the award to a specific supplier, service provider, or contractor is a condition of a donation that will fund the full cost of the supply, service, or construction item.

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8.4 Emergency Procurement: Emergency procurement is appropriate when an emergency condition exists that limits the capability of the institution to obtain competition. An emergency condition is a situation where there is harm or risk of harm to public health, welfare, safety, or property. This includes harm or risk of harm to the institution's finances or operations. Such a condition may arise as a result of (1) damage to a facility or infrastructure by reason of flood, fire, earthquake, storm or explosion; (2) epidemics; (3) riots; (4) equipment failures; (5) circumstances not in the institution's control where timeliness, litigation deadlines, or other factors necessitate waiver of provisions of the standard procurement process; or (5) such other reason as may be determined by the president of the institution or designee. These procurements shall be made with as much competition as reasonably practical while avoiding harm, or a risk of harm, to the public health, safety, welfare, or property.

R571-9 Protests: Aggrieved bidders, offerors, or potential bidders or offerors, may protest the solicitation's specifications or award decision in accordance with the Procurement Code. The aggrieved party may appeal a protest decision in accordance with the Procurement Code. Each institution shall establish policies, rules, and processes governing protests related to procurement in accordance with the Utah Procurement Code.

R571-10 Ethics: Individuals employed by institutions of higher education must discharge their duties impartially so as to assure fair competitive access to procurement. Employees should conduct themselves in such a manner as to foster public confidence in the integrity of the system of higher education.

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision to Policy R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment

Issue

When the status of the SEC Municipalities Continuing Disclosure Cooperation (MCDC) Initiative was presented to the Regents at the January 23, 2015 Board Meeting there were two remaining issues to be resolved: 1) adoption of Regents' policies and procedures regarding continuing disclosure obligations, and 2) implementation of third-party continuing disclosure reporting.

Background

Policies and Procedures Regarding Continuing Disclosure Obligations – While a thorough review and analysis of compliance with these continuing disclosure requirements found no failures that were deemed to be material, it is noteworthy that if and when the SEC finds an issuer to be in noncompliance, one of the primary requirements is the establishment of policies and procedures and compliance training. The attached revision to Board Policy R590, *Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment* provides guidelines for the development and adoption of policies and procedures at each USHE institution.

These revisions have the support of institutional representatives with whom they have been shared for review and feedback.

Significant revisions to the policy include:

- Section 4.8. has been added detailing institutional guidelines for continuing disclosure reporting in accordance with the SEC Rule 15c2-12;
- Section 4.8.1. requires institutions to develop policies and procedures to assure compliance with continuing disclosure requirements;
- Section 4.8.2. requires institutions to train officers and employees responsible for preparing the disclosure filings; and
- Section 4.8.3. requires institutions to retain third-party dissemination agents to oversee the disclosure filing process.

Third Party Continuing Disclosure Reporting – As highlighted above, one of the elements of the proposed policy revision is the requirement that future continuing disclosure required by *SEC Rule 15c2-12: Continuing Disclosure* be done by third party “dissemination agents.” In anticipation of passage of these revisions, OCHE worked to facilitate implementation of this requirement by identifying three qualified vendors from which the institutions could choose, two of which are currently being used for this purpose by USHE institutions. The three vendors are:

- Zions Bank Public Finance – Zions Bank is a well-known entity in Utah that has been involved with numerous OCHE institutions in a variety of ways over the years. They are currently providing continuing disclosure filing for Weber State University and Dixie State University.
- DAC – DAC is a national firm headquartered in Florida that has been providing post issuance compliance services for many years. The University of Utah is currently under contract with them for its filings.
- AVANT Strategic Partners – AVANT is a consulting firm that is affiliated with Ballard Spahr LLP (49% ownership stake) that offers a broad range of consulting services that includes post-issuance compliance.

Relevant cost and other information pertaining to the proposals from these providers was sent to the institutions for their review and selection. The University of Utah has opted to continue their agreement with DAC and Utah Valley University has selected AVANT. The remaining institutions all have chosen Zions Bank Public Finance.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the proposed policy revisions to R590, *Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment*, effective immediately. Copies of the institutional policies and procedures, once adopted, are to be filed with the Commissioner's office.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment¹

R590-1. Purpose: To provide policy and procedural guidelines for the issuance of revenue bonds within the USHE for construction projects, facilities acquisition, or equipment purchases.

R590-2. References

- 2.1. Utah Code §53B-21 (Revenue Bonds)
- 2.2. Utah Code §11-17 (Utah Industrial Facilities and Development Act)
- 2.3. Utah Code §63G-6 (Utah Procurement Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R587, Contract or Lease-purchase Financing

R590.3. General Provisions: Except as provided by 3.1 and 3.2 below, the Utah State Board of Regents may not issue revenue bonds without prior approval from the Legislature.

3.1. Refunding of bonds previously approved by the Legislature are exempt from Legislative authorization if:

- 3.1.1. The bonds are issued to reduce debt service costs; and
- 3.1.2. The refunding bonds mature during the same time frame as the original obligation.

3.2. The Board may issue bonds, on behalf of the University of Utah and Utah State University, in an amount not to exceed \$10,000,000 in any one fiscal year on behalf of either institution without prior approval from the Legislature.

R590-4. Policy

4.1. Availability of Office of the Commissioner: When requested by the institution, the Office of the Commissioner shall assist in the development of institutional revenue bonding proposals for construction projects, facility acquisition, or equipment purchases. At the discretion of institution officials, institutions may proceed independently to develop revenue bonding proposals provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.

¹ Adopted June 28, 1991, amended January 16, 2004 and March 28, 2014.

4.2. Procedural Requirements for Institutions Obtaining Specific Legislative Authority Consistent with Utah Code Title 53B, Chapter 21 to Issue Revenue Bonds: Institutions obtaining specific legislative authority consistent with Utah Code §53B-21 to issue revenue bonds shall:

4.2.1. Obtain Board approval in concept of each construction project or facility acquisition for which bonding will be requested through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval may be sought and obtained prior to or simultaneously with approval to seek legislative authority to issue the bonds.

4.2.2. Obtain Board approval to seek legislative authority to issue revenue bonds for the construction project, facility acquisition, or equipment purchase through the Finance and Facilities Committee of the Board based on a description of the proposal.

4.2.3. Request legislative authority, through the Office of the Commissioner, to issue the revenue bonds for the proposal.

4.3. Procedural Requirements for Institutions Issuing Bonds Pursuant to Utah Code Title 11, Chapter 17, Industrial Facilities and Development Act: Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall:

4.3.1. Obtain Board approval in concept of each construction project or facility acquisition that is exempt from legislative authorization (see section R590.3, General Provisions) through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval must be sought and obtained prior to or simultaneously with approval to seek financing.

4.3.2. Obtain Board approval through the Finance and Facilities Committee of the Board to seek revenue bond financing for bonding proposals authorized by the Legislature or exempt from legislative authorization (see section R590.3., General Provisions), providing a description of the proposal and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 4.3.2. When scheduling requirements are urgent, steps set forth in 4.3.2. may be initiated prior to obtaining Board approval to seek financing.

4.3.3. Request, through the Office of the Commissioner, appointment of bond counsel by the Attorney General and select an underwriter or underwriting team through a request for proposal process.

4.3.4. Obtain a Board resolution through the Finance and Facilities Committee authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include the provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. The institution shall submit to the Board current plans for debt service and up-to-date financial feasibility analysis with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Office of the Commissioner for review at least 15 days prior to Board consideration of the resolution.

4.4. Procurement of Financial Services: Institutional procurement of all financial services relating to bond issues shall be made in compliance with Utah Code §63G-6, Utah Procurement Code.

4.5. Responsibility of the Office of the Commissioner to Review Bond Documentation: Prior to Board consideration of any authorizing resolution the Office of the Commissioner shall review the applicable bond documentation. The Office of the Commissioner shall also evaluate up-to-date financial data, provisions for renewal and replacement, provisions for sinking fund reserve, parameters on principal amounts, terms, discounts and timing, and other issues relating to the financial feasibility of the proposed bond issue. The Office of the Commissioner shall be available to address any financial concerns the Board may have.

4.6. Office of the Commissioner to Seek Attorney's General Opinion: The Office of the Commissioner shall request an opinion from the Attorney General regarding the legality of the bond issue and related contracts and provisions.

4.7. Office of the Commissioner to Submit an Annual Report of Bond Debt. The Office of the Commissioner shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds.

4.8. Continuing Disclosure Reporting Compliance: The following guidelines are provided for continuing disclosure reporting in accordance with the requirement of the Securities and Exchange Commission (SEC) Rule 15c2-12: Continuing Disclosure.

4.8.1. Policies and Procedures: USHE institutions shall develop and adopt policies and procedures that are designed to assure compliance in all material respects with continuing disclosure requirements including avoidance of misstatements that could be material to investors within the meaning of the general antifraud provisions of the federal securities law.

4.8.2. Training: USHE institutions shall use their best efforts to ensure that officers and employees responsible for preparing the information required for continuing disclosure filings are properly trained for the responsibility including:

4.8.2.1. Adoption of procedures to be followed in collection and disbursement of the required information;

4.8.2.2. Ensuring access to the necessary records; and

4.8.2.3. Ensuring that such persons have reviewed and understand the relevant procedures.

4.8.3. Third-party Dissemination Agents: USHE institutions shall engage independent dissemination agents to oversee the process of identifying required information, collection of specified materials, and filing the continuing disclosure reports on or before the required deadlines.

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Regent Policy 710, Capital Facilities

Issue

Regent Policy R710, *Capital Facilities*, has recently been reviewed by the Office of the Commissioner and USHE institutional personnel. This review is part of the continuing effort to better coordinate building project requests across the USHE and the desire for the Board of Regents to approve requests for capital development projects that require Utah State Building Board or Utah State Legislature approval even before funds are spent for design.

Background

R710 has been revised in an effort to consolidate and clarify the requirements for Regents authorization of capital development projects.

Significant revisions to the policy include:

- Section 4.5.3. has been amended to make it clear that the Regents must “review and authorize institutional requests for capital development projects that require Building Board or Legislative approval” prior to their presentation to the Building Board or the Legislature.
- Sections 4.5.3.1. to 4.5.3.4. outline the types of capital development requests that must be submitted to the Regents for authorization including:
 - Projects funded by the Legislature;
 - Projects funded entirely from non-state appropriated funds;
 - Projects for which legislative revenue bonding authorization is required; and
 - Requests to use donated or institutional funds for planning and design of prospective projects.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve revisions to policy R710, *Capital Facilities*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH/CRW
Attachment

R710-1 Purpose: To clarify the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities.

R710-2 References

- 2.1. Utah Code [§53B-6-101](#) (Master Plan for Higher Education - Studies and Evaluations)
- 2.2. Utah Code [§53B-7-101](#) (Combined Requests for Appropriations)
- 2.3. Utah Code [§53B-20-101](#) (Property Rights - Title and Control)
- 2.4. Utah Code [Title 63A, Chapter 5](#) (State Building Board - Division of Facilities Construction and Management)
- 2.5. Policy and Procedures [R711](#), State Building Board Delegation of Capital Facilities Projects
- 2.6. Policy and Procedures [R720](#), Capital Facilities Master Planning

R710-3 Definitions

- 3.1. **"Capital Facilities"** – Capital Facilities are defined as fixed capital assets such as buildings and structures, real estate, utilities and distribution infrastructure, landscape features, hardscape (surface parking, plazas, sidewalks, and exterior stairs and ramps), roadways, campus lighting, and other improvements that serve and protect the general purposes of an institution.
- 3.2. **"Capital Development"** -- Utah Code 63A-5-104(1)(a) defines a capital development as any:
 - remodeling, site, or utility projects with a total cost of \$2,500,000 or more;
 - new facility with a construction cost of \$500,000 or more; or,
 - purchase of real property where an appropriation is requested to fund the purchase.
- 3.2.1. **"New Facility"** means the construction of any new building on state property regardless of funding source, including
 - an addition to an existing building; and
 - the enclosure of space that was not previously fully enclosed.
- 3.2.2. **"New facility"** does not include:
 - the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than \$2,500,000; or
 - the construction of facilities that do not fully enclose a space.

¹ Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, November 16, 2012, January 25, 2013, September 13, 2013, and January 24, 2014.

3.3. **"Capital Improvement"** – Utah Code 63A-5-104(1)(b) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than \$2,500,000;
- site and utility improvement with a total cost of less than \$2,500,000; or
- new facility with a total construction cost of less than \$500,000.

Note: The State Building Board may provide capital improvement funding to a single project, or to multiple projects within a single building or facility, even if the total cost of the project or multiple projects is \$2,500,000 or more, if:

- (i) the capital improvement project or multiple projects require more than one year to complete; and
- (ii) the Legislature has affirmatively authorized the capital improvement project or multiple projects to be funded in phases.

3.3.1. Submission of Capital Improvement Requests – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

3.4. **"Capital Investment Plan"**: Integrated scheduling of capital developments and improvements over a five-year planning period.

R710-4 Policy

4.1. Statutory Authority: Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents.

4.2. Purpose: The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

4.3. Effective and Efficient Use of Resources: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.4. Remodeling: Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set

by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

4.5. The State Board of Regents Will:

4.5.1. Programmatic Planning – Require institutions to undertake comprehensive programmatic planning as part of comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

4.5.2. Campus Facilities Master Plans – Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with programmatic planning. Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

~~4.5.3. Requests for Appropriated Funds—Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board. Recommendations to the State Building Board, Governor, and Legislature shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide.~~

4.5.3. Requests for Capital Development Projects That Require Utah State Building Board or Utah State Legislature Approval – Review and authorize institutional requests for capital development projects that require Building Board or Legislative approval. Such requests shall be based upon the programmatic planning and facilities master plan requirements of the institutions and shall be presented to the Regents for authorization prior to their presentation to the Building Board for approval or recommendation to the Legislature for final approval or funding. The requests to be submitted to the Regents for authorization include:

4.5.3.1. Requests for Capital Development Projects to be Funded by the Legislature – These projects are generally authorized in the annual capital development project cycle and are subject to the procedures and requirements of Policy R741, Capital Development Prioritization – CDP.

4.5.3.2. Projects Funded Entirely from Non-state Appropriated Funds – Projects in this category that require Regents' approval are described in sections 4.5.7. and 4.5.8. below.

4.5.3.3. Projects for which Legislative Revenue Bonding Authorization is Required – Requirements for seeking bonding authorization are included in section 4.2. of Policy R590, Issuance of Revenue Bonds for Facilities Construction, Facilities Acquisition, or Equipment.

4.5.3.4. Requests to use Donated or Institutional Funds for Planning and Design – Requests to the Building Board for approval to use donated or institutional funds for planning and design of proposed capital development projects require prior Regents' authorization.

4.5.4. Acquisition and Disposal of Real Property

4.5.4.1 Property Acquisitions Requiring Approval – Except as provided by 4.5.4.2 below, The Regents shall review and consider for approval- all institutional requests for

real property acquisition that commit institutional funds in excess of \$100,000 or where consideration paid for options to acquire property commits institutional funds in excess of \$25,000. The following provisions and guidelines will be utilized by the Regents in authorizing the acquisition of real properties:

4.5.4.1.1. Required Appraisal – For acquisitions of property by purchase or exchange a fair market value of property shall be established that is based on an appraisal completed by a State of Utah licensed MAI appraiser with the purchase price not to exceed the appraised value unless otherwise justified.

4.5.4.1.2. Guidelines - The following guidelines will be utilized to the extent reasonably practicable for review and approval of real properties to be acquired by purchase, exchange or to be accepted as gifts designated for ongoing institutional use, regardless of the location of the property. The Board of Regents recognizes that, based on the diverse circumstances of specific properties, application of all these guidelines in every case may not be achievable or required.

4.5.4.1.2.1. Proof of Clear Title – Established by a title report or an owner's policy of title insurance if such title is deemed to be necessary.

4.5.4.1.2.2. Phase I Environmental Assessment or Greater – A Phase I or greater Environmental Assessment may be required by the Regents prior to purchase, exchange, or acceptance of a gifted property when there are questions about the possibility of environmental issues that would materially affect the use of the property.

4.5.4.1.2.3. Code and Requirements Review – Utilized to determine the suitability of a property under all applicable codes and requirements, including any applicable provisions of State law.

4.5.4.1.2.4. Engineering Assessment – For all improved real property valued at \$250,000 or above the institution should obtain an engineering assessment of mechanical systems and structural integrity of improvements located on the property. This need may be waived if an engineering assessment has been performed within the past 12 months or if the land is unimproved. The institution may perform an engineering assessment for real property valued at less than \$250,000.

4.5.4.1.2.5. Past Maintenance and Operational Expenses – Where possible, past maintenance and operational expense histories should be obtained.

4.5.4.1.2.6. Situs, Zoning, and Planning Information – This information should be obtained where applicable or when it is determined to be needed.

4.5.4.1.2.7. Land Survey – An Alta/ACSM Land Title Survey should be obtained unless such a survey has been performed in the prior 12 months.

4.5.4.2. Property Acquisitions Adjacent to Campuses - The State Board of Regents delegates the authority to the institutional Boards of Trustees to engage in property purchase transactions if a property purchase meets the above conditions with the following limitations:

4.5.4.2.1. Property needs to be identified on the approved campus master plan and must be contiguous to the current campus boundary.

4.5.4.2.2. Property purchased cannot exceed \$500,000 for properties purchased by the UU, WSU, SLCC, UVU, USU and DSU, \$400,000 for SUU and \$250,000 for Snow and USU- Eastern.

4.5.4.2.3. All purchases must have a supporting appraisal; made by a licensed appraiser, where the purchase price cannot exceed the MAI appraised value

4.5.4.2.4. Property purchased with endowment funds or independent foundations does not need approval from the Board of Regents, regardless of cost.

4.5.4.2.5. This delegation of purchasing authority is only available in instances where no O & M funds will be requested. If there is a need for operations and maintenance funds, the purchase needs to be approved through the normal Regent process.

4.5.4.2.6. **Reporting of Property Acquisitions** – Institutions engaging in a purchase of property utilizing the above authority are required to report the purchase at the next regularly scheduled State Board of Regents' meeting.

4.5.4.3. Real Property Donated to Institutions Related to Development and Fund Raising Initiatives – Acceptance of gifts of real property expected to be sold by the institution with proceeds to be assigned to designated purposes, or to be used for institutional needs not specified by the donor is delegated to the institutional presidents within institutional gift acceptance standards and procedures approved by the Boards of Trustees.

4.5.4.4. Disposal of Property – Except as provided by 4.5.4.4 below, all disposal of real property by USHE institutions is subject to approval by the Regents.

4.5.4.4.1. **Determination of Surplus Property** – If the real property is determined to not serve the institution's mission and is, therefore, surplus real property it is eligible for sale or exchange on the open market.

4.5.4.4.2. **Fair Market Value** – Unless otherwise justified, surplus real property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser.

4.5.4.5. Disposition of Donated or Gifted Property that is not Contiguous to Campuses - The State Board of Regents delegates to the institutional Boards of Trustees the authority to dispose of donated

or gifted real property that is not contiguous to campus boundaries subject to the following conditions:

4.5.4.5.1. The disposal price cannot exceed \$500,000 for properties disposed of by the UU, USU, WSU, SLCC, UVU and DSU, \$400,000 for SUU; and \$250,000 for Snow and USU-Eastern.

4.5.4.5.2. The property shall be sold at or above fair market value as determined by an appraisal completed by a State of Utah licensed MAI appraiser unless:

- a) the value of the property does not warrant the cost of the appraisal (e.g., low valued recreational property or seriously deteriorated properties, where sale proceeds would be seriously reduced or eliminated due to the cost of obtaining an appraisal);
- b) the gifted property has preexisting conditions that affect the future sales price (e.g., an undivided property interest with the sale controlled by the majority holders, or the property comes from a donor with a sale or price already negotiated or in process with a buyer)

4.5.4.5.3. **Reporting of Property Disposals** – Institutions engaging in disposal of property utilizing the above authority are required to report the disposal at the next regularly scheduled State Board of Regents' meeting.

4.5.6. Approval of Projects that are inconsistent with Approved Institutional Roles, Goals and Objectives – The Regents will review and approve, as they deem appropriate, all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, which will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction or remodeling is subject to legislative project approval. Further, all requests for operations and maintenance (O & M) funding require approval by the State Board of Regents. Delegation can occur in the following circumstances:

4.5.7. Projects Funded from Non-State Appropriated Funds – Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

4.5.7.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets: Proposals for projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

4.5.7.2. Funded from Private Sources: Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the

institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

4.5.8. Operating and Maintenance (O & M) Costs on Non-State Funded Projects: (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

(b) In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.

(c) The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.

4.5.8.1. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M: In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

4.5.8.2. Board Approval of O & M Funding Plan: The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building

Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

4.5.9. Leased Space: Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed \$100,000 per year; (2) commit the institution to space rentals for 10-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarded to the State Building Board for possible inclusion its comprehensive 5-year building plan.

4.6. The Commissioner Is Authorized to:

4.6.1. Recommendations: Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

4.7. Institutional Boards of Trustees Are Authorized to:

4.7.1. Facilities Master Plans: Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

4.7.2. Requests for Appropriated Funds: Review and approve for submission to the State Board of Regents all institutional requests for funds for capital developments and capital improvements to be appropriated by the State Legislature through the State Building Board.

4.7.3. Inconsistent Projects: Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification.

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

4.7.4. Public Hearings: Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

4.8. Institutional Presidents Are Authorized to:

4.8.1. Other Necessary Actions: Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

4.8.2. Routine Repair and Maintenance: Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

4.8.3. Change Orders: Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

4.8.4. Accept Completed Facilities: Accept completed capital facilities from the DFCM.

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Revision to Policy R803, Students and Employees Called to Active Military Service

Issue

Regent Policy R803, *Students and Employees Called to Active Military Service*, has recently been reviewed by the Office of the Commissioner and USHE institutional personnel. This review is part of the continuing review of all Regent Policies.

Background

R803 has been revised in an effort to clarify and strengthen the policy and provide guidance and consistency for institutions.

Significant revisions to the policy include:

- Section 2, references have been updated;
- Section 3.1.1., has been updated to include language that would allow for another “mutually agreeable equitable solution in conformance with Regents and institutional policies” when a student is called to active duty military status. As an example, in some instances it is preferable for a service member to withdraw from a class and take a “W” – not allowed by current policy. Taking a “W” would allow the institution to work with the student on what funds would need to be paid back for that class if it does not look like the student will be returning to finish it in the foreseeable future.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve revisions to policy R803, *Students and Employees Called to Active Military Service*, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/CRW
Attachment

R803, Students and Employees Called to Active Military Service¹

R803-1. Purpose: To provide for nondiscriminatory treatment of students and employees who are called to active duty military service.

R803-2. References

- 2.1. [38 U.S.C. §§ 4301-4335](#) (The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA)), ~~United States Code at Chapter 43, Part III, Title 38.~~
- 2.2. Policy and Procedures [R831](#), Guidelines for Non-Faculty Staff Employment Grievances Policy

R803-3. Policy

3.1. Students Called to Active Military Status: Current students called to active military duty shall have the following treatment:

3.1.1. Alternatives for Coursework, Tuition and Fees: The student shall be allowed to drop his or her courses and receive a full refund of tuition and fees. In some cases the student may request and the faculty member may permit the student to take a final exam early and complete the course, or the faculty member may offer an incomplete grade designation to the student with an opportunity to complete the course later, [or another mutually agreeable equitable solution in conformance with Regents and institutional policies.](#)

3.1.2. Residence Halls: A student who lives in institutional residence halls shall be excused from his or her room and board contracts and receive a pro-rated refund of amounts paid.

3.2. Employees Called to Active Military Status: The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) is intended to minimize the disadvantages to an individual that occur when that person needs to be absent from his or her civilian employment to serve in the country's uniformed services. USERRA potentially covers every individual in the country who serves in or has served in the uniformed services, and applies to all employers in the public and private sectors. Military personnel and veterans are entitled to the following protections both while in military service and when they return to their civilian positions:

3.2.1. Prompt Reinstatement: Veterans who were gone 30 days or less are entitled to their job back immediately. Those who were away longer must still be re-hired within a few days.

3.2.2. Status and Seniority: In most cases, veterans must be promptly reemployed in the job that they would have had, had they remained continuously employed (the so-called "escalator principle"). Generally speaking, this means that if peers received promotions and/or raises while the member was gone, the member does, too.

3.2.3. Health Benefits: Veterans and their families have two types of health benefits rights:

¹ Adopted May 31, 2002.

3.2.3.1. Health Insurance During Service: If requested, the institution as employer must continue to carry a veteran and his or her family on the institution's health plan for up to 30 days of service, at the normal cost.

3.2.3.2. Immediate Reinstatement of Health Benefits: A veteran and his or her family may choose to go back on the institution's health plan immediately when they return to their civilian jobs.

3.2.4. Pension Benefits: USERRA specifically guarantees to the veteran those pension plan benefits that accrued during military service, regardless of whether a plan is a defined benefit plan or a defined contribution plan.

3.2.5. Accommodations for Disabilities Incurred in Military Service: Employers must provide reasonable accommodation for disabilities incurred in military service, unless the employer can demonstrate undue hardship.

3.2.6. Protection against Discharge without Cause: A reemployed veteran enjoys protection from discharge without cause for a period after returning to work, depending on the length of his or her absence.

3.2.7. Protection against Discrimination: USERRA prohibits employment discrimination based on past, present, or future military obligations. This prohibition extends to most employment-based decisions including hiring, retention, promotion, reemployment, termination and benefits.

May 6, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines

Issue

Regent policy R741, *Capital Development Prioritization – CDP*, requires the Regents to establish priority guidelines to be used in each Capital Facilities Evaluation Cycle. The materials that follow are prepared for that purpose.

Background

The attached guidelines are unchanged from those used last year that contributed to successful funding consideration by the Legislature. They provide for assignment of “Regents’ Priority Points” in a consistent manner that enables USHE institutions to pursue strategic and long-term capital development planning, while also providing the means to respond to external time-sensitive factors such as: the existing funding climate; environmental, political, demographic, and economic development considerations; technological needs; et al.

The points are divided into two categories. The first category, consisting of up to 10 “Guideline Points,” is designed to provide guidance to institutions for their submission of projects based on predetermined goals and objectives. They are to be assigned based on the manner in which the proposed projects meet these predetermined critical programmatic and infrastructure needs and how they address other high priority issues. The remaining category consists of 15 “Discretionary Points.” The use of these points is purposefully intended to provide flexibility in responding to the most pressing and critical USHE needs after careful evaluation and conscientious consideration of each project by the Regents.

The practice of the Regents’ Capital Facilities Committee’s visits to each institution continues to be an important element in the process of evaluating the circumstances of each project requested to enable the Regents to become more familiar with the pressing needs and become focused on those that are the most critical. After this careful evaluation, the Committee will make a recommendation to the full board for application of the Regents’ Priority Points.

Commissioner's Recommendation

The Commissioner recommends approval of the proposed guidelines for use by the Regents and institutions during the upcoming CDP cycle.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

USHE CDP PROJECT EVALUATION GUIDELINES FOR FY 2017 FUNDING CONSIDERATION
Application of Regents Priority Points

Step 3 - Analysis and Scoring of Needs - The “Analysis and Scoring of Needs” component of the CDP process using space standards and driven primarily by growth in enrollment and staffing remains in force as do consideration for serious facility condition and functional obsolescence needs, donated and/or other non-state provided funds, and/or critical infrastructure defects.

Step 4 – Prioritization of Projects for Funding Consideration - After these issues have been dealt with in the scoring process, the Regents have a category of **Regents Priority Points** that they may use on a discretionary basis to address what are determined to be the most pressing and critical USHE needs. The proposed guidelines for prioritization of projects for FY 2017 funding consideration are as follows:

Guideline Based Points **0-10 Points**

<p>Critical Programmatic and Infrastructure Needs</p> <ul style="list-style-type: none"> • Imminent threats to daily operations and program delivery • Extraordinary economic development/competitive opportunities • Enhancement of critical programs (science, engineering, technology, etc.) • Facilities needs to achieve 2020 Plan goals 	10 Points
<p>High Priority Issues</p> <ul style="list-style-type: none"> • Strategic planning & emerging time-sensitive opportunities Branch and satellite campus development Significant changes in role and mission Mergers and partnerships • Operational and programmatic efficiency Sustainability (energy conservation and efficiency) Operational efficiency (optimization of O&M costs) Innovative and cost effective delivery of academic programs Improved space utilization Eliminate functional obsolescence of equipment and space 	} 5-8 Points
<p>Fulfills a Non-Critical Need</p> <ul style="list-style-type: none"> Core programmatic enhancement Strengthen program deficiencies 	3 Points
<p>Project Does Not Qualify for Regents’ Priority Points</p>	0 Points

Discretionary Points **0-15 Points**

These points are designed to position institutions to further develop and enhance their assigned missions and roles (see R741.3.4.1). It also is the intent of the Regents to give appropriate consideration to projects that respond straightforwardly in helping to achieve the goals and recommendations of the *HigherEdUtah 2020 Plan*. Consideration will also be given, where deemed to be appropriate, to projects with prior approved Legislative planning funding.

Total Regents Discretionary Points **25 Points**

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE - Enrollment Forecasts

Issue

Attached are the Utah System of Higher Education enrollment projections to the academic year of 2024-2025. The projections estimate fall semester end-of-term headcount, and full-time equivalent (FTE) students, as well as annualized FTE (based on end-of-term enrollments) for each of the system institutions.

In order to recognize their distinct missions and goals, the USHE institutions have developed unique projection models to estimate future enrollments. These models are based on state and institutional data sets that include, but are not limited to, such variables as; Utah population by age, high school enrollments, and unemployment estimates. The models use OLS regression and trend analysis to estimate future enrollments.

Projection models are evaluated annually in an open forum/peer review format comprised of Institutional Research professionals from each of the eight USHE institutions. This year's forum and discussion was held on April 23, 2015. The data presented in each of these models was accepted as valid for each of the eight USHE institutions.

Current projections estimate that the USHE will grow to approximately 226,000 students (161,000 FTE) by the fall 2024 semester, with an annualized enrollment of 171,000 full-time equivalent students for the 2024-25 academic year. This represents a projected System fall end-of-term headcount growth rate and annualized FTE growth rate of 2.7% over the next 10 years. The attached tables display these projections on an institution-by-institution basis. These estimates may be used in concert with additional data points when conducting mid to long-range planning.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the long-term enrollment projections for higher education in the State of Utah.

David L. Buhler
Commissioner of Higher Education

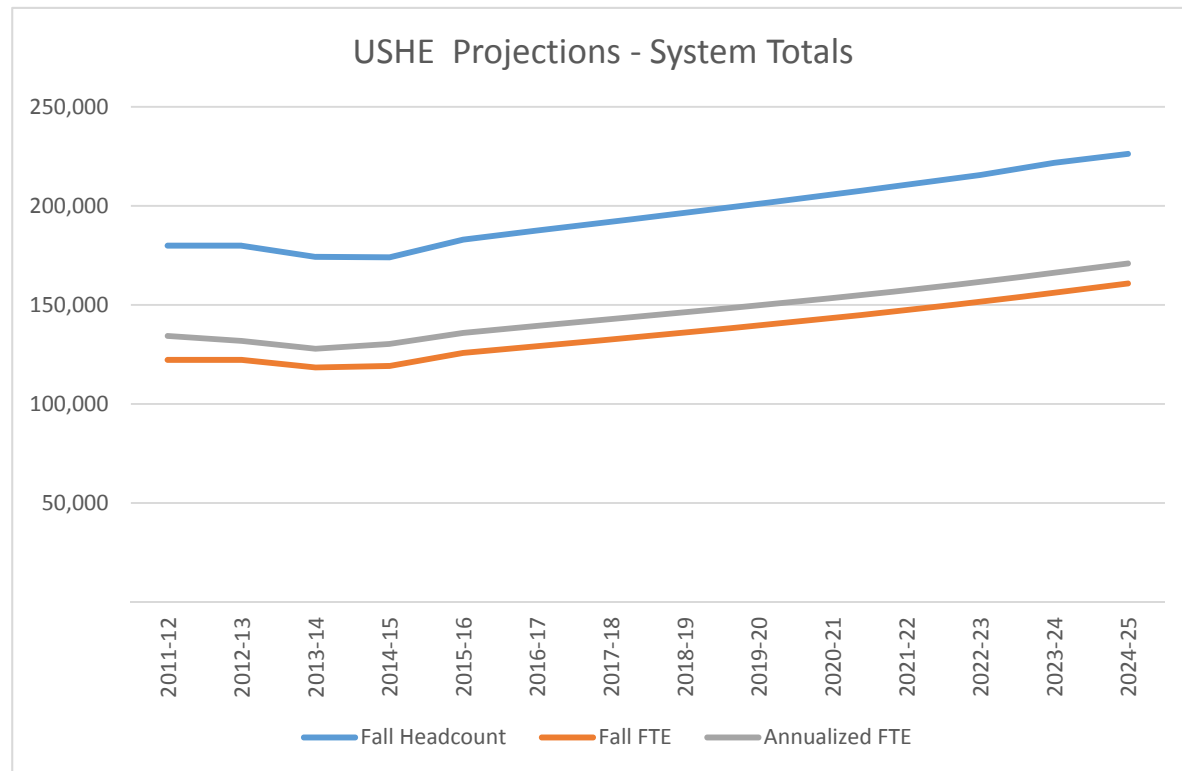
DLB/GLS/JAC
Attachment

Fall (End of Term) Headcount												
Institution	Actual 2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Growth Rate
University of Utah Annual Growth	32,003	32,670 2.1%	33,160 1.5%	33,691 1.6%	33,994 0.9%	34,538 1.6%	35,263 2.1%	35,792 1.5%	36,329 1.5%	36,837 1.4%	37,316 1.3%	1.5%
Utah State University Annual Growth	28,707	29,910 4.2%	30,538 2.1%	31,179 2.1%	31,834 2.1%	32,503 2.1%	33,185 2.1%	33,882 2.1%	34,593 2.1%	35,320 2.1%	36,062 2.1%	2.3%
Weber State University Annual Growth	26,913	28,722 6.7%	29,810 3.8%	30,937 3.8%	32,102 3.8%	33,307 3.8%	34,551 3.7%	35,834 3.7%	37,156 3.7%	38,516 3.7%	39,916 3.6%	4.0%
Southern Utah University Annual Growth	8,200	8,932 8.9%	9,067 1.5%	9,201 1.5%	9,336 1.5%	9,471 1.4%	9,606 1.4%	9,752 1.5%	9,899 1.5%	10,045 1.5%	10,192 1.5%	2.2%
Snow College Annual Growth	4,805	4,984 3.7%	5,189 4.1%	5,421 4.5%	5,683 4.8%	5,981 5.2%	6,317 5.6%	6,696 6.0%	7,123 6.4%	7,604 6.8%	8,145 7.1%	5.4%
Dixie State University Annual Growth	8,342	8,766 5.1%	9,087 3.7%	9,331 2.7%	9,566 2.5%	9,785 2.3%	10,004 2.2%	10,166 1.6%	10,339 1.7%	10,491 1.5%	10,727 2.3%	2.5%
Utah Valley University Annual Growth	31,589	33,983 7.6%	35,545 4.6%	36,892 3.8%	38,252 3.7%	39,686 3.7%	40,899 3.1%	42,339 3.5%	43,723 3.3%	45,383 3.8%	46,994 3.6%	4.1%
Salt Lake Community College Annual Growth	33,451	35,022 4.7%	35,199 0.5%	35,395 0.6%	35,596 0.6%	35,788 0.5%	36,002 0.6%	36,222 0.6%	36,444 0.6%	37,510 2.9%	36,898 -1.6%	1.0%
USHE Totals Annual Growth	174,010	182,988 5.2%	187,594 2.5%	192,047 2.4%	196,363 2.2%	201,060 2.4%	205,828 2.4%	210,683 2.4%	215,606 2.3%	221,705 2.8%	226,251 2.1%	2.7%

Fall Semester (End-of-Term) Full Time Equivalent												
Institution	Actual 2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Growth Rate
University of Utah Annual Growth	27,015	27,584 2.1%	28,025 1.6%	28,558 1.9%	28,843 1.0%	29,334 1.7%	29,979 2.2%	30,489 1.7%	30,946 1.5%	31,379 1.4%	31,819 1.4%	1.7%
Utah State University Annual Growth	21,286	22,335 4.9%	22,809 2.1%	23,288 2.1%	23,777 2.1%	24,276 2.1%	24,786 2.1%	25,307 2.1%	25,838 2.1%	26,381 2.1%	26,935 2.1%	2.4%
Weber State University Annual Growth	16,133	18,236 13.0%	18,767 2.9%	19,317 2.9%	19,886 2.9%	20,474 3.0%	21,081 3.0%	21,707 3.0%	22,351 3.0%	23,015 3.0%	23,697 3.0%	3.9%
Southern Utah University Annual Growth	6,277	6,699 6.7%	6,915 3.2%	7,077 2.3%	7,200 1.7%	7,254 0.8%	7,293 0.5%	7,514 3.0%	7,582 0.9%	7,622 0.5%	7,907 3.7%	2.3%
Snow College Annual Growth	3,777	3,963 4.9%	4,176 5.4%	4,417 5.8%	4,691 6.2%	5,001 6.6%	5,322 6.4%	5,748 8.0%	6,196 7.8%	6,701 8.2%	7,271 8.5%	6.8%
Dixie State University Annual Growth	6,318	6,487 2.7%	6,724 3.7%	6,905 2.7%	7,079 2.5%	7,241 2.3%	7,403 2.2%	7,523 1.6%	7,651 1.7%	7,763 1.5%	7,938 2.3%	2.3%
Utah Valley University Annual Growth	21,402	22,639 5.8%	23,756 4.9%	24,941 5.0%	26,200 5.0%	27,535 5.1%	28,953 5.1%	30,458 5.2%	32,058 5.3%	33,756 5.3%	35,560 5.3%	5.2%
Salt Lake Community College Annual Growth	16,909	17,861 5.6%	18,004 0.8%	18,157 0.9%	18,313 0.9%	18,464 0.8%	18,578 0.6%	18,746 0.9%	18,914 0.9%	19,561 3.4%	19,734 0.9%	1.6%
USHE Totals Annual Growth	119,117	125,803 5.6%	129,176 2.7%	132,660 2.7%	135,988 2.5%	139,580 2.6%	143,395 2.7%	147,491 2.9%	151,535 2.7%	156,178 3.1%	160,861 3.0%	3.0%

Annualized FTE - Academic Year													
Institution	Actuals 2013-14	2014- 15	2015- 16	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21	2021- 22	2022-23	2023- 24	2004-25	Growth Rate
University of Utah Annual Growth	30,191.3	29,656 - 1.8%	30,320 2.2%	30,896 1.9%	31,452 1.8%	31,704 0.8%	32,211 1.6%	32,855 2.0%	33,381 1.6%	33,882 1.5%	34,356 1.4%	34,837 1.4%	1.3%
Utah State University Annual Growth	22,065.1	22,837 3.5%	23,979 5.0%	24,675 2.9%	25,267 2.4%	25,873 2.4%	26,494 2.4%	27,130 2.4%	27,781 2.4%	28,448 2.4%	29,131 2.4%	29,830 2.4%	2.8%
Weber State University Annual Growth	16,951.5	18,924 11.6%	19,269 1.8%	19,572 1.6%	19,873 1.5%	20,172 1.5%	20,470 1.5%	20,766 1.4%	21,060 1.4%	21,353 1.4%	21,644 1.4%	21,933 1.3%	2.4%
Southern Utah University Annual Growth	6,903.8	7,480 8.3%	7,640 2.1%	7,870 3.0%	8,042 2.2%	8,173 1.6%	8,231 0.7%	8,272 0.5%	8,507 2.8%	8,580 0.9%	8,623 0.5%	8,927 3.5%	2.4%
Snow College Annual Growth	3,353.5	3,480 3.8%	3,655 5.0%	3,855 5.5%	4,083 5.9%	4,342 6.3%	4,636 6.8%	4,969 7.2%	5,345 7.6%	5,772 8.0%	6,254 8.4%	6,798 8.7%	6.6%
Dixie State University Annual Growth	6,248.2	6,309 1.0%	6,750 7.0%	6,997 3.7%	7,185 2.7%	7,366 2.5%	7,535 2.3%	7,703 2.2%	7,828 1.6%	7,961 1.7%	8,078 1.5%	8,260 2.3%	2.6%
Utah Valley University Annual Growth	22,181.7	23,097 4.1%	24,224 4.9%	25,420 4.9%	26,689 5.0%	28,036 5.0%	29,466 5.1%	30,983 5.1%	32,595 5.2%	34,307 5.3%	36,125 5.3%	38,056 5.3%	5.0%
Salt Lake Community College Annual Growth	19,947.7	18,474 - 7.4%	20,006 8.3%	20,169 0.8%	20,349 0.9%	20,534 0.9%	20,712 0.9%	20,804 0.4%	21,009 1.0%	21,219 1.0%	22,051 3.9%	22,272 1.0%	1.0%
USHE Totals Annual Growth	127,842.8	130,257 1.9%	135,843 4.3%	139,453 2.7%	142,940 2.5%	146,200 2.3%	149,754 2.4%	153,481 2.5%	157,506 2.6%	161,521 2.5%	166,260 2.9%	170,912 2.8%	2.7%

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Fall Headcount	179,871	179,871	174,229	174,010	182,988	187,594	192,047	196,363	201,060	205,828	210,683	215,606	221,705	226,251
Fall FTE	122,184	122,184	118,433	119,117	125,803	129,176	132,660	135,988	139,580	143,395	147,491	151,535	156,178	160,861
Annualized FTE	134,336	131,834	127,843	130,257	135,843	139,453	142,940	146,200	149,754	153,481	157,506	161,521	166,260	170,912



2014 Projections - Outcome Review

Institution	Fall 2014 EOT Head Count			Fall 2014 EOT FTE			2013-14 Annualized FTE			
	Actual	Projected	Difference	Actual	Projected	Difference	Actual	Projected	Difference	
University of Utah	32,003	33,043	- 1,040	27,015	27,838	- 823	30,191	30,554	- 363	
Utah State University	28,707	30,036	- 1,329	21,286	21,847	- 561	22,065	21,650	415	
Weber State University	26,913	26,718	195	16,133	16,744	- 610	16,951	16,868	83	
Southern Utah University	8,200	8,474	- 274	6,277	6,544	- 267	6,904	6,875	29	
Snow College	4,805	4,630	175	3,777	3,685	92	3,354	3,550	- 196	
Dixie State University	8,342	8,351	- 9	6,318	6,180	138	6,248	6,270	- 22	
Utah Valley University	31,589	31,714	- 125	21,402	21,586	- 184	22,182	22,335	- 153	
Salt Lake Community College	33,451	34,699	- 1,248	16,909	17,567	- 658	19,948	19,499	449	
USHE Totals	174,010	177,665	- 3,655	119,117	121,990	- 2,873	127,843	127,601	242	
System Percentage Difference			-2.1%				-2.4%			

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah - Sale of Gifted Property in Layton, Utah

Issue

In accordance with Regent Policy R710, *Capital Facilities*, the University of Utah is reporting the sale of a property that is located at 1085 North 1250 East in Layton, Utah. The sale complies with the approved parameters for such sales without requiring specific authorization by the Regents. Additional information about the transaction is found in the attached letter from the University.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment

March 13, 2015

Mr. David Buhler
Commissioner
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284

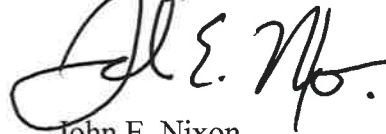
Dear Commissioner Buhler:

The University of Utah hereby notifies the Board of Regents of the following sale of donated or gifted property:

1. 1085 North 1250 East, Layton, Utah
 - a. Gifted to the University by Robert Jackson for the benefit of the College of Engineering.
 - b. Sold for \$77,435.00.
 - c. Appraised for \$72,000.00.

Thanks, as always, for your consideration and support.

Sincerely,



John E. Nixon
Sr. Chief Administrative Officer & CFO

cc: David W. Pershing
John E. Nixon
Dr. Gregory L. Stauffer
Ralph Hardy
Jonathon Bates

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah - Sale of Series 2015B General Revenue and Refunding Bond

Issue

On April 21, 2015 the University of Utah sold revenue bonds with proceeds to finance the following:

- \$14,000,000 to complete the funding package for the University Utilities Infrastructure Project
- \$19,980,000 for the Health Sciences Parking Structure Project
- \$19,150,000 to refund Series 2010A Auxiliary & Campus Facilities (ACF) Bonds
- \$11,810,000 to refund Series 2010 Hospital Revenue Bonds
- \$25,695,000 to refund Series 2011B Hospital Revenue Bonds
- \$15,000,000 Commercial Paper reduction of which \$8,260,000 was paid with bond proceeds and \$6,740,000 paid with internal funds set aside for debt service. This transaction reduces the initial commercial paper balance of \$100 million to \$60 million

All components of this very successful bond sale were approved by the Board's March 29, 2013 approving resolution that initiated the University's General Revenue Bond System (GRB). It was a negotiated-public-offering transaction with the following results:

- All-in True Interest Cost (TIC) 2.29%
- NPV Savings on refunded bonds \$2.5 million (4.33% of par refunded)

Additional information about the bond issue is provided on the attached Financing Summary, with the "Final Pricing Results" highlighted with red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachment



RBC Capital Markets®

RBC Capital Markets, LLC
Municipal Finance
299 South Main Street, Suite 2000
Salt Lake City, Utah 84111

FINANCING SUMMARY

For

\$91,570,000

**State Board of Regents of the State of Utah
UNIVERSITY OF UTAH
General Revenue and Refunding Bonds
Series 2015B Bonds**

FINAL PRICING RESULTS

Purpose:

The purpose for the issuance of the Series 2015B Bonds was six-fold: 1) To sell the remaining \$14 million portion of the Legislature's \$32 million bonding authorization for construction of the University of Utah's 'Infrastructure Project' (\$18 million was financed in a previous 2014 issue), 2) To finance the acquisition and construction of a \$19.98 million 'Health Sciences Parking Project'; 3) To refund, for savings purposes, a previously issued Series 2010 Hospital Revenue bond (\$11.810 million called), and 4) To refund, for savings purposes, a previously issued Series 2010A Auxiliary and Campus Facilities System Revenue bond (\$19.150 million called); 5) To refund, for savings purposes, a previously issued Series 2011B Hospital Revenue bond (\$25.695 million called); and 6) To refund on a tax-exempt, fixed-rate, basis a portion (\$8.26 million), of a Series 2005A Hospital bond previously refunded through the University's Taxable Commercial Paper Program. A portion of the bond proceeds also paid costs of issuance associated with the Series 2015B Bonds.

Not-to-Exceed Par Amount:	\$14 million for Infrastructure Project (\$14 million was issued) \$19.98 million for Health Sciences Parking Project (\$19.98 million was issued)
Not-to-Exceed Maturity:	10-years (Infrastructure Project) 9-years was final maturity for this component 25-years (Health Sciences Parking Project) 20-years was final maturity for this component
Security:	The Series 2015B Bonds are payable from and secured by a General Revenue pledge which consists of substantially all of the income and revenues of the University authorized to be pledged.
Ratings:	'Aa1' and 'AA' ratings were reaffirmed by Moody's Investors Service and Standard and Poor's Corporation, respectively.
Method of Sale:	Negotiated public offering using the following underwriters: Citigroup Global Markets: 70% Senior Manager Piper Jaffray: 30% Co-Manager
Bonds Refunded:	Series 2010A ACFS: \$19,150,000 (\$19,150,000 refunded) Series 2010 Hospital: \$11,810,000 (\$11,810,000 refunded) Series 2011B Hospital: \$25,695,000 (\$25,695,000 refunded)
NPV Refunding Savings:	4.33% of refunded par or \$2,455,280.52
All-in True Interest Cost:	2.29% for overall transaction (1.76% Infrastructure Project only) (3.01% Health Sciences Parking Project only)
Commercial Paper Impact:	\$15 million reduction (Balance as of 5/15/15: \$60 million) Bond proceeds: \$8.260 million University cash: \$6.740 million
Sale Date:	April 21, 2015
Closing Date:	May 13, 2015
Principal Payment Dates:	August 1
Interest Payment Dates:	August 1 and February 1

Financing Summary
Page 3 of 3

Interest Basis: 30/360

Optional Redemption: May be non-callable or subject to redemption as determined at the time of sale. **10-year par call was secured**

Other Not-to-Exceed Parameters:

Coupon: 6.00% **(5.00% was highest coupon)**
U/W Discount: 0.5% of the par amount (\$5.00/\$1000)
(\$2.39/\$1,000 or 0.2391% was secured)

University Contacts: Mr. Arnold Combe, Vice President for Administrative Services (801-581-6404)

Mr. John Nixon, Sr. Chief Administrative Officer/CFO
(801-585-0806)

Bond Counsel: Mr. Blake Wade, Ballard Spahr LLP (801-531-3000)

Municipal Advisor: Mr. Kelly Murdock, RBC Capital Markets (801-656-2928)

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE - 2015-16 Capital Improvement Funding Update

Issue

The Building Board met on April 8, 2015 and allocated the amount of \$60,166,315 for USHE Capital Improvement (CI) needs in FY 2016. State agencies, colleges, and universities work collaboratively with Department of Facilities Construction and Management (DFCM) to identify and prioritize their capital improvement needs. The materials that follow provide additional information about the process used to acquire and allocate these funds and their intended use.

Background

As defined by statute, capital improvement projects include those facilities and infrastructure projects that cost up to \$2.5 million. For the second time in consecutive years the Legislature funded the statutory requirement of 1.1%.

The statewide funding pool of \$111.5 million that was provided for FY 2016 is an \$11.3 million (11.3%) increase over the prior year's allocation of \$100.2 million. \$5.4 million of that increase was allocated to USHE institutions. While capital improvement needs continue to exceed the funding provided, these are significant steps forward in addressing the ongoing care required of USHE facilities.

Funding of \$11 million, which includes a supplemental \$4.2 million allocation from the Building Board, was provided for the University of Utah utility infrastructure project. This amount, together with the \$32 million of revenue bonding that was authorized by the legislature and approved by the Regents for this purpose, now completes the funding needs for this project.

The materials that follow include: (1) a summary of the process used by DFCM to arrive at their recommendations; (2) a five year summary of capital improvement funding; and (3) the detail of the projects requested and funded for USHE institutions.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/WRH
Attachments

**SUMMARY OF BUILDING BOARD
ALLOCATION GUIDELINES AND PROCEDURES**

- Statutory language provides Capital Improvement (CI) funding based on a percentage of the replacement cost of existing state facilities. While the procedures used by the State Building Board still allow for the use of the percentage each state agency’s facilities total is of the statewide total as a guideline in the allocation of these funds, the Legislature adopted new statutory requirements and intent language in 2013 that require the Building Board to use prioritization procedures that assure that the most critical needs be given the highest priority consideration. In summary the requirements are:
 1. The statute stipulates that, effective July 1, 2013, at least 80% of the funds appropriated are to be used for maintenance and repair of existing buildings or facilities and that no more than 20% may be used for remodeling and aesthetic upgrades to meet State programmatic needs or to construct an addition to an existing building. The statute does allow the Building Board to modify these requirements if it determines that a different allocation is in the best interests of the state.
 2. Legislative intent called for a new scoring process to be used by the Building Board in allocating the funds that identifies and funds the most serious issues before consideration of funding for other needs.

While, in practice, this has not radically changed the collaborative process of the State Building Board and USHE institutions working together to determine the projects to be funded at each institution, it does address the legislative mandate of dealing with the most threatening problems as the highest priority.

- The following table summarizes the funding provided for FY 2016:

Summary of Capital Improvement Funding		
	FY 2016	% of FY 2016
Agency/Institutions	Funding	Funding Total
USHE	\$60,166,315	57.6%
UCAT	5,609,668	5.4%
State Agencies	38,600,957	37.0%
SUBTOTAL	\$104,376,940	100.0%
Statewide Energy Metering	\$1,500,000	
Statewide Programs	5,669,960	
GRAND TOTAL	\$111,546,900	

- Because total needs exceed available funds, even in good economic times, narrowing the list of requested projects in order to fund the highest priority needs is a significant challenge for the State Building Board. For FY 2016 USHE requests for the most pressing needs exceeded the funding provided by nearly \$33 million.
- The Statewide Energy Metering and Statewide Programs Funds (a total of \$5,669,960 for FY 2016) are used to deal with Building Board staffing and facility condition audit costs, energy metering and efficiency program funding, and statewide needs that surface during the year (e.g., planning studies, Hazmat issues, DFCM preventative maintenance projects). Higher education institutions can qualify for these funds in any given year.

Summary of Capital Improvement Funding FY2012 - FY2016

Agency	FY 2012	%	FY 2013	%	FY 2014	%	FY 2015	%	FY 2016	%	5-YearTotal	%
USHE												
USU Eastern	910,000	2%	800,000	1%	1,248,000	2%	-	0%	-	0%	2,958,000	1%
Dixie State University	1,323,100	3%	1,659,500	2%	1,707,000	2%	2,009,137	2%	1,954,409	2%	8,653,146	2%
Salt Lake Community College	2,260,000	5%	2,861,000	4%	3,861,000	5%	4,383,566	5%	4,354,648	4%	17,720,214	4%
Snow College	1,244,000	3%	1,448,000	2%	1,750,000	2%	1,907,295	2%	2,235,065	2%	8,584,360	2%
Southern Utah University	1,646,000	3%	2,010,000	3%	2,638,000	3%	2,393,500	3%	3,001,830	3%	11,689,330	3%
University of Utah	11,124,000	23%	20,586,000	31%	21,450,000	26%	27,423,700	29%	28,960,402	28%	109,544,102	28%
Utah State University	5,059,000	10%	5,752,000	9%	7,469,000	9%	8,690,000	9%	11,255,000	11%	38,225,000	10%
Utah Valley University	2,125,000	4%	2,645,000	4%	3,820,000	5%	3,867,000	4%	4,010,961	4%	16,467,961	4%
Weber State University	2,417,000	5%	2,775,500	4%	3,917,000	5%	4,066,500	4%	4,394,000	4%	17,570,000	4%
Total USHE	\$ 28,108,100	57%	\$ 40,537,000	60%	\$ 47,860,000	58%	\$ 54,740,698	59%	\$ 60,166,315	58%	\$ 231,412,113	58%
UCAT	1,462,555	3%	3,340,401	5%	3,701,000	4%	4,074,250	4%	5,609,668	5%	18,187,874	5%
State Agencies												
Agriculture	215,982	0%	255,485	0%	200,000	0%	954,447	1%	215,000	0%	1,840,914	0%
Alcoholic Beverage Control	267,484	1%	844,977	1%	588,000	1%	593,693	1%	459,049	0%	2,753,203	1%
Capitol Preservation Board	2,560,500	5%	1,432,000	2%	3,249,000	4%	1,703,490	2%	1,617,550	2%	10,562,540	3%
Community & Culture	80,000	0%	102,000	0%	141,000	0%	158,182	0%	80,922	0%	562,104	0%
Corrections	2,387,869	5%	3,137,869	5%	3,073,000	4%	3,351,404	4%	3,757,918	4%	15,708,060	4%
Courts	2,514,092	5%	2,715,000	4%	3,158,000	4%	3,103,602	3%	3,982,057	4%	15,472,751	4%
DFCM	2,831,350	6%	2,147,571	3%	4,903,000	6%	4,844,668	5%	5,619,440	5%	20,346,029	5%
Environmental Quality	-	0%	600,000	1%	-	0%	-	0%	-	0%	600,000	0%
Fairpark	250,457	1%	357,820	1%	619,000	1%	3,503,315	4%	1,737,839	2%	6,468,431	2%
Health	245,381	0%	903,423	1%	1,204,000	1%	931,842	1%	1,131,779	1%	4,416,425	1%
Human Services	2,072,000	4%	3,878,151	6%	3,783,000	5%	3,889,311	4%	5,279,033	5%	18,901,495	5%
National Guard	1,008,264	2%	2,127,000	3%	2,553,000	3%	2,596,500	3%	2,800,610	3%	11,085,374	3%
Natural Resources	2,669,000	5%	780,580	1%	2,629,000	3%	3,337,000	4%	5,963,715	6%	15,379,295	4%
Public Ed/Rehab/Deaf & Blind	256,418	1%	600,000	1%	844,000	1%	1,409,000	2%	1,828,700	2%	4,938,118	1%
Public Safety	353,423	1%	520,000	1%	546,000	1%	861,052	1%	775,129	1%	3,055,604	1%
Tax Commission	326,776	1%	799,773	1%	865,000	1%	965,733	1%	1,051,091	1%	4,008,373	1%
Transportation	1,260,000	3%	1,637,525	2%	2,009,000	2%	1,695,000	2%	1,128,428	1%	7,729,953	2%
Veterans Affairs	120,000	0%	-	0%	-	0%	-	0%	202,590	0%	322,590	0%
Workforces Services	408,949	1%	360,525	1%	775,000	1%	820,783	1%	970,107	1%	3,335,364	1%
Total State Agencies	\$ 19,827,945	40%	\$ 23,199,699	35%	\$ 31,139,000	38%	\$ 34,719,022	37%	\$ 38,600,957	37%	\$ 147,486,623	37%
Subtotal	\$ 49,398,600	100%	\$ 67,077,100	100%	\$ 82,700,000	100%	\$ 93,533,970	100%	\$ 104,376,940	100%	\$ 397,086,610	100%
Statewide Funding	\$ 4,250,000		\$ 4,662,000		\$ 5,000,000		\$ 5,139,400		\$ 5,669,960		\$ 24,721,360	
Statewide Energy Metering							\$ 1,570,230		\$ 1,500,000		\$ 3,070,230	
Grand Total	\$ 53,648,600		\$ 71,739,100		\$ 87,700,000		\$ 100,243,600		\$ 111,546,900		\$ 424,878,200	

FY 2016 USHE Capital Improvement Allocations

Institution	Requested	Allocation	Unfunded Balance
U of U			
Utility Infrastructure HTW Distribution - Request A -CLASSIFICATION #1 FUNDED	\$ 4,200,000	\$ 4,200,000	\$ -
Utility Infrastructure HTW Distribution - Request B	\$ 3,250,000	\$ 4,450,000	\$ (1,200,000)
Utility Infrastructure Electrical Distribution Project	\$ 3,500,000	\$ 2,300,000	\$ 1,200,000
Infrastructure Bond Debt Service	\$ 1,500,000	\$ 1,500,000	\$ -
HTW Plant - Replace Boiler #3	\$ 2,500,000	\$ 2,500,000	\$ -
Replace Chillers in Chemistry Bldg.	\$ 2,500,000	\$ 2,500,000	\$ -
Social & Behavioral Science - Upgrade Structure at Classroom & Plaza Levels	\$ 2,500,000	\$ 2,175,000	\$ 325,000
Culinary Water Line Replacement - Upper Campus	\$ 223,400	\$ 223,400	\$ -
John Price Museum of Fine Art Humidity Problem	\$ 2,500,000	\$ 2,500,000	\$ -
Student Services Building Reroof	\$ 375,000	\$ 439,931	\$ (64,931)
Eyring Chemistry Infill Section Fumehood & HVAC Upgrade	\$ 870,000	\$ 870,000	\$ -
Building 587 HVAC Upgrade	\$ 780,000	\$ 780,000	\$ -
ADA Accessible Path West of Fieldhouse to East Side of Law Project	\$ 197,500	\$ 318,900	\$ (121,400)
Campus Fire Alarm Reporting System Upgrade	\$ 422,000	\$ 422,000	\$ -
Research Administration Building Reroof	\$ 150,000	\$ 163,871	\$ (13,871)
Marriott Library HVAC System Upgrade	\$ 2,494,200	\$ 2,494,200	\$ -
Campus Site Lighting Upgrade - West Campus	\$ 311,300	\$ 200,000	\$ 111,300
BTU Meters for High Temperature Water and Chilled Water	\$ 319,500	\$ 523,100	\$ (203,600)
HSEB Fire Sprinkler Pipe Replacement Design	\$ 150,000	\$ 150,000	\$ -
HPER Mall Storm Water Retention/Drainage System	\$ 1,000,000		\$ 1,000,000
Fletcher Physics Bldg Chiller System Upgrade	\$ 569,400		\$ 569,400
Social & Behavioral Science Bldg Refurbish Chiller	\$ 720,400		\$ 720,400
Fort Douglas Blvd. Paving Completion	\$ 150,000	\$ 100,000	\$ 50,000
Circulation Improvements - Humanities Area	\$ 450,000		\$ 450,000
HEDCO - Fire Sprinkler System	\$ 400,000		\$ 400,000
Historical Buildings Stair Replacement	\$ 400,000		\$ 400,000
Secondary Water System for Landscape Irrigation - North Area	\$ 1,500,000		\$ 1,500,000
Annex Bldg - Fire Alarm Upgrade	\$ 400,000		\$ 400,000
Sidewalk - East Side of Mario Capecchi	\$ 300,000		\$ 300,000
Planning- Study & Design Funds	\$ 150,000	\$ 150,000	\$ -
TOTAL - UU	\$ 34,782,700	\$ 28,960,402	\$ 5,822,298
Utah State University			
Fine Arts Center West Wing	\$ 2,500,000	\$ 2,500,000	\$ -
Price Campus: Geary Theatre Roofing, seismic upgrade and improvements	\$ 2,100,000	\$ 2,100,000	\$ -
NFS Mechanical System PH I	\$ 750,000	\$ 750,000	\$ -
Blanding Campus Mechanical	\$ 50,000	\$ 50,000	\$ -
U. Inn to Widstoe Steam Line Replacement	\$ 75,000	\$ 75,000	\$ -
Medium Voltage Upgrade	\$ 800,000	\$ 1,175,000	\$ (375,000)
Campus-Wide HVAC Controls Upgrade	\$ 250,000	\$ 250,000	\$ -
Replace steam & chilled water piping and refurbish existing tunnel located North of Ray B West and Family Life.	\$ 850,000	\$ 850,000	\$ -
Replacement of Asbestos Containing VCT in Hallways	\$ 350,000	\$ 350,000	\$ -
Campus-Wide Classroom and Auditorium Upgrades	\$ 300,000	\$ 300,000	\$ -
Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	\$ 200,000	\$ 200,000	\$ -

Campus-Wide Electronic Access Control Security Systems	\$ 60,000	\$ 60,000	\$ -
Old Main Roof replacement	\$ 400,000	\$ 400,000	\$ -
PDP AHU	\$ 340,000	\$ 340,000	\$ -
Vet Science Electrical upgrade	\$ 105,000	\$ 105,000	\$ -
Old Main Fire Alarm Upgrades	\$ 475,000	\$ 475,000	\$ -
Campus Concrete Replacement	\$ 250,000	\$ 250,000	\$ -
Campus-Wide Chilled Water Infrastructure	\$ 375,000	\$ 375,000	\$ -
Irrigation Controller Replacement	\$ 200,000	\$ 75,000	\$ 125,000
South Farm Fire Lane and Fire Hydrants	\$ 250,000	\$ 250,000	\$ -
Paving access replacements	\$ 450,000		\$ 450,000
Site & Safety Lighting	\$ 350,000		\$ 350,000
Spectrum Emergency Lighting Upgrade	\$ 175,000	\$ 175,000	\$ -
Champ Drive Paving & Sewer Line/MH Replacement	\$ 980,000		\$ 980,000
Campus-Wide Site Furnishings & Infrastructure	\$ 50,000		\$ 50,000
Planning - and Design Fund	\$ 150,000	\$ 150,000	\$ -
TOTAL - USU	\$ 12,835,000	\$ 11,255,000	\$ 1,580,000
Weber State University			
Phase IV: High Voltage Substation and Building Switching Upgrades	\$ 235,000	\$ 235,000	\$ -
Tracy Hall Medium Voltage Electrical (add to loop)	\$ 249,000	\$ 249,000	\$ -
Stewart Library upgrades Phase 2	\$ 1,250,000	\$ 1,250,000	\$ -
Miller Administration Building HVACR Mechanical, Controls and Fire Suppression Upgrades	\$ 750,000	\$ 750,000	\$ -
Marriott Allied Health controls upgrade to DDC	\$ 350,000	\$ 350,000	\$ -
Phase V: Utility Infrastructure Repairs and Upgrades (Replace chilled water main isolation valves)	\$ 240,000	\$ 240,000	\$ -
Medium Voltage Infrastructure Upgrade Study	\$ 45,000	\$ 45,000	\$ -
Parking Lot Renovations (W8)	\$ 374,000	\$ 374,000	\$ -
Asphalt Road Renovations (Wildcat Center Drive)	\$ 75,000	\$ 75,000	\$ -
Roof Replacement Browning Center (Phase 1 of 2)	\$ 584,000	\$ 584,000	\$ -
Controls Upgrade Wattis Business Building (pneumatic to DDC)	\$ 242,000	\$ 242,000	\$ -
Lind Lecture Hall Galvanized Piping Replacement, Restroom upgrades, and HVAC Mechanical and Control upgrades, Fire Sprinkler installation.	\$ 1,250,000		\$ 1,250,000
Browning Center Reinforce Retaining Wall	\$ 500,000		\$ 500,000
Parking Lot Renovations (W4)	\$ 358,000		\$ 358,000
Parking Lot Renovations (A7)	\$ 255,000		\$ 255,000
Asphalt Maintenance (Cut/Patch/Slurry) (Annex 9, A3, A5, W5, W10, A11)	\$ 167,000		\$ 167,000
Swenson Gym/Stromberg Plaza Roof Replacement	\$ 300,000		\$ 300,000
Elevator replacement or upgrade (Engineering Technology and Allied Health North)	\$ 91,738		\$ 91,738
McKay Education Building Roof	\$ 300,000		\$ 300,000
Parking Lot Renovations (S4)	\$ 160,000		\$ 160,000
Asphalt Maintenance (Cut, Patch and Seal) (CE Davis, Mail Services, Printing Services, Annex 12, A4, A6, R4, D11, A12, A13, W1, W2, W3, W9)	\$ 363,000		\$ 363,000
Waterproofing leaking windows Davis D2	\$ 45,186		\$ 45,186
Water main replacement Technical Education Building	\$ 50,000		\$ 50,000
Browning Center Roof Replacement	\$ 1,000,000		\$ 1,000,000
Landscape and Irrigation in the Areas Surrounding the Browning Center and Visual Arts.	\$ 249,000		\$ 249,000
Boiler Replacement Heat Plant	\$ 906,477		\$ 906,477
Engineering Technology Building Galvanized Piping Replacement, Restroom upgrades, and HVAC Mechanical and Control upgrades, Fire Sprinkler installation.	\$ 1,250,000		\$ 1,250,000
Chiller replacement Chilled Water Plant	\$ 528,000		\$ 528,000
Boiler Replacement Facilities Management	\$ 100,000		\$ 100,000
Mechanical System, Piping and Controls Upgrades Social Sciences Building	\$ 2,500,000		\$ 2,500,000
Weather proofing Dee Events Center	\$ 120,000		\$ 120,000

Galvanized Piping Replacement Dee Events Center	\$ 489,000		\$ 489,000
Tracy Plaza Retaining Walls, Stairs, Handrails and Walkways	\$ 249,000		\$ 249,000
Rooftop AC Dee Events Center and Other Locations	\$ 75,000		\$ 75,000
Rooftop AC Data Center Tech Ed Building	\$ 150,000		\$ 150,000
Dee Events Center Irrigation Upgrades	\$ 500,000		\$ 500,000
Replace Entry Doors – Lind Lecture Hall & Technical Education Building	\$ 59,000		\$ 59,000
Galvanized Piping Replacement and Restroom Upgrades Education Building	\$ 450,000		\$ 450,000
Raised Floor Replacement Technical Education Building	\$ 100,000		\$ 100,000
Replace fountain pump and improvement to Lindquist Fountain and plaza	\$ 100,000		\$ 100,000
Galvanized Piping Replacement and Restroom Upgrades Stromberg Athletic	\$ 219,000		\$ 219,000
Lind Lecture Hall Roof	\$ 414,000		\$ 414,000
Engineering Tech Roof	\$ 771,080		\$ 771,080
Visual Arts Roof	\$ 607,163		\$ 607,163
Student Services Roof	\$ 532,953		\$ 532,953
Wattis Business Building Roof	\$ 435,280		\$ 435,280
TOTAL - WSU	\$ 20,038,877	\$ 4,394,000	\$ 15,644,877
Southern Utah University			
Roof Replacement: Science	\$ 300,000	\$ 400,000	\$ (100,000)
ADA Concrete Replacement	\$ 165,000	\$ 165,000	\$ -
Restroom Expansion: Facilities Management Shops	\$ 350,000	\$ 375,000	\$ (25,000)
Air Handler Replacement: Music	\$ 175,000	\$ 180,000	\$ (5,000)
Chiller Replacement: General Classroom	\$ 185,000	\$ 195,000	\$ (10,000)
Medium Voltage Upgrade Phase 3	\$ 180,000	\$ 190,000	\$ (10,000)
Water Line Metering Installation	\$ 210,000	\$ 180,000	\$ 30,000
Fire Alarm Replacement: Various Locations	\$ 75,000	\$ 80,000	\$ (5,000)
Parking Lot Replacement: Student Center	\$ 400,000	\$ 413,830	\$ (13,830)
Air Handler Replacement: General Classroom	\$ 60,000	\$ 65,000	\$ (5,000)
Building Automation: Library	\$ 83,000	\$ 90,000	\$ (7,000)
HVAC Unit Replacement: Institutional Residence	\$ 26,000	\$ 35,000	\$ (9,000)
Window/Frame Upgrade: Braithwaite	\$ 228,000	\$ 228,000	\$ -
Lighting System Replacement: Hunter Conference Center	\$ 90,000	\$ 95,000	\$ (5,000)
Building Transformer Replacement: Phase I	\$ 167,000	\$ 190,000	\$ (23,000)
Upgrade amenities per Multipurpose Ctr. Master Plan priorities: Multipurpose Center	\$ 600,000		\$ 600,000
Boiler #3 Replacement: Heat Plant	\$ 1,300,000		\$ 1,300,000
Replace Electrical Switch boards: Business, Bennion & Technology buildings	\$ 175,000		\$ 175,000
Utility Sub-metering Upgrades	\$ 200,000		\$ 200,000
Medium Voltage Extension: West Campus	\$ 185,000		\$ 185,000
Erosion Control and Accessible Path: Hunter Conference Center	\$ 410,000		\$ 410,000
Water Conservation: Connect Irrigation to Cedar City Pressurized System	\$ 225,000		\$ 225,000
Storm Water Drainage Improvements: 1150 West	\$ 85,000	\$ 85,000	\$ -
Rigging and Pick Point Safety: Centrum Arena	\$ 150,000		\$ 150,000
Mechanical System Upgrade: Eccles Coliseum	\$ 200,000		\$ 200,000
Mountain Center Well	\$ 150,000		\$ 150,000
Planning - Seismic Study: Campus Wide	\$ 35,000	\$ 35,000	\$ -
TOTAL - SUU	\$ 6,409,000	\$ 3,001,830	\$ 3,407,170

Snow College			
Steam and Condensate Replacement for 2 halls, 1 building (Ephraim)	\$ 500,000	\$ 609,211	\$ (109,211)
Replacement Evap Condensing Chiller Unit (Richfield)	\$ 338,000	\$ 364,000	\$ (26,000)
Greenwood Student Center Recommissioning (Ephraim)	\$ 350,000	\$ 400,000	\$ (50,000)
North Boundary Security Fence and Roadway (Richfield)	\$ 177,643	\$ 177,643	\$ -
Public Restroom And Locker Room/Shower Remodel (Ephraim)	\$ 470,000	\$ 609,211	\$ (139,211)
Recommission Administration Building (Richfield)	\$ 273,558		\$ 273,558
Parking Lot Improvements (Ephraim)	\$ 1,000,000		\$ 1,000,000
Slurry Coat Parking Lots (Richfield)	\$ 204,741		\$ 204,741
Phase two of Washburn re-roof (Richfield)	\$ 573,650		\$ 573,650
Scene Shop Replacement (Ephraim)	\$ 390,000		\$ 390,000
Exterior Fenestration Windows (Richfield)	\$ 169,442		\$ 169,442
Heat Plant Switch Gear Replacement	\$ 75,000	\$ 75,000	\$ -
TOTAL - SNOW	\$ 4,522,034	\$ 2,235,065	\$ 2,286,969
Dixie State University			
Electronic HVAC Controls To Replace Pneumatic Controls	\$ 150,000	\$ 150,058	\$ (58)
Lower Campus Irrigation System	\$ 150,000	\$ 150,058	\$ (58)
Electrical Metering For All Buildings	\$ 75,000	\$ 75,469	\$ (469)
Roof Replacement Of ROTC Building	\$ 50,000	\$ 61,499	\$ (11,499)
Roof Replacement Of Fitness Building	\$ 105,000	\$ 173,137	\$ (68,137)
General Campus Parking Lot Maintenance	\$ 25,000	\$ 28,216	\$ (3,216)
Remodel Smith Computer Center	\$ 500,000	\$ 500,705	\$ (705)
Science Building Elevator Modernization	\$ 25,000	\$ 25,295	\$ (295)
Planning - Update The Campus Master Plan	\$ 250,000	\$ 250,000	\$ -
Planning - Geographic Information System (GIS) Map Of Campus	\$ 225,000	\$ 225,768	\$ (768)
Repave Smith computer center and Burns arena Parking lot	\$ 250,000	\$ 314,204	\$ (64,204)
TOTAL - DSU	\$ 1,805,000	\$ 1,954,409	\$ (149,409)
Utah Valley University			
VAV Controlers Reheat Valve Change Out Liberal Arts	\$ 160,000	\$ 204,327	\$ (44,327)
Replace Hastings Natural Gas Units in Auto Shop	\$ 50,000	\$ 56,941	\$ (6,941)
Remove and Replace Exterior Stair Business Building	\$ 110,000	\$ 110,182	\$ (182)
Roof and Window Replacement at Health Professions	\$ 736,000	\$ 745,000	\$ (9,000)
Lighting Improvements and upgrades	\$ 600,000	\$ 600,580	\$ (580)
Vestibule install LA/ LI	\$ 50,000	\$ 50,012	\$ (12)
Replace Supply/ Return Fan HAVC HP Building	\$ 400,000	\$ 340,210	\$ 59,790
3rd Level GT AHU Upgrade	\$ 375,000	\$ 579,124	\$ (204,124)
GT Wood Shop Paint Exhaust Upgrade	\$ 45,000	\$ 57,657	\$ (12,657)
Replace Multi Zone AHU and Zone Dampers ME	\$ 470,000	\$ 673,556	\$ (203,556)
Repaving of Campus Drive and Misc Concrete Projects	\$ 250,000	\$ 274,216	\$ (24,216)
Repaving of the Campus Driveway is needed WC	\$ 250,000	\$ 319,156	\$ (69,156)
AC Roof Top unit replacement LC 243	\$ 50,000		\$ 50,000
ADA Door Handle Replacement	\$ 200,000		\$ 200,000
LED Lighting Upgrade	\$ 175,000		\$ 175,000
SA Chassis Dyno Unit Heater Upgrade	\$ 70,000		\$ 70,000
SA AHU Replace Multizone and Zone Controls	\$ 300,000		\$ 300,000
Carpet Replacement PS, GT, WB	\$ 500,000		\$ 500,000
TOTAL - UVU	\$ 4,791,000	\$ 4,010,961	\$ 780,039

Salt Lake Community College			
RRC & LHM - COMPLETE PROMIMITY LOCK INSTALLATION	\$ 500,000	\$ 500,000	\$ -
Building Utility Metering	\$ 575,000	\$ 664,015	\$ (89,015)
SCC- SCM Restroom Remodel Phase II	\$ 750,000	\$ 592,723	\$ 157,277
RRC- Alder Amphitheater Concrete Replacement	\$ 49,740	\$ 75,402	\$ (25,662)
RRC- S&I Sidewalk Replacement	\$ 37,500	\$ 48,337	\$ (10,837)
SCC - SCM ELECTRICAL PANEL UPGRADE PHASE II	\$ 125,000	\$ 125,000	\$ -
RRC- TB West Concrete Stair Replacement	\$ 93,750	\$ 159,339	\$ (65,589)
SCC - BRICK & MASONRY REPAIR AT PARAPET WALLS & CORNERS Phase II	\$ 750,000	\$ 750,000	\$ -
RRC- Parking Lot Slurry Seal, SCC- Parking Lot Slurry Seal, JC- Parking Lot Slurry Seal	\$ 339,760	\$ 808,877	\$ (469,117)
RRC- ATC Window & Door Replacement	\$ 275,070	\$ 380,330	\$ (105,260)
RRC- ATC HVAC & Mechanical Upgrades & Maintenance	\$ 951,253		\$ 951,253
RRC- ATC Chilled Water Line	\$ 204,375	\$ 204,375	\$ -
RRC- TB MDP Panel Replacement	\$ 80,000		\$ 80,000
RRC- CT Structural Assessment & Feasibility Study	\$ 15,000	\$ 15,000	\$ -
RRC- CT Circular Wash Sinks Replacement	\$ 45,625		\$ 45,625
RRC- CT Chilled Water Pump/Motor Replacement	\$ 31,250	\$ 31,250	\$ -
RRC- CT Transformer, MDP & MCC Switchboard & Replacement	\$ 194,531		\$ 194,531
SCC- SCM Packaged Unit Replacement	\$ 12,500		\$ 12,500
RRC- LIB Drinking Fountain Replacement	\$ 21,875		\$ 21,875
JC- JDC Fire Alarm Replacement	\$ 28,175		\$ 28,175
SCC- SCM Basement Concrete Ramp Replacement	\$ 150,000		\$ 150,000
RRC- TB Emergency Generator Replacement	\$ 206,250		\$ 206,250
SCC- SCM REPAIR & REPLACE PIPE INSULATION THROUGHOUT BASEMENT	\$ 42,000		\$ 42,000
SCC- SCM REMODEL CHEMISTRY LAB – ROOM 1-167	\$ 250,000		\$ 250,000
LHM - MCPC, CART, PESET, DORM & FR FIRE ALARM UPGRADE	\$ 187,500		\$ 187,500
RRC- TB Roof Replacement	\$ 512,000		\$ 512,000
RRC- BB Roof Replacement	\$ 290,000		\$ 290,000
RRC- Heating Plant Boiler	\$ 650,130		\$ 650,130
LHM - MPDC & MCPC CARPET REPLACEMENT	\$ 110,000		\$ 110,000
SCC - CHILLER PLANT FREE COOLING SYSTEM	\$ 275,000		\$ 275,000
SCC - MOLDING CABLE TRAY REPLACEMENT 3RD FLOOR HALL	\$ 37,500		\$ 37,500
RRC Heating Plant Controls Upgrade	\$ 55,000		\$ 55,000
RRC- LAC Arena Door Replacement	\$ 22,500		\$ 22,500
TOTAL - SLCC	\$ 7,868,284	\$ 4,354,648	\$ 3,513,636
GRAND TOTAL - USHE	\$ 93,051,895	\$ 60,166,315	\$ 32,885,580

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE - Institutions' Health Plan Changes 2015-16

Issue

The Board of Regents is provided annually with a summary of institutional health plan changes. The health benefits package is a critical component of the overall compensation package provided to institutional employees, and is subject to significant conversation and review at each institution. Several institutions' insurance plans will be experiencing design changes as outlined in the attached information.

Commissioner's Recommendation

The update of Health Plan changes is an informational item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/GLS/BLS/JBV
Attachment

Summary of USHE Medical Benefit Changes | 2015-16

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)															
UU University Health Plan, Blue Cross/ Blue Shield (self-insured)	7	<p>Pref. Value Care Advantage <u>Single</u> \$5,693/\$742</p> <p><u>Two-Party</u> \$9,962/\$1,254</p> <p><u>Family</u> \$15,029/\$1,684</p>	90/10	2.76%	2.76%	2.76%	<ul style="list-style-type: none"> Changes to existing medical and RX out-of-pocket maximums and adding a new out-of-pocket maximum for behavioral health benefits in all plans so the total of all out-of-pocket maximum in each plan is compliant with the maximum allowed under health care reform. 															
USU Blue Cross/Blue Shield (self-insured)	3	<p>Blue Plan <u>Single</u> \$4,661/\$570</p> <p><u>Two-Party</u> \$10,521/\$1,286</p> <p><u>Family</u> \$15,183/\$1,856</p>	90/10	1.00%	0.00%	10.00%	<ul style="list-style-type: none"> Network changes were required due to changes with vendor. Effective 7/1/2015 members will have the choice of the same 3 separate plans but the ability to choose between 2 networks within each plan. 90/10 split represents all plans combined 															
WSU PEHP (not self-insured)	2	<p>Traditional Summit/ Advantage <u>Single</u> \$5,571/\$619</p> <p><u>Two-Party</u> \$11,486/\$1,276</p> <p><u>Family</u> \$15,334/\$1,704</p>	90/10	4.90%	4.90%	4.90%	<table border="0"> <tr> <td>Medical Deductible</td> <td><u>2014-15</u> \$250/\$500 (Not included in Medical OOP)</td> <td><u>2015-16</u> \$350/\$700 (Not included in Medical OOP)</td> </tr> <tr> <td>Rx Deductible</td> <td>\$100 per person \$200 per family(Included in RX OOP)</td> <td>\$0</td> </tr> <tr> <td>Medical out-of-pocket max.</td> <td>\$2,500/\$5,000/\$7,500</td> <td>\$3,000/\$6,000/\$9,000</td> </tr> <tr> <td>RX out-of-pocket max.</td> <td>\$2,000</td> <td>\$0 (Included in Medical OOP)</td> </tr> <tr> <td>Specialty Drug out-of-pocket max.</td> <td>\$3,600</td> <td>\$0 (Included in Medical OOP)</td> </tr> </table>	Medical Deductible	<u>2014-15</u> \$250/\$500 (Not included in Medical OOP)	<u>2015-16</u> \$350/\$700 (Not included in Medical OOP)	Rx Deductible	\$100 per person \$200 per family(Included in RX OOP)	\$0	Medical out-of-pocket max.	\$2,500/\$5,000/\$7,500	\$3,000/\$6,000/\$9,000	RX out-of-pocket max.	\$2,000	\$0 (Included in Medical OOP)	Specialty Drug out-of-pocket max.	\$3,600	\$0 (Included in Medical OOP)
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Summary of USHE Medical Benefit Changes | 2015-16

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)															
SUU Educators Mutual (self-insured)	1	High Deductible <u>Single</u> \$4,692/\$528 <u>Family</u> \$13,608/\$1,512	90/10	0.21%	0.03%	0.33%	<ul style="list-style-type: none"> All employees (existing + new hires) can pick between both plans at hire and during open enrollment (traditional plan has been frozen to existing employees 10/15/13 – 6/30/15). Traditional Medical Deductible from \$1,000/\$2,000 to \$500/\$1,000. Traditional Co-Insurance Max from \$3,000/\$6,000 combined Medical + Rx to \$3,500/\$7,000 combined Medical + Rx. Office co-pays from \$40 PCP/\$50 SCP to \$35 PCP/\$45 SCP (applies to both plans). Significant decrease in employee costs for the Traditional plan is a function of lower claims and higher premium collections from the prior year. 															
	1	Traditional <u>Single</u> \$4,656/\$1,320 <u>Two-Party</u> \$10,488/\$3,000 <u>Family</u> \$15,060/\$4,320	78/22	(6.48%)	0.05%	(23.74%)																
SNOW PEHP (not self-insured)	3	Traditional Summit/ Advantage <u>Single</u> \$5,142/\$571 <u>Two-Party</u> \$10,602/\$1,177 <u>Family</u> \$14,153/\$1,572	90/10	4.90%	4.90%	4.90%	<ul style="list-style-type: none"> No Changes 															
DSU PEHP (not self-insured)	2	Traditional Summit/ Advantage <u>Single</u> \$5,142/\$571 <u>Two-Party</u> \$10,602/\$1,178 <u>Family</u> \$14,154/\$1,573	90/10	4.90%	4.90%	4.90%	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Medical Deductible</td> <td style="width: 35%;"><u>2014-15</u> \$250/\$500 (Not included in Medical OOP)</td> <td style="width: 35%;"><u>2015-16</u> \$350/\$700 (Not included in Medical OOP)</td> </tr> <tr> <td>Rx Deductible</td> <td>\$100 per person \$200 per family (Included in RX OOP)</td> <td>\$0</td> </tr> <tr> <td>Medical out-of-pocket max.</td> <td>\$2,500/\$5,000/\$7,500</td> <td>\$3,000/\$6,000/\$9,000</td> </tr> <tr> <td>RX out-of-pocket max.</td> <td>\$2,000</td> <td>\$0 (Included in Medical OOP)</td> </tr> <tr> <td>Specialty Drug out-of-pocket max.</td> <td>\$3,600</td> <td>\$0 (Included in Medical OOP)</td> </tr> </table> <ul style="list-style-type: none"> STAR plans will be offered in addition to traditional plans 	Medical Deductible	<u>2014-15</u> \$250/\$500 (Not included in Medical OOP)	<u>2015-16</u> \$350/\$700 (Not included in Medical OOP)	Rx Deductible	\$100 per person \$200 per family (Included in RX OOP)	\$0	Medical out-of-pocket max.	\$2,500/\$5,000/\$7,500	\$3,000/\$6,000/\$9,000	RX out-of-pocket max.	\$2,000	\$0 (Included in Medical OOP)	Specialty Drug out-of-pocket max.	\$3,600	\$0 (Included in Medical OOP)
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Summary of USHE Medical Benefit Changes | 2015-16

Institution and Medical Provider	Number of Plans	Annual Medical Employer/ Employee Costs	Premium Split	Cost % Increase Total	Cost % Increase for Employer	Cost % Increase for Employee	Information (e.g., Plan Design Changes)
UVU UMR UHC (self-insured)	6	Traditional Single \$5,102/\$567 Two-Party \$11,787/\$1,310 Family \$17,024/\$1,892	90/10	4.09%	4.09%	4.09%	<ul style="list-style-type: none"> • Current White and Green PPO plans were merged into one new Traditional Plan. • Deductibles for base plan \$750/\$1,500 from Green plan \$500/\$1000 and White plan \$1000/\$2000. • Medical OOP max \$3,250/\$6,500 from Green plan \$4,500/\$9,000 and White plan \$5,000/\$10,000. • Rx OOP max \$1,250/\$2,500 from \$2,000/\$4,000. • Specialty Medications (30 day supply) 50% (\$75 min; \$250 max per script), requires prior authorization, must be acquired through Costco Specialty Services, first fill allowed at retail but all other fills must be obtained through Costco Specialty Services. • Implementing a new Internal Dual Coverage Plan; co-pays, deductibles, OOP max, Rx deductible, Rx OOP are 50% of Traditional plan.
SLCC Blue Cross/Blue Shield (self-insured)	6	Traditional Plan: Single \$5,951/\$637 Two Party \$13,406/\$1,427 Family \$18,753/\$1,975	90/10	5.02%	4.90%	6.14%	<ul style="list-style-type: none"> • Increase the in network deductible from \$200/\$400 to \$400/\$800. • Increase the out of network deductible from \$500/\$1,000 to \$1,000/\$2,000. • Increase the in network out-of-pocket maximums from \$2,700/\$5,400 to \$2,900/\$5,800. • Increase the out of network out-of-pocket maximums from \$4,500/\$9,000 to \$5,000/\$10,000. • Increase the office copay from \$25 to \$30. • Introducing a High Deductible Health Plan with an HSA.

May 6, 2015

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting March 27, 2015, Dixie State University, St. George, Utah (Attachment).
2. Minutes of the Board Meeting April 3, 2015, Conference Call, Salt Lake City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – DHC National Institutes of Health; “Ultra-High Resolution Mapping”; \$2,999,020. Florian Solzbacher, Principal Investigator.
2. University of Utah – DOE Advanced Research Projects Agency-Energy; “Radiative Cooling and Storage”; \$2,664,733. Kent S. Udell, Principal Investigator.
3. University of Utah – NIH National Institute Neurological Disorders and Stroke; “Ribbon Cable”; \$1,999,981. Sandeep Negi, Principal Investigator.
4. University of Utah – DOD Defense Threat Reduction Agency; “Uranium Oxide Forensics”; \$1,750,000. Luther W. McDonald IV, Principal Investigator.
5. University of Utah – National Science Foundation; “Molecular Spin Device”; \$1,500,000. Feng Liu, Principal Investigator.
6. University of Utah – Washington University in St. Louis; “Hall Wustl Sub – RNA”; \$1,264,954. Thomas E. Cheatham, Principal Investigator.
7. University of Utah – DHHS Agency for Healthcare Research & Quality; “Managing Inpatient Medication”; \$1,247,571. Joanne Francoise Lafleur, Principal Investigator.

8. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “NINDS Bioanal/In Vitro Core”; \$1,169,584. David R. Moody, Principal Investigator.
9. University of Utah – DHHS National Institutes of Health; “WNT Signaling”; \$2,508,625. Andres Villu Maricq, Principal Investigator.
10. University of Utah – DHHS National Institutes of Health; “Fluorescent MRNA Labeling”; \$1,862,500. Jennifer M. Heemstra, Principal Investigator.
11. University of Utah – DHHS National Institutes of Health; “Kainate Receptors”; \$1,862,500. Andres Villu Maricq, Principal Investigator.
12. University of Utah – US Department of Defense; “Plasmonic Behavior of Aluminum”; \$1,336,590. Jennifer Shumaker-Parry, Principal Investigator.
13. University of Utah – DHHS National Institutes of Health; “Micelles as Nonreactors”; \$1,192,000. Jon D. Rainier, Principal Investigator.
14. University of Utah – University of Chicago; “UHTC by Design (SUBAWARD)”; \$1,037,088. Scott L. Anderson, Principal Investigator.
15. University of Utah – John Hopkins University; “Metalloid Cluster Networks”; \$1,009,793. Scott L. Anderson, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “Adolescents Narrate Anger”; \$1,850,250. Monisha Pasupathi, Principal Investigator.
17. University of Utah – UT Department of Health; “Telehealth Equipment”; \$2,000,000. Marta J. Petersen, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Lipid Signaling”; \$1,862,500. Diana M. Stafforini, Principal Investigator.
19. University of Utah – NIH National Cancer Institute; “Survivin Melanoma”; \$1,862,500. Douglas Grossman, Principal Investigator.
20. University of Utah – NIH National Cancer Institute; “Synovial Sarcoma Epigenetics”; \$1,862,500. Kevin Bruce Jones, Principal Investigator.
21. University of Utah – NIH National Institute of General Medical Science; “J Kadrmas R01 Novel Pathway”; \$1,862,500. Julie L. Kadrmas, Principal Investigator.

22. University of Utah – DHHS National Institutes of Health; “GFI1-LSD1 AXIS”; \$1,862,500. Michael Eugene Engel, Principal Investigator.
23. University of Utah – DHHS National Institutes of Health; “Neural Crest EMT Mechanisms”; \$1,862,500. Rodney A. Steward, PhD, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “Nuclear Assembly”; \$1,676,250. Katharine S. Ullman, Principal Investigator.
25. University of Utah – DHHS Institutes of Health; “Methamphetamine and Nicotine”; \$1,862,500. Annetee Fleckenstein, Principal Investigator.
26. University of Utah – DHHS Centers for Medicare & Medicaid SVC; “CMS TCPI”; \$10,741,999. Rachel Hess, Principal Investigator.
27. University of Utah – NIH National Institute for Child Health and Human Development; “NKOY R01 FEB 2015”; \$3,445,572. Flory Lumu Nkoy, Principal Investigator.
28. University of Utah – DHHS National Institutes of Health; “MRI Biomarkers in Autism”; \$3,208,018. Jeffrey Anderson, Principal Investigator.
29. University of Utah – NIH National Institute for Deafness and Other Communications Disorders; “USH2A NIDCD Grant”; \$2,968,800. Jun Yang, Principal Investigator.
30. University of Utah – NIH National Institute of General Medical Science; “Tristani R01 NIGMS FEB 2015”; \$2,926,722. Martin Tristani-Firouzi, Principal Investigator.
31. University of Utah – NIH National Institute for Neurological Disorders and Stroke; “Zebrafish Brain Circuits”; \$2,889,475. Richard Dorsky, Principal Investigator.
32. University of Utah; “DHHS National Institutes of Health; “Viral-Induced Axonopathy”; \$2,793,580. Thomas E. Lane, Principal Investigator.
33. University of Utah – DHHS National Institutes of Health; “An Interdisciplinary Approach”; \$2,696,573. Jared P. Rutter, Principal Investigator.
34. NIH National Heart Lung & Blood Institute; “T32 in Cardiovascular Research”; \$2,636,545. Dean Y. Li, Principal Investigator.
35. University of Utah – NIH National Library of Medicine; “Improve Extraction”; \$2,075,662. Qing Treitler Zeng, Principal Investigator.

36. University of Utah – DHHS National Institutes of Health; “BIRCWH”; \$1,889,995. Michael W. Varner, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “Histone Chaperones SPT6 & FACT”; \$1,868,750. Christopher Peter Hill, Principal Investigator.
38. University of Utah – NIH National Institutes of General Medical Science; “OCT Transcription Factor”; \$1,862,500. Roland D. Tantin, Principal Investigator.
39. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; Profibrotic Effect of Prorenin”; \$1,862,500. Yufeng Huang, Principal Investigator.
40. University of Utah – DHHS National Institutes of Health; “MSP1/ATAD1”; \$1,862,500. Jared P. Rutter, Principal Investigator.
41. University of Utah – NIH National Eye Institute; “U Veal Melanoma”; \$1,862,500. Dean Y. Li, Principal Investigator.
42. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; “Integrated Control”; \$1,862,500. Donald E. Kohan, MD, Principal Investigator.
43. University of Utah – NIH National Institute of Allergy and Infectious Disease; “The Role of Cryptococcus”; \$1,862,500. Jessica C.S. Brown, Principal Investigator.
44. University of Utah – DHHS National Institutes of Health; “Novel Functions for SM-Class”; \$1,862,500. Demian Cazalla, Principal Investigator.
45. University of Utah – NIH National Institute of Neurological Disorders and Stroke; “TCF Targets in Radial Glia”; \$1,862,500. Richard Dorsky, Principal Investigator.
46. University of Utah – DHHS National Institutes of Health; “Atrial Scar Distribution (R01)”; \$1,862,500. Ravi Ranjan, Principal Investigator.
47. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; “Comp-Ang-1 Diabetic Retinopath”; \$1,857,600. Balamurali Krishna Ambati, Principal Investigator.
48. University of Utah – NIH National Institute of General Medical Science; “Brunelli R01 NIGMS Feb 2015”; \$1,460,825. Luca Brunelli, Principal Investigator.

49. University of Utah – NIH National Heart, Lung and Blood Institute; “Pulmonary Training Program”; \$1,458,085. Robert Paine, III, Principal Investigator.
50. University of Utah – National Multiple Sclerosis Society; “Treatment for MS”; \$1,375,000. Robert S. Fujinami, Principal Investigator.
51. University of Utah – Baylor College of Medicine; “Holubkov BCM PCORI SUB 2015”; \$1,373,878. Richard Holubkov, Principal Investigator.
52. University of Utah – Seattle Children’s Hospital; “Holubkov SCH R01 SUB Jan 2015”; \$1,056,328. Richard Holubkov, Principal Investigator.
53. University of Utah – DHHS Institutes of Health; “Natural Language Processing”; \$3,343,970. Zac E. Imel, Principal Investigator.
54. University of Utah – Air Force Office of Scientific Research; “Menon Muri 2015”; \$7,219,871. Rajesh Menon, Principal Investigator.
55. University of Utah – National Science Foundation; “NSF RED”; \$1,999,562. Milind Deo, Principal Investigator.
56. University of Utah – DHHS National Institutes of Health; “H2 Pandemic Influenza Vaccine”; \$1,798,390. Susan C. Bock, Principal Investigator.
57. University of Utah – NIH National Heart Lung and Blood Institute; “Deans Blood R01”; \$1,490,000. Tara Lynn Deans, Principal Investigator.
58. University of Utah – National Science Foundation; “Crisp Type 2”; \$1,385,304. Xiaoyue Cathy Liu, Principal Investigator.
59. University of Utah – National Science Foundation; “NCS 3-D Printed Optical Brain”; \$1,018,729. Steven M. Blair, Principal Investigator.
60. University of Utah – NIH National Institute on Aging; “NIA-Muscle Insulin Resistance”; \$1,793,900. Micah J. Drummond, Principal Investigator.
61. University of Utah – DHHS Health Resources and Services Admin; “GWEP”; \$2,670,881. Ginette A. Pepper, Principal Investigator.
62. University of Utah – NIH National Cancer Institute; “Targeting Tumor Heterogeneity”; \$3,753,696. Andrea H. Bild, Principal Investigator.

63. University of Utah – NIH National Institute of Diabetes and Digestive and Kidney Disorders; “Pharmacist Led Diabetes Care”; \$2,156,577. Carrie McAdam Marx, Principal Investigator.
64. University of Utah – Learning Accelerator; “4C3M”; \$2,604,784. Hugo Rossi, Principal Investigator.
65. University of Utah – DHHS National Institutes of Health; “Distribution of Phosphatidylse”; \$1,862,500. Markus Babst, Principal Investigator.
66. University of Utah – DHHS National Institutes of Health; “Auditory System”; \$1,862,500. Gary J. Rose, Principal Investigator.
67. University of Utah – DHHS National Institutes of Health; “Disc of Selective Beta-Catenin”; \$1,862,500. Haitao Ji, Principal Investigator.
68. University of Utah – Air Force Office of Scientific Research; “Nanochemical Strategies”; \$1,860,000. Scott L. Anderson, Principal Investigator.
69. University of Utah – DHHS National Institutes of Health; “PD-Catalyzed Reactions”; \$1,490,000. Matthew S. Sigman, Principal Investigator.
70. University of Utah – DHHS National Institutes of Health; “2-Aminoimidazole Products”; \$1,490,000. Ryan E. Looper, Principal Investigator.
71. University of Utah – NIH National Cancer Institute; “Epithelial-Derived Cancers”; \$3,649,024. Philip S. Bernard, Principal Investigator.
72. University of Utah – NIH National Institute of General Medical Science; “Chromatin Remodeling Complex”; \$1,862,500. Bradley Cairns, Principal Investigator.
73. University of Utah – DHHS National Institutes of Health; “MYC, Mondo and TXNIP”; \$1,862,500. Donald E. Ayer, Principal Investigator.
74. University of Utah – US Department of Energy; “Whitty DOE CLOU 2015”; \$1,784,320. Kevin J. Whitty, Principal Investigator.
75. University of Utah – NIH National Institute on Drug Abuse; “Meth Self-Administration”; \$1,868,750. Annetee Fleckenstein, Principal Investigator.
76. University of Utah – NIH National Heart Lung and Blood Institute; “Non-Contrast-Enhanced MRA”; \$3,607,088. Vivian S. Lee, Principal Investigator.

77. University of Utah – DHHS National Institutes of Health; “Targeting Grant”; \$2,886,701. Mario R. Capecchi, Principal Investigator.
78. University of Utah – DHHS National Institutes of Health; “Happy Veggie 2015”; \$2,414,650. Qing Treitler Zeng, Principal Investigator.
79. University of Utah – DHHS National Institutes of Health; “Quinlan R01 HG006693 Renewal”; \$2,322,847. Aaron Quinlan, Principal Investigator.
80. University of Utah – DHHS National Institutes of Health; “First Principles”; \$1,987,367. Julio Cesar Facelli, Principal Investigator.
81. University of Utah – NIH National Institute for Child Health and Human Development; “NETS: Protection or HARM in S”; \$1,862,500. Christian C. Yost, Principal Investigator.
82. University of Utah – DHHS National Institutes of Health; “Coord of Eye Morphogenesis”; \$1,862,500. Kristen M. Kwan, Principal Investigator.
83. University of Utah – DHHS National Institutes of Health; “Cell Differentiation”; \$1,862,500. Suzanne L. Mansour, Principal Investigator.
84. University of Utah – St. Jude Medical; “DECAAF II”; \$1,500,000. Nassir F. Marrouche, Principal Investigator.
85. University of Utah – University of Pittsburgh; “Path Phase II CDRN”; \$1,249,597. Rachel Hess, Principal Investigator.
86. University of Utah – Biosense Webster; “DECAAF II”; \$1,200,000. Nassir F. Marrouche, Principal Investigator.
87. University of Utah – DHHS National Institutes of Health; “Hepatic Cancer Resubmit”; \$4,000,000. Marc D. Porter, Principal Investigator.
88. University of Utah – DOD Defense Advanced Research Projects Agency; “EQUIPS”; \$3,362,201. Dongbin Xiu, Principal Investigator.
89. University of Utah – DHHS National Institutes of Health; “Polymer Therapeutics Delivery”; \$1,862,500. Hamidreza S. Ghandehari, Principal Investigator.
90. University of Utah – National Science Foundation; “Point Set Visualization”; \$1,500,000. Aaron M. Knoll, Principal Investigator.

91. University of Utah – National Science Foundation; “CC*DNI Dibbs”; \$4,999,673. Thomas E. Cheatham, Principal Investigator.
92. Utah State University – US Department of Health and Human Services – Institute on Drug Abuse; “On the causal relation between delay discounting and the acquisition of cocaine”; \$1,740,323. Gregory Madden, Principal Investigator. Ginger Lockhart, Tim Shahan, Co-Principal Investigators.
93. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); “Uncoupling somatic and germ cell effects to reveal ovarian health span regulatio”; \$1,783,027. Jeff Mason, Principal Investigator.
94. Utah State University – US Department of Health and Human Services – National Institutes of Health (NIH); “On-site cervical cancer screening and triage in Swaziland using colorimetric visualization”; \$3,997,759. Liaohai Chan, Principal Investigator. Christian Iverson, Young-Min Lee, Co-Principal Investigators.
95. Utah State University – NASA Jet Propulsion Laboratory; “Near Earth Object Camera (NEOCAM)”; \$6,823,861. John Elwell, Program Manager.
96. Utah State University – The University of Arizona; “Hot Spot Mapper”; \$2,491,922. Jed Hancock, Program Manager.
97. Utah State University – Exelis Inc.; “Radiation Budget Instrument (RBI) Phase Change Cells”; \$1,033,775. Burt Lamborn, Program Manager.
98. Utah State University – US Department of Health and Human Services – Maternal and Child Health Bureau; “National Resource Center for Early Hearing Detection and Intervention Programs”; \$1,200,000. Karl White, Principal Investigator; William Eiserman, Karen Munoz, Co-Principal Investigators.
99. Utah State University – US Department of Education (DoED); “Long-Term Training in Rehabilitation Counseling: Graduate Degree and Certificate”; \$1,000,001. Jared Schultz, Principal Investigator; Timothy Riesen, Kathleen Oertle, Co-Principal Investigators.
100. Utah State University – BlackSky Global LLC; “Data Processing Solution for BlackSky Sensors”; \$1,287,547. Kenny Reese, Program Manager.

C. Awards

1. University of Utah – UT Department of Workforce Services; “TANF Contract”; \$1,719,375. Mary Beth Vogel-Ferguson, Principal Investigator.

2. University of Utah – Biofire Diagnostics Inc; “Fluorescent DNS AMP Research”; \$2,564,600. Carl Thomas Wittwer, Principal Investigator.
3. University of Utah – NIH National Institute for Child Health and Human Development; “Dean U01 CPCCRN Renewal 2014”; \$2,500,000. J. Michael Dean, Principal Investigator.
4. University of Utah – Biofire Diagnostics Inc; “Fluorescent DNA AMP Service”; \$2,284,100. Carl Thomas Wittwer, Principal Investigator.
5. University of Utah – GlaxoSmithKline; “HER 117158”; \$1,737,593. Ignacio Garrido-Laguna, Principal Investigator.
6. University of Utah – Inventiv Health; “Medimmune Medi10680”; \$1,431,009. Sunil Sharma, Principal Investigator.
7. University of Utah – Corp for National and Community Service; “SIF Pay for Success”; \$1,150,000. Jeremy Keele, Principal Investigator.
8. University of Utah – NIH Office of the Director; “S10: Prisma MRI Upgrade”; \$1,199,991. Dennis L. Parker, Principal Investigator.
9. University of Utah – Merck & Company Inc; “MK8931-019-05”; \$1,133,923. Edward Zamrini, Principal Investigator.
10. University of Utah – DOE National Nuclear Security Admin; “PSAAPII”; \$1,100,000. Philip J. Smith, Principal Investigator.
11. University of Utah – US Agency for International Development; “USAID-PCASW”; \$2,250,000. Steven John Burian, Principal Investigator.
12. Utah State University – US Department of Health & Human Services (DHHS); “National Resource Center for Early Hearing Detection and Intervention Programs”; \$1,200,000. Karl White, Principal Investigator.
13. Utah State University – Air Force Space and Missiles Command; “Mission Data Processing (MDP) for Wide Field of View (WFOV) Testbed”; \$5,400,000.
14. Utah State University – Missile Defense Agency; “Air Force Research Laboratory Space Vehicles Directorate Support”; \$1,540,000. John Santacroce, Principal Investigator.

15. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 8 – Marine Corps Fiscal Year (FY) 15-16”; \$4,490,465.

D. Academic Items Received and Approved

1. New Programs
 - a. University of Utah – Elementary STEM Endorsement
 - b. University of Utah – Emphasis in Community Engagement and Nonprofit Leadership in Bachelor of Science in Political Science
 - c. University of Utah – Integrated Minor in Global Citizenship
 - d. Dixie State University – Elementary STEM Endorsement
 - e. Dixie State University – Emphasis in American Sign Language Interpreter in Bachelor of Arts/Bachelor of Science in Integrated Studies
 - f. Dixie State University – Emphasis in Humanities in Bachelor of Arts/Bachelor of Science in Integrated Studies
 - g. Dixie State University – Emphasis in Multimedia Journalism in Bachelor of Science in Media Studies
 - h. Dixie State University – Emphasis in Spanish Secondary Education in Bachelor of Arts in Spanish
 - i. Dixie State University – Emphasis in Social Media in Bachelor of Science in Media Studies
 - j. Dixie State University – Social Justice Minor
2. Administrative Unit Restructure/New Administrative Units
 - a. Dixie State University – Division of Communication with Department of Communication Studies and Department of Media Studies
3. New Center
 - a. University of Utah – Center for Innovation in Banking and Financial Services (*Conditional Approval*)
 - b. Weber State University – Center for the Study of Poverty and Inequality
4. Three-Year Review
 - a. Dixie State University – Associate of Applied Science in Operations Management
 - b. Dixie State University – Criminal Justice Program
5. Five-Year Review
 - a. Weber State University – Athletic Therapy Program within the Health Promotion and Human Performance Department
 - b. Weber State University – Master of Athletic Training Program within the Health Promotion and Human Performance Department
 - c. Weber State University – Undergraduate Athletic Training Program within the Health Promotion and Human Performance Department

- d. Weber State University – Graduate Program within the Teacher Education Department
- e. Weber State University – Undergraduate Program within the Teacher Education Department

- 6. Seven-Year Review
 - a. University of Utah – Department of Bioengineering
 - b. University of Utah – Department of Civil & Environmental Engineering

- 7. Discontinuation
 - a. University of Utah – English as a Second Language Teaching Minor
 - b. Utah State University – Associates of Pre-Engineering
 - c. Dixie State University – Bachelor of Science in Communication

David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
JEFFREY R. HOLLAND CENTENNIAL COMMONS (HCC) – FIFTH FLOOR &
GARDNER STUDENT CENTER (GARDNER)
FRIDAY, MARCH 27, 2015

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 Salt Lake Community College – Request for Approval to Create the Position of General Counsel
 UHEAA – Authorizing Resolution: Student Loan Backed Notes
 Revision of Policy R588, *Delegation of Debt Policy to Boards of Trustees, and the USHE Debt Ratio Analysis*
 Revision of Policy R831, *Minimum Requirements for Non-Faculty Staff Employment Grievances*
 Revision of Policy R843, *Guideline for Reduction in Force Policy*
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 USHE – Fall 2014 End-of-Term Enrollment Report
 USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2014
 USHE – Capital Facilities Update for 2015-16

Adjournment 7

DRAFT

STATE BOARD OF REGENTS
DIXIE STATE UNIVERSITY, ST. GEORGE, UTAH
JEFFREY R. HOLLAND CENTENNIAL COMMONS (HCC) – FIFTH FLOOR &
GARDNER STUDENT CENTER (GARDNER)
FRIDAY, MARCH 27, 2015

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Bonnie Jean Beesley
Leslie Brooks Castle
Wilford W. Clyde
James T. Evans
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jefferson Moss
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

James T. Evans

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic and Student Affairs
Gregory Stauffer, Associate Commissioner for Planning, Finance and Facilities
David Feitz, Executive Director of UHEAA

Institutional Presidents Present

David W. Pershing, University of Utah
Stan L. Albrecht, Utah State University
Charles A. Wight, Weber State University
Scott L. Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Matthew S. Holland, Utah Valley University
Richard B. Williams, Dixie State University
Deneece G. Huftalin, Salt Lake Community College

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

The Board of Regents began the day at 8:00 a.m. with a breakfast meeting; they were joined by the Dixie State University Board of Trustees. Following breakfast, the Board of Regents were joined by the USHE presidents in an informal discussion regarding technology in USHE until 11:00 a.m. This was followed by board committee meetings and lunch.

Chair Campbell called the meeting to order at 1:31 p.m. He welcomed Jefferson Moss, newest member of the Board of Regents to his first meeting. He also excused Regent Evans from the meeting. Finally, he recognized Tami Pyfer, the Governor's Education Advisor, and Senator Stephen Urquhart.

Tami Pyfer expressed appreciation on behalf of the Governor to the presidents, institutions and others for their support in the Governor's Standards Review Panel.

Oath of Office

Jefferson Moss

Having been appointed to the Board of Regents as a representative of the Board of Education, Jefferson Moss took the oath of office.

Chair Campbell then turned the time over to President Williams for the state of university address.

State of the University

President Williams gave a presentation on the state of Dixie State University focusing on the institution's growth, what the institution has done with Acute Funding, the progress in developing Dixie's strategic plan, and an update on capital development projects that will help Dixie continue to grow in its mission.

Chair Campbell thanked president Williams. He also recognized Dr. Christina Durham, Chair of the Board of Trustees, and thanked her for spending her day with the Regents.

2015 Legislative Session Report and Budget Update (TAB HH*)

Chair Campbell welcomed Senator Urquhart, thanked him for his support of higher education, and invited him to address the Board.

Senator Urquhart commended the Presidents and Commissioner in their roles as leaders of Utah higher education. He reported that overall, higher education had a good year in the legislature, and they especially did well with funding for buildings. He expressed appreciation for the Regents participation in the session. He reported on performance funding, adding he thinks it will only improve over time. He thanked the system for the low tuition increase. He closed with two suggestions for the Regents, first, put more blame and criticism on elected officials for failures in funding, and second rethink about how the system lobbies for buildings by perhaps lobbying for a pool of money, equitably dividing the funds so the institutions can address their greatest need.

Commissioner Buhler briefly reported on the session, encouraging the Board to review Tab HH in more detail. He reported over all the session was good, with a few disappointments. He briefly reported on

performance funding, the operating budget and capital funding, adding that there were no bills passed during the session that are harmful to the Utah System of Higher Education.

This item was an information item and no action was taken.

USHE – Tuition Increase for 2015-16 (1st- and 2nd- tier) (TAB FF*)

Commissioner Buhler reported first tier tuition is at 3% and only one institution requested a 2nd tier increase. Adding that this tuition increase request is the lowest increase in 15 years and ties into our priority of affordable participation. He also added that his recommendation for a tuition increase is higher than he had recommended in the budget preview last fall, however that recommendation was based on full legislative funding.

Associate Commissioner Stauffer reported in more detail on the tuition increase request and the figures in the attachment of TAB FF. He pointed to the updated memo and attachment for TAB FF in the Regents folders, reporting the new documents clarified the Commissioner's recommendation and added page numbers to the attachment.

It was moved by Regent Pitcher and seconded by Regent Theurer to approve the tuition rates for 2015-16 by:

- Finalizing the first-tier tuition increase at 3.0 percent for all USHE institutions
- Approving the second-tier tuition increase proposal of 0.5 percent at the University of Utah
- Approving graduate differential for Masters in International Affairs & Global Enterprise at University of Utah
- Approving graduate online tuition for Masters in Electrical & Computer Engineering at University of Utah
- Approving matriculated upper division undergraduate and graduate differential for Department of Landscape Architecture & Environmental Planning at Utah State University
- Approving upper division undergraduate and graduate differential for Huntsman School of Business at Utah State University
- Approving upper division undergraduate and graduate differential for College of Engineering at Utah State University
- Approving graduate differential for Masters of Athletic Training at Weber State University

The motion carried unanimously.

USHE – Fee Increases for 2015-16 (TAB GG*)

Associate Commissioner Stauffer reported most of the proposed fee increases fall under the rate at which tuition is increased except for two institutions. Utah State University has proposed a fee increase of 12.5 percent which includes \$100 for a building bond that has already been approved by the Board in 2012. Dixie State University (DSU) has proposed a student fee increase of 7.6 percent and has provided evidence of student support. Student Regent Harris spoke in support of the DSU fee increase. **It was moved by Regent Stoddard and seconded by Regent Harris to approve the fee schedules as outlined in TAB GG. The motion carried unanimously.**

General Consent Calendar (TAB Z)

On a motion by Vice Chair Davis, and seconded by Regent Pitcher the following items were approved on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Board meeting January 23, 2015, University of Utah, Salt Lake City, Utah
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved
- E. Finance and Facilities Items

Reports of Board Committees

Academic and Student Affairs Committee

Dixie State University – Bachelor of Arts/Bachelor of Science in Dance (TAB A)

Dixie State University – Bachelor of Individualized Studies (TAB B)

Regent Prince reported on two requests from Dixie State University for new bachelor degrees. It was moved by Regent Prince and seconded by Regent Stoddard to approve the requests as outlined in TAB A and TAB B. The motion carried.

Utah Valley University – Bachelor of Science Degrees in: 1) Animation and Game Development; 2) Digital Audio; 3) Digital Cinema; and 4) Web Design and Development with Emphases in Web and App Development, and Interaction and Design (TAB C)

Utah Valley University – Bachelor of Science in Entrepreneurship and Discontinuation of Emphasis in Entrepreneurship within the Bachelor of Science in Business Management (TAB D)

Utah Valley University – Bachelor of Science in Information Management (TAB E)

Utah Valley University – Bachelor of Science in Mechatronics Engineering Technology (TAB F)

Regent Prince reported on four requests from Utah Valley University for new bachelor programs. It was moved by Regent Prince and seconded by Regent Beesley to approve the requests as outlined in TAB C, TAB D, TAB E, and TAB F. The motion carried.

New Century and Regents' Scholarship Award Amounts for 2015-16 (TAB G)

Regent Prince reported on the amounts for the New Century and Regents' Scholarship funded by the legislature. It was moved by Regent Prince and seconded by Regent Simmons to approve the following amounts for the New Century and Regents' Scholarship for the college academic year 2015-15 pursuant to Utah Code Annotated 53B-8-108(8)(b):

New Century Scholarship:	\$1,250 per semester (100% of full amount)
Regents' Base Award:	\$1,000 one-time (100% of full amount)
Regents' Exemplary Award:	\$1,250 per semester (100% of full amount)
Regents' UESP Savings Match	\$Up to \$400 one-time (100% of full amount)

The motion carried.

Institutional Completion Update: Dixie State University (TAB H)

Regent Prince reported on this information item, commending President Williams and Dixie State University for their tremendous efforts. He also commended all USHE institutions in their efforts in increase completion rates. No action was taken on this information item.

Southern Utah University – First Year Report on Associate of Applied Science in Professional Pilot with Emphases in Rotor-Wing and Fixed-Wing Aircraft (TAB I)

No action was taken on this information item.

Utah Cluster Acceleration Partnership Report (TAB J)

No action was taken on this information item.

HB 198 Strengthening College and Career Counseling (TAB K)

No action was taken on this information item.

Finance/Facilities Committee

Dixie State University – Campus Master Plan Update Approval (TAB L)

Regent Marquardt reported the most significant change is the updated name and location change of the Human Performance/Student Wellness Center. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the proposed changes to Dixie State University's Campus Master Plan. The motion carried.**

Dixie State University – Sale of Property (TAB M)

Regent Marquardt reported on Dixie State University's request for authorization to sell two properties for the development of privately owned student housing. The sale of the two properties, together with the sale of adjoining property by the Dixie College Foundation will provide sufficient property for the project. **It was moved by Regent Marquardt and seconded by Regent Anderson to approve the request to sell the property, subject to the approval of the sale of the Dixie College Foundation's property and the developer's ability to put the project together. The motion carried.**

Utah State University – Mixed-use Development Ground Lease (TAB N)

Regent Marquardt reported on Utah State University's request to enter into a long term ground lease for the development of an office and commercial building on the Logan Campus. The new facility will replace what is known as the Barn, and will house the USU Credit Union, a University Welcome Center, and office space for USU Advancement and Alumni Relations. **It was moved by Regent Marquardt and seconded by Regent Zenger to approve the proposed ground lease subject to final approval of the lease documents. The motion carried.**

Utah State University – Series 2015 Research Revenue Refunding Bonds (TAB O)

Regent Marquardt reported on Utah State University's request for authorization to issue Series 2015 Research Revenue Bonds to refinance nearly \$15 million of callable maturities of existing Series 2009A Research Revenue Bonds. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the proposed Authorizing Resolution to refund the Series 2009A Research Revenue Bonds at an anticipated 4 percent savings. The motion carried.**

University of Utah – Rice Eccles Stadium Expansion and Renovation (TAB P)

Regent Marquardt reported on the University of Utah's request for authorization to proceed with a project to expand the men's restroom capacity at Rice Eccles Stadium on both the northeast and northwest concourses as well as update ADA facilities. **It was moved by Regent Marquardt and seconded by**

Regent Clyde to approve the project for presentation to the State Building Board for final approval. The motion carried.

University of Utah – Series 2015 Certificates of Participation Refunding (TAB Q)

Regent Marquardt reported on the University of Utah's request for authorization to issue Series 2015 Certificates of Participation (COPS) to refund callable Series 2007 COPS at a savings of more than \$1 million. **It was moved by Regent Marquardt and seconded by Regent Zenger to approve this request. The motion carried.**

Weber State University – Acquisition of Property at 26th Street and Monroe Blvd. (TAB R)

Regent Marquardt reported on Weber State University's request for authorization to purchase a property located at 26th Street and Monroe Boulevard in Ogden as the future home of the WSU Community Outreach Center. **It was moved by Regent Marquardt and seconded by Regent Harris to approve this proposed property purchase. The motion carried.**

Salt Lake Community College – Request for Approval to Create the Position of General Counsel (TAB S)

Regent Marquardt reported on Salt Lake Community College's request to create the position of General Counsel. This is following with what University of Utah, Utah State University, Weber State University and most recently, Utah Valley University have done. **It was moved by Regent Marquardt and seconded by Regent Clyde to approve this request. The motion carried.**

UHEAA – Authorizing Resolution: Student Loan Backed Notes (TAB T)

Regent Marquardt reported on UHEAA's request to begin to provide permanent financing for the recently purchased portfolio of student loans finance with a short-term warehouse line of credit. **It was moved by Regent Marquardt and seconded by Regent Barnes to approve the Authorizing Resolution for the issuance of the Student Loan Backed Notes in TAB T. The motion carried.**

Revision of Policy R588, Delegation of Debt Policy to Boards of Trustees, and the USHE Debt Ratio Analysis (TAB U)

Revision of Policy R831, Minimum Requirements for Non-Faculty Staff Employment Grievances (TAB V)

Revision of Policy R843, Guideline for Reduction in Force Policy (TAB W)

Elimination of Policy R845, Guidelines for Payment in Lieu of Notice Policy (TAB X)

Revision of Policy R847, Criminal Background Checks (TAB Y)

Regent Marquardt reported briefly on the changes of the above policies. **It was moved by Regent Marquardt and seconded by Regent Pitcher to adopt the revisions in R588, R831, R843 and R 847 and the elimination of R845 as outline in TABS U, V, W, X and Y. The motion carried.**

University of Utah – Series 2015B General Revenue and Refunding Bond (TAB Z)

Regent Marquardt briefly reported on this item. No action was taken on this information item.

Weber State University – Series 2015 Student Facilities System Revenue Refunding Bonds (TAB AA)

Regent Marquardt briefly reported on this item. No action was taken on this information item.

USHE – Spring 2015 Third-Week Enrollment Report (TAB BB)

Regent Marquardt briefly reported on this item. No action was taken on this information item.

USHE – Fall 2014 End-of-Term Enrollment Report (TAB CC)

Regent Marquardt briefly reported on this new report. No action was taken on this information item.

USHE – Annual Money Management Report for the Fiscal Year Ending June 30, 2014 (TAB DD)

Regent Marquardt briefly reported on this item. No action was taken on this information item.

USHE – Capital Facilities Update for 2015-16 (TAB EE)

Regent Marquardt briefly reminded the Board that the Capital Facilities Committee prioritized four projects in a STEM package last year and the legislature funded their top four buildings. He thanked everyone for their support during the legislative session. No action was taken on this information item.

It was moved by Regent Barnes and seconded by Regent Beesley to adjourn. The motion carried and the Committee of the Whole adjourned at 3:00 p.m. The Board did not meet in Executive Session.

Kirsten Schroeder, Executive Secretary

Date Approved:

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
FRIDAY, APRIL 3, 2015

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DRAFT

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS BUILDING, COMMISSIONER'S OFFICE
CONFERENCE CALL
FRIDAY, APRIL 3, 2015

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair*
France A. Davis
Jesselie B. Anderson
Bonnie Jean Beesley
James T. Evans
Brady L. Harris
Marlin K. Jensen
Robert S. Marquardt
Jed H. Pitcher*
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

Nina R. Barnes
Leslie Brooks Castle
Wilford W. Clyde

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education*
Gregory Stauffer, Associate Commissioner for Planning, Finance and Facilities*
Ralph Hardy, Assistant Commissioner for Facilities Planning*
Spencer Jenkins, Assistant Commissioner for Public Affairs

Institutional Staff

President Richard B. Williams, Dixie State University
Paul Morris, Vice President for Administrative Services*

Others

Ryan Bjerke, Chapman and Cutler, LLP*
Brian Baker, Zion's Bank*

* Those who appeared in person.

Chair Campbell called the Committee of the Whole to order at **10:00 a.m.** Roll was called and a quorum established.

Dixie State University – Series 2015 Student Housing Project Revenue Bond (TAB A)

Associate Commissioner Gregory Stauffer introduced the request from Dixie State University for approval to proceed with the sale of revenue bonds that were authorized in the recently concluded 2015 legislative session to provide an estimated amount of \$19,020,000 for construction of a new student housing project. He reported Paul Morris, Vice President for Student Affairs at Dixie State University would explain in future depth regarding the length of the bond and the breadth of pledges to pay against it.

Vice President Morris reported the final maturity of the bond is not to exceed 32 years, which is advantageous due to low interest rates, the fact that the building should outlast the bond payments by ten years, and the longer term will help keep the housing costs competitive. Student fees, housing, and parking that are included in the indentures will give more flexibility in meeting the payment.

It was moved by Regent Simmons and seconded by Regent Zenger to approve the proposed Authorizing Resolution for purchase of the Series 2015 Auxiliary Revenue Bonds to finance the Dixie State University Student Housing Project. The motion carried.

The meeting adjourned at 10:11 a.m.

Kirsten Schroeder, Executive Secretary*

Date Approved:

May 11, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Authorization of Commissioner to Convey Information to State Board of Education as Required by SB196

Issue

SB196 (Math Competency Initiative) sponsored by Senator Ann Millner, was enacted by the 2015 legislature and is now law. In order to meet its timelines and in consideration of the currently identified and posted meeting dates of the State Board of Education and the State Board of Regents, a process is needed that authorizes the Commissioner to communicate qualifying scores in mathematics (as required by SB196) to the State Board of Education prior to their June 2015 Board meeting.

Background

SB196 (enacting 53A-1-1201 – 1202 of the Utah Code Annotated 1953) requires that the State Board of Education make rules that establish mathematics competency standards as a graduation requirement beginning with the 2016-17 school year. The process outlined in statute requires the State Board of Regents, in consultation with the State Board of Education, to determine qualifying scores for a number of measures of mathematics competency (e.g., Advanced Placement scores). In order to comply with statute implementation date of the 2016-17 school year, the State Board of Education needs to affirm the qualifying scores at their June 2015 Board meeting. The Office of the Commissioner has identified a process that engages the Utah System of Higher Education (USHE) Math Chairs and the math specialist from the Utah State Office of Education (USOE) in setting the qualifying scores. The qualifying score-setting process by the USHE Math Chairs will not be concluded until early June 2015, and not in time for approval action by the State Board of Regents during their May meeting. Affirmation of the scores at the July 2015 meeting of the State Board of Regents will not be in time for the State Board of Education to set the scores during their June meeting, as required by the statute implementation date.

This action item authorizes the Commissioner to convey the scores, based on input from the USHE Math Department Chairs in consultation with the USOE math specialist, to the State Board of Education on behalf of the State Board of Regents so that the timeline specified in statute can be met.

Policy Issues

A strength of this legislation is requiring consultation between the State Board of Education and the State Board of Regents. The specifics of the legislation relative to the scores to be set and the timeline necessitate a more streamlined approach in order to meet these requirements. The proposed authorization of the Commissioner to convey the scores to the State Board of Education allows full engagement of the Math Chairs in setting the scores while meeting the deadlines set in statute.

Commissioner's Recommendation

The Commissioner recommends the Regents authorize the Commissioner to convey the qualifying scores as identified in SB196 to the State Board of Education.

David L. Buhler
Commissioner of Higher Education

DLB/EJH
Attachment

MATH COMPETENCY INITIATIVE

2015 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Ann Millner

House Sponsor: Francis D. Gibson

LONG TITLE

General Description:

This bill enacts provisions relating to public school mathematics competency standards.

Highlighted Provisions:

This bill:

- ▶ enacts provisions relating to public school mathematics competency standards.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

ENACTS:

53A-1-1201, Utah Code Annotated 1953

53A-1-1202, Utah Code Annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-1-1201** is enacted to read:

Part 12. Career and College Readiness Mathematics Competency

53A-1-1201. Title.

This part is known as "Career and College Readiness Mathematics Competency."

Section 2. Section **53A-1-1202** is enacted to read:

53A-1-1202. Career and college readiness mathematics competency standards.

(1) As used in this section, "qualifying score" means a score established as described in

30 Subsection (4), that, if met by a student, qualifies the student to receive college credit for a
31 mathematics course that satisfies the state system of higher education quantitative literacy
32 requirement.

33 (2) The State Board of Education shall, in accordance with Title 63G, Chapter 3, Utah
34 Administrative Rulemaking Act, make rules that:

35 (a) (i) establish the mathematics competency standards described in Subsection (3) as a
36 graduation requirement beginning with the 2016-17 school year; and

37 (ii) include the qualifying scores described in Subsection (4); and

38 (b) establish systematic reporting of college and career ready mathematics
39 achievement.

40 (3) In addition to other graduation requirements established by the State Board of
41 Education, a student shall fulfill one of the following requirements to demonstrate mathematics
42 competency that supports the student's future college and career goals as outlined in the
43 student's college and career plan:

44 (a) for a student pursuing a college degree after graduation:

45 (i) receive a score that at least meets the qualifying score for:

46 (A) an Advanced Placement calculus or statistics exam;

47 (B) an International Baccalaureate higher level mathematics exam;

48 (C) the ACCUPLACER College-Level Math test or an equivalent test described in
49 Subsection (5);

50 (D) a College Level Examination Program precalculus or calculus exam; or

51 (E) the ACT Mathematics Test; or

52 (ii) receive at least a "C" grade in a concurrent enrollment mathematics course that
53 satisfies the state system of higher education quantitative literacy requirement;

54 (b) for a non college degree-seeking student, the student shall complete appropriate
55 math competencies for the student's career goals as described in the student's college and career
56 plan;

57 (c) for a student with an individualized education program prepared in accordance with

58 the Individuals with Disabilities Education Act, 20 U.S.C. Sec. 1400 et seq., the student shall
59 meet the mathematics standards described in the student's individualized education program; or

60 (d) for a senior student with special circumstances as described in State Board of
61 Education rule, the student shall fulfill a requirement associated with the student's special
62 circumstances, as established in State Board of Education rule.

63 (4) The State Board of Regents shall, in consultation with the State Board of
64 Education, determine qualifying scores for the tests and exams described in Subsection
65 (3)(a)(i).

66 (5) The State Board of Regents, established in Section [53B-1-103](#), may make a policy
67 to select at least one test the State Board of Regents finds is equivalent to the ACCUPLACER
68 College-Level Math test.

69 (6) The State Board of Regents shall, in consultation with the State Board of
70 Education, make policies to:

71 (a) develop mechanisms for a student who completes a math competency requirement
72 described in Subsection (3)(a) to:

73 (i) receive college credit; and

74 (ii) satisfy the state system of higher education quantitative literacy requirement;

75 (b) allow a student, upon completion of required high school mathematics courses with
76 at least a "C" grade, entry into a mathematics concurrent enrollment course;

77 (c) increase access to a range of mathematics concurrent enrollment courses;

78 (d) establish a consistent concurrent enrollment course approval process; and

79 (e) establish a consistent process to qualify high school teachers with an upper level
80 mathematics endorsement to teach entry level mathematics concurrent enrollment courses.