

STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY
TAGGART STUDENT CENTER
THURSDAY/FRIDAY SEPTEMBER 15/16, 2016

AGENDA
Thursday September 15, 2016

- 12:00 – 1:00 PM **LUNCH**
Location: East Ballroom
- 1:00 – 3:30 PM **COMMITTEE OF THE WHOLE**
Location: West Ballroom
1. Presentation of State Funded Capital Development Projects
 2. Presentation of Land Bank Requests and Non-State Funded Capital Development Projects
- 6:00 PM **Dinner for Regents and Presidents**
Location: Huntsman Hall Perry Pavilion

AGENDA
Friday September 16, 2016

- 8:00 – 9:30 AM **BREAKFAST MEETING – STATE BOARD OF REGENTS, UTAH STATE UNIVERSITY
BOARD OF TRUSTEES, PRESIDENT ALBRECHT, COMMISSIONER BUHLER**
Location: Alumni House
- 9:30 – 9:45 AM **TRANSITION BREAK**
- 9:00 – 9:45 AM **CONTINENTAL BREAKFAST – ALL**
Location: East Ballroom
- 9:45 AM – 11:30 PM **MEETINGS OF BOARD COMMITTEES**

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Teresa L. Theurer, Vice Chair
Location: Center Colony Room 221

ACTION:

- | | |
|---|-------|
| 1. University of Utah – Educational Specialist in School Psychology | TAB A |
| 2. Utah State University – Bachelor of Arts/Bachelor of Science in English Teaching Composite with Emphases in American Studies, Literature, and Writing | TAB B |
| 3. Utah State University – Bachelor of Science in Climate Science | TAB C |
| 4. Weber State University – Bachelor of Science in Nutrition Education with Emphases in Integrative Nutrition and Sports Nutrition | TAB D |
| 5. Revision of Regent Policy R165, <i>Concurrent Enrollment</i> | TAB E |
| 6. Revision of Regent Policy R470, <i>General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination</i> | TAB F |

CONSENT:

Please see the General Consent Calendar at TAB X.

INFORMATION:

- | | |
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| 1. Utah State University Completion Report | TAB G |
| 2. Utah Scholars Initiative 2016 | TAB H |
| 3. StepUp to Higher Education Initiative 2016 | TAB I |

FINANCE/FACILITIES COMMITTEE

Regent Robert S. Marquardt, Chair

Location: Senate Chambers 336

ACTION:

- | | |
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| 1. Utah State University – Long-term Lease for the USU Salt Lake Education Center | TAB J |
| 2. Utah State University – Property disposal in Carbon County | TAB K |
| 3. Salt Lake Community College – Property Acquisition in Herriman | TAB L |
| 4. USHE – Operating Budget | TAB M |
| 5. USHE – Revision of Policy R345, <i>Information Technology Resource Security</i> | TAB N |
| 6. USHE – Institutional Non-State Funded Capital Development Projects and Land Bank Requests for 2017-18 | TAB O |
| 7. USHE – Institutional State – Funded Capital Development Projects for 2017-18 | TAB P |
| 8. USHE – State Authorization Reciprocity Agreement (SARA) Institution Membership Fees | TAB Q |
| 9. UHEAA – Amendment to Authorizing Resolution: Student Loan Backed Notes | TAB R |

INFORMATION:

- | | |
|---|-------|
| 1. Utah State University – Series 2016 Taxable Research Revenue Bonds | TAB S |
| 2. Utah State University – Series 2016 Student Fee and Housing System Revenue Bonds | TAB T |
| 3. Southern Utah University – Aviation Program Capital Asset Report | TAB U |
| 4. USHE – 2015-16 End-of-year Enrollment Report | TAB V |
| 5. USHE - Annual Report on Foreign Gifts and/or Donations | TAB W |

11:30 – 12:30 PM

LUNCH

Location: East Ballroom

11:30 – 12:30 PM

PHOTOGRAPHS FOR NEW REGENTS

Location: East Colony Room 223

12:30 – 1:00 PM

STATE OF THE UNIVERSITY – PRESIDENT ALBRECHT

Location: West Ballroom

1:00 – 2:30 PM

COMMITTEE OF THE WHOLE

Location: West Ballroom

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| 1. Oath of Office (Ty B. Aller) | |
| 2. General Consent Calendar | TAB X |
| 3. Approval of Calendar for 2017-18 Board of Regent Meetings | TAB Y |
| 4. USHE – Institutional State – Funded Capital Development Projects for 2017-18 | TAB P |
| 5. USHE – Institutional Non-State Funded Capital Development Projects and | |

- Land Bank Requests for 2017-18
6. USHE - 2017-18 Operating Budget Request
 7. Reports of Board Committees

TAB O
TAB M

- 2:30 – 2:45 PM **TRANSITION BREAK**
- 2:45 – 3:45 PM **EXECUTIVE SESSION (if needed)**
Location: Center Colony Room 221

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.

September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: University of Utah – Educational Specialist in School Psychology

Issue

The University of Utah requests approval to offer an Educational Specialist (EdS) in School Psychology effective in spring 2017. The institutional Board of Trustees approved the degree on May 10, 2016.

Background

The University of Utah currently offers Master of Education (MEd), Master of Science (MS), and Doctor of Philosophy (PhD) degrees in School Psychology through the Department of Educational Psychology. The current MEd and MS programs meet Utah State Board of Education licensure requirements for school psychologists and are approved by the National Association of School Psychologists. The MEd and MS require three years of course work and a one-year, full-time internship; these programs are, at a minimum, 72 credit hours, far exceeding what is often required for a master's degree.

In recognition of the four years of study and internship required to become a licensed school psychologist, it is becoming standard practice across the nation to award an Educational Specialist degree to school psychology program graduates. Accordingly, this proposal to transition from an MEd/MS to an EdS in School Psychology would align the University of Utah with programs at Brigham Young University (BYU), Utah State University (USU), and many other institutions in the western region and across the nation where the EdS is awarded. The EdS in School Psychology would also more appropriately reflect the level of expertise and preparation of graduates and would qualify them for higher placement on school district salary scales.

With long-standing MEd, MS, and PhD programs in place, the University is fully ready with courses, funding, personnel, and other resources to offer the EdS in School Psychology. Labor market demand in Utah and the nation is projected to be high well into the future. Graduate programs in school psychology at the University of Utah, BYU, and USU have co-existed for many years, and there will continue to be a need for school psychology graduates as enrollments continue to rise and current school psychologists retire.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by the University of Utah and the Board of Regents. The Utah System of Higher Education (USHE) Chief

Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of the University of Utah's request to offer an EdS in School Psychology. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by the University of Utah to offer an Educational Specialist in School Psychology.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

**Program Description
University of Utah
Educational Specialist in School Psychology**

Section I: The Request

The University of Utah requests approval to offer an Educational Specialist (EdS) in School Psychology effective in spring 2017. The institutional Board of Trustees approved the degree on May 10, 2016.

Section II: Program Description

Complete Program Description

The School Psychology Program at the University of Utah offers both Master's and Doctoral degree programs. The doctoral program is accredited by the American Psychological Association and approved by the National Association of School Psychologists. The Master's (proposed EdS) program is fully approved and nationally recognized by the National Association of School Psychologists. Doctoral and Master's (Specialist) level students also have opportunities to attain credentialing as a Board Certified Behavior Analyst (BCBA). Program faculty members have diverse research and teaching interests in the following evidence-based practices: behavioral assessment and treatment, traumatic brain injury, autism spectrum disorder, neuropsychological assessment, early childhood intervention, developmental disabilities, school-wide behavior supports, consultation, social skills, diversity issues, parent training, school-based mental health, telehealth, and pediatric feeding disorders.

Purpose of Degree

The Educational Specialist degree is designed to prepare qualified and effective psychologists who will practice in schools or school-related settings. The current program requires a minimum of 72 semester hours for the Master of Education (MEd) and 74 semester hours for the Master of Science (MS); this curriculum includes a 1,500-hour supervised internship. Upon completing the program, students meet Utah State Board of Education licensing standards, as well as certification requirements for most other states.

The purpose of changing the degree from the MEd/MS presently granted to the school psychology graduates is to better reflect the time and effort students are required to invest in graduate studies. If the change in degree is approved, it is expected the University will have a larger number of applicants, and graduates of the program will report being more satisfied with their jobs. As outlined here, there are three main reasons supporting a change of degree.

1. The Master's School Psychology Program at the University of Utah currently requires a minimum of 72 semester-credits of graduate coursework to meet standards specified by national approval boards (the National Association of School Psychologists) and state accrediting bodies (the Utah State Board of Education). School psychology training programs must require a minimum of 60-semester hours of graduate coursework. The current program at the University of Utah is clearly in line with that requirement; however, the minimum number of credits required for a master's degree at the University of Utah is 30. Thus, the number of credit-hours required to complete the School Psychology Program is significantly above the University's minimum standard; however, there is nothing to reflect this in the degree the students earn.

2. Nationally, it is becoming increasingly common for non-doctoral school psychology training programs to grant EdS degrees rather than master's degrees, including two programs operating in the state of Utah. Approximately 40% of training programs grant the EdS. A large number of other training programs grant other types of specialist degrees (e.g., SSP – specialist in school psychology; PsyS – psychology specialist). This change to the EdS would keep the University of Utah's training program in school psychology in line with these local and national trends.
3. Until recently, none of the three school psychology programs in Utah (University of Utah and programs at Utah State University and Brigham Young University) offered the EdS; however, BYU and USU recently changed the terminal non-doctoral school psychology degree granted from an MS to an EdS. Both of these universities require 62-70 semester hours of study. In addition, universities in neighboring states offer the EdS. For example, specialist-level school psychology university programs in Idaho, Montana, and Nevada all grant the EdS degree. In the Pac-12, five universities offer training programs in School Psychology, and two of those offer the EdS degree. Changing the degree that the University of Utah School Psychology students are granted will allow graduates to be paid at the appropriate level in school districts in which they are employed. School Psychology graduates with a master's degree as their terminal degree are eligible for and are frequently offered positions on the master's level salary scale rather than the master's +30 salary scale (which school districts frequently reserve for those who have earned an 30 additional credits after being awarded a 30-credit master's degree) or the EdS/specialist salary scale. Thus, University of Utah graduates are currently offered salaries similar to those with 30 semester hours of graduate training rather than those with the equivalent of 60 semester hours or more of graduate coursework. Offering the EdS degree would alleviate this salary discrepancy issue.

Institutional Readiness

The proposed program is not new. Only a change in the terminal degree granted is being requested. Therefore, it is not anticipated that any additional resources (faculty, coursework, etc.) will be needed. This proposal was reviewed by the full faculty in the Department of Educational Psychology at its regular November 2015 meeting and approved with a vote of 21 in favor and 0 opposed. Letters of support came from the program director, department chair, and the Dean of the College of Education, as well as from key personnel in local universities and school districts who are directly knowledgeable of the importance of the Educational Specialist degree. The proposal was reviewed by the College of Education Curriculum Committee and approved on March 1, 2016.

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	20	0	20
Full-time Non-Tenured	3	0	3
Part-time Tenured	1	0	1
Part-time Non-Tenured	18	0	18
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	13	0	13
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	20	0	20
Full-time Non-Tenured	3	0	3
Part-time Tenured	1	0	1
Part-time Non-Tenured	31	0	31
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>	32	0	32

Staff

No additional staff resources will be required. The Department of Educational Psychology supports three full-time staff members (administrative assistant, accounting specialist, and academic coordinator) and a part-time office assistant. Given that the program curriculum does not change, and no new resources are requested to operate the program, no changes in staffing needs are anticipated.

Library and Information Resources

No additional library resources will be required. As mentioned previously, the proposed degree change does not require additional coursework or resources. The Marriott Library has acquired a large collection over many years, annually purchases a large selection of scholarly books related to school psychology, maintains significant holdings of scholarly journals in the discipline, is very strong in databases, and is committed to ongoing support of School Psychology faculty and students.

Admission Requirements

The admissions requirements will remain the same as for the MEd and are outlined in the 2015-16 online catalog for the University of Utah (<https://gradschool.utah.edu/graduate-catalog/admissions/> and <http://gradschool.utah.edu/graduate-catalog/>).

As stated these are: Prospective graduate students, including University of Utah seniors, apply for admission through The University of Utah Apply Yourself online application system. Each department or program determines its own application process. The department's website provides a link to the Graduate

Admissions application, along with instructions and requirements. An applicant for admission to The Graduate School must meet the following minimum requirements: an undergraduate GPA of at least 3.0, based on all undergraduate work; if the undergraduate GPA is below 3.0, a GPA will be calculated on the last 60 semester hours (90 quarter hours) of the undergraduate work for admission consideration; a bachelor's degree from a regionally-accredited college or university; meeting the academic department's admission standards and receiving a recommendation for admission to their graduate program. The Educational Psychology department provides additional criteria for admission in accordance with the general guidelines established by The Graduate School.

The Educational Psychology department also requires (<http://ed-psych.utah.edu/admissions/index.php>):

- Curriculum Vitae/Resume: A CV is a detailed overview of your accomplishments, ones most relevant to the realm of academia. Submit a CV with the most updated information possible.
- Personal Statement: Submit a personal statement in the application describing your career goals in 1 to 2 pages. For individuals applying to a doctoral program, please identify in your statement at least one of two program faculty who could potentially serve as research mentors if you are admitted.
- Recommendations: You will be prompted to add your recommenders' email addresses. They will receive an email with a copy of the necessary Recommendation Form to fill out. They will be required to and upload it with their letters into your online application. At least two of the recommendations should be from individuals at academic institutions who can assess your academic potential for graduate study.

Student Advisement

Students will be advised as they are currently. Under this system, each student is assigned a temporary advisor when admitted to the program. This temporary advisor is a core School Psychology faculty member. Students meet with this advisor as needed and obtain a permanent advisor once they have a thesis/research practicum topic and choose a chair and supervisory committee for this option. All students also receive assistance from the department's academic coordinator with respect to program requirements and paperwork. Students completing their program of study in spring 2017 after 4 years of coursework, practica, and internship would be eligible for the EdS.

Justification for Graduation Standards and Number of Credits

The current MS program exceeds 36 credits, but with an EdS degree, the program will be consistent with accepted number of credits for the degree, based on EdS curriculum requirements at other Utah universities, other Pac-12 schools offering the degree, and other comparable institutions nationwide.

External Review and Accreditation

The School Psychology program is currently accredited as a doctoral-level program by the National Association of School Psychologists (NASP) and the American Psychological Association (APA). The program recently submitted an application to the National Association of School Psychologists for national recognition as a Master's/Specialist equivalent program. National recognition was granted effective January 1, 2014. The next accreditation review by NASP will be after December 31, 2020. There are currently no

costs for ongoing accreditation of the Master’s program by NASP and it is anticipated that this would be the case for an EdS program. The program is also approved by the Utah State Board of Education for the licensure of school psychologists. This, too, would not change with the change in degree.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

The qualifications of the applicant pool will likely increase with the change in degree since the EdS degree will be more consistent with the other universities in Utah, the Pac-12, and national standards. Currently five or six students are admitted to the Master’s program each year. The University would continue to admit at least this number of students; however, it is anticipated that with the change in degree from a Master’s to an Educational Specialist there will be an increase in highly-qualified applicants and admission of more students. Since there is no thesis required, an increase of four or five students would not cause any negative impact on the program and would greatly help districts in the state of Utah and surrounding states with large numbers of positions open for school psychologists.

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	0	3	5	4	8	9
Total # of Declared Majors in Proposed Program	12	16	17	19	21	23
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	32	32	32	32	32	32
Total Department Student FTE (Based on Fall Third Week)	223	228	228	228	228	228
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	6.97	7.12	7.12	7.12	7.12	7.12
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	N/A	N/A	N/A	N/A	N/A	N/A

Expansion of Existing Program

The University is not requesting to expand the program, but to simply change the degree granted.

Section III: Need

Program Need

Although this change in degree is not essential for the continuation of the school psychology program, as outlined in the Purpose of Degree section above, the EdS degree better reflects current professional standards and the program requirements. This change is important in being able to continue to recruit quality applicants (as universities are increasingly granting this degree for the school psychology specialty) and in allowing University of Utah graduates to be fairly recognized and compensated for their level of education.

Labor Market Demand

The vast majority of University of Utah school psychology program graduates are currently working as school psychologists. Some graduates have returned to school to earn a PhD in school psychology or a related field (e.g., special education). The requested change in degree granted will not have an impact on this. School psychologists are in high demand in Utah and nationwide, and this demand is expected to continue. Currently, there are approximately 20 existing vacancies along the Wasatch Front in four major school districts, and district level human resources personnel anticipate that this will be a long-term situation. Nationwide, there is expected to be a shortage of school psychologists through at least the year 2020, with many estimating that this shortage will persist due to the “graying” of the field and impending retirements.

Offering an EdS degree reflecting the time, effort, and expense associated with the training that it entails, should increase interest in the program among both in-state and out-of-state applicants and assist the University of Utah in meeting the Governor's call that 66% of Utahns will have a postsecondary degree or certificate by 2020.

Student Demand

Multiple qualified applicants are routinely reviewed for admission to the program. The demand for the program, if anything, would increase with the change in degree.

Similar Programs

Both Utah State University and Brigham Young University offer similar EdS programs. However, this has been the case for a number of years. All three programs continue to thrive, and the requested change in degree for this program should not influence this. Also, five of the Pac-12 universities offer graduate programs in School Psychology, and two of those five offer EdS degrees (University of Arizona and University of Washington). Thus, the ability to offer the EdS degree will keep up current with top local and regional competitor programs.

Collaboration with and Impact on Other USHE Institutions

Because this is not a new program, both Utah State University and Brigham Young University are well aware that a school psychology program is offered at the University of Utah and have been notified of the University's intent to transition from the MEd degree to the EdS degree. Because the school psychology

programs at the three universities have co-existed for several years, it is not anticipated that the proposed degree change would have any impact on this balance.

Benefits

The benefits of this program to the University of Utah will be reflected in an ability to attract a wider pool of candidates who are seeking a degree which reflects their commitment in time, study, and training to the profession. The University of Utah and USHE benefit from this program by its association with teacher-training programs and the visibility the program earns by placing students and graduates in school districts across Utah, as well as in out-of-state settings. Completion of the program will satisfy school psychology educational licensure requirements for Utah and most other states, and it will also allow graduates to more readily pursue a national credential, the National School Psychology Certification (NCSP).

Consistency with Institutional Mission

Since the program curriculum is already in place via the MEd program, in practice it is already part of University of Utah's graduate education programs. The program fits with the University's commitment to graduate education and its commitment to education-related programs and programs that serve the state of Utah. (The majority of graduates from this program have historically worked in the K-12 schools in Utah.)

Section IV: Program and Student Assessment

Program Assessment

The goals, objectives, and desired competencies of the master's track program ensure that each student understands, acquires, and exhibits appropriate professional and personal characteristics and dispositions, and attains academic knowledge and practitioner competencies that fully prepare him/her to work as a professional school psychologist.

Personal and Professional Dispositions. Students' personal and professional actions are expected to conform to the ethical standards outlined by the American Psychological Association and the National Association of School Psychologists; and, in addition, students' professional activities are expected to be characterized by:

- A. A democratic attitude that respects the worth, uniqueness, and potential for growth and development of all individuals.
- B. Personal stability, ethical behavior, and respect for the confidentiality of privileged information.
- C. Maintaining a professional manner in which responsibilities are discharged in a cooperative and conscientious fashion.
- D. Productive work habits that display motivation, competence, independence, and adaptability.
- E. Appreciation and commitment to continuing professional growth to include involvement in professional associations for school psychologists.

Program Goals, Objectives and Competencies. The School Psychology Program at the University of Utah prepares students to demonstrate competency consistent with following areas of professional school psychology practice: (1) Data-Based Decision-Making and Accountability, (2) Consultation and Collaboration, (3) Interventions and Instructional Support to Develop Academic Skills, (4) Interventions and Mental Health Services to Develop Social and Life Skills, (5) School-Wide Practices to Promote Learning,

(6) Preventive and Responsive Services, (7) Family-School Collaboration, (8) Diversity, (9) Research and Program Evaluation, and (10) Legal, Ethical and Professional Practice. To achieve these competencies, the program maintains a set of five goals which are supported by appropriate objectives and competencies. These goals, objectives, and competencies form the basis for professional practice in school psychology. Competencies are established, promoted, and assessed through coursework, supervised practicum, and internship experiences.

<p>Program Goal #1: Assessment – Students will understand and apply foundational knowledge and clinical skill in identification and diagnostic study of individual students in a non-biased, reliable, and valid manner across settings and diverse groups.</p>
<p>Objectives for Goal #1:</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to define strengths, needs, and problem areas of clients across multiple disabilities, diverse settings, and contexts using a variety of assessment procedures. 2. Students will demonstrate the ability to interpret psychological results, make inferences about assessment data, develop recommendations based upon psychological data, and write psychological reports.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able conduct and interpret screening data, progress monitoring data, and response to interventions. b. Students are able to assess associated systems (e.g., instructional processes, school climate, home environments, and cultural, ethnic, and linguistic diversity). c. Students are able to conduct observations, interviews, standardized multi-informant rating scales, and other evidence based assessments. d. Students are able to assess and diagnose intellectual disabilities, learning disabilities, internalizing and externalizing disorders, attention deficit hyperactivity disorders, autism spectrum disorders, and other exceptionalities. e. Students are able to conduct and interpret academic and behavioral assessment data in association with multi-tiered systems of support models in schools. f. Students are able to conduct and interpret functional behavioral assessments and analyses. g. Students are able to administer and interpret standardized measures of cognitive processes, memory, processing speed, executive functions, attention, learning, academics, phonological processing, visual-motor functioning, auditory perception, and motor proficiency. h. Students are able to conceptualize and assist in organizational assessments and evaluations for educational systems.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field, and internship ratings.
<p>Program Goal #2: Intervention – Students will acquire knowledge and skill in evidence-based individual, group, and school level remediation strategies, interventions, and psychoeducational program planning across diverse settings and groups.</p>
<p>Objectives for Goal #2:</p>

<ol style="list-style-type: none"> 1. Students will demonstrate knowledge and skill in evidence-based behavioral/cognitive-behavioral interventions and remediation strategies on an individual, group, and school level. 2. Students will develop knowledge and skill in evidence-based academic interventions and remediation strategies on an individual, group, and school level. 3. Students will demonstrate knowledge and skill in systems-wide prevention and intervention, and crisis intervention.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to provide assistance to school personnel in designing and evaluating remediation curricula to help students master basic academic skills and enhance adaptive behavior, social skills, functional life skills, and vocational orientation skills. b. Students are able to utilize formative assessment, data analysis, and experimental design to inform intervention decision making and fidelity of intervention implementation. c. Students are able to design, implement, and evaluate programs in the preparation for, prevention of, and response to crises in education-related settings.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field, and internship ratings forms.
<p>Program Goal #3: Consultation – Students will demonstrate knowledge of consultation and supervision models and skills to effectively serve as consultants to teachers, parents and other educational personnel on matters related to the education and mental health of children and adolescents to insure the most appropriate educational program for them.</p>
<p>Objectives for Goal #3:</p> <ol style="list-style-type: none"> 1. Students will demonstrate appropriate communication and listening skills when consulting with professionals and parents. 2. Students will demonstrate knowledge and ability to use appropriate consultation and supervision techniques for prevention and intervention planning, professional development, progress monitoring, and program evaluation. 3. Students will effectively employ culturally and ethnically sensitive consultation and supervision with teachers, parents, and/or other mental health professionals.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students understand stages of professional practice and development (i.e., novice, advanced beginner, competent, proficient, and expert). b. Students are able to collaborate with parents, general educators, and special educators to develop and evaluate educational programs and evidence based interventions at the school, group, or individual level. c. Students are able to participate in multidisciplinary teams that use data-based decision making to plan individual, group, and school-wide prevention and intervention programming. d. Students are able to use consultation and collaboration with community-based service providers and organizations to coordinate educational, health, and mental health services for diverse children, youth, and their families. e. Students are able to assist in development, coordination, and delivery of professional development activities to enhance the effectiveness of others.

<ul style="list-style-type: none"> f. Students are able to participate in supervision of assessment and direct and indirect interventions in accordance with their own developmental level to promote the development of effective assessment and intervention decision making. g. Students are able to recognize individual biases and limitations using culturally competent practices and provide adjustment of communication and consultative techniques based on those needs. h. Students are able to provide support to decision makers within organizations in research design and program evaluation.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate field practicum/internship ratings.
<p>Program Goal #4: Research and Inquiry – Students will be able to review, apply, conceptualize/design and carry out research that enhances the knowledge base and the professional practice of school psychology.</p>
<p>Objectives for Goal #4:</p> <ol style="list-style-type: none"> 1. Students will demonstrate knowledge and skill completing research on selected topics associated with typical and atypical development, risk and protective factors in child development, efficacy and effectiveness of psychological and behavioral health interventions, and effective instructional practices. 2. Students will demonstrate knowledge and skill needed to become consumers of research and advocates for research/evidence based practice.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to conceptualize, conduct, interpret, and apply research to support schools at all levels and inform data-based decision making. b. Students are able to understand and apply concepts of treatment integrity/fidelity, reliability, validity, research design, and methods to study of various problems that impact student learning and social functioning in schools, communities and families. c. Students are able to conduct clinical studies concerning implementation of interventions, including early screening and identification of children and youth at high risk for disabilities. d. Students are able to understand, integrate, and communicate research to others to foster effective practices. e. Students provide evidence based feedback on program quality and effectiveness.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete each didactic course with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field and internship rating items. • Students must demonstrate understanding and application of foundations of basic and applied research skills in applied practicum and internship settings.
<p>Program Goal #5: Ethical, Social and Professionally Responsible Practice – Students will demonstrate a</p>

comprehensive understanding of state, federal and setting-specific laws and policies; ethical and practice standards of APA and NASP; and use appropriate decision making strategies in training and professional contexts.
<p>Objectives for Goal 5:</p> <ol style="list-style-type: none"> 1. Students will demonstrate understanding and practice of legal, ethical, and professional practice/decision-making, including self-evaluation and accountability. 2. Students will demonstrate culturally responsive practice and advocacy for diversity and social justice. 3. Students will demonstrate advocacy for school psychology services.
<p>Competencies Expected for these Objectives:</p> <ol style="list-style-type: none"> a. Students are able to apply professional, systematic decision-making based on a comprehensive foundation of current ethical, legal, and professional standards of school psychology. b. Students are able to implement evidence-based practices in contexts of diverse individual, family, school, and community characteristics. c. Students are able to advocate for recognition of diversity, individual differences, backgrounds, strengths, and needs of children and families, in schools and other settings. d. Students are able to collaborate and communicate with parents, teachers, administrators, colleagues, policymakers, and others to protect child and family rights. e. Students are able to advocate for laws and policies at all levels that protect the well-being of all children and families. f. Students are able to apply technology and information resources to enhance the quality of services for children and protect confidentiality of information regarding children, families, professionals, and schools. g. Students are able to engage in self-assessment of one's own professional competence and evaluation of the outcomes of these services. h. Students are able to promote recognition of school psychologists' professional roles.
<p>How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:</p> <ul style="list-style-type: none"> • Students must complete didactic courses with a minimum grade of B (letter grade) or Credit (Credit-No Credit) for applied/field experiences at end of each semester. • Students must also receive adequate or better ratings on appropriate clinic, field and internship ratings.

In addition to grades and supervisor ratings in practicum and internship, these objectives are also evaluated through completion of a project (thesis or Plan B paper), successful completion/passing of the National School Psychology Exam, and completion of a program portfolio.

Expected Standards of Performance

See above Objectives and Methods of Assessment. These standards are consistent with state and national standards promoted by the Utah State Board of Education and the National Association of School Psychologists. None of these will change with a change in terminal degree.

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	1,953,166	0	1,953,166	0	1,953,166	0	1,953,166
Benefits	449,858	0	449,858	0	449,858	0	449,858
Total Personnel Expense	\$2,403,024	\$0	\$2,403,024	\$0	\$2,403,024	\$0	\$2,403,024
Non-Personnel Expense							
Travel	46,000	0	46,000	0	46,000	0	46,000
Capital							
Library							
Current Expense	65,200	0	65,200	0	65,200	0	65,200
Total Non-Personnel Expense	111,200	0	111,200	0	111,200	0	111,200
Total Expense (Personnel + Current)	\$2,514,224	\$0	\$2,514,224	\$0	\$2,514,224	\$0	\$2,514,224
Departmental Funding							
Appropriated Fund	2,403,024	0	2,403,024	0	2,403,024	0	2,403,024
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	139,340	0	139,340	0	139,340	0	139,340
Total Revenue	\$2,542,364	\$0	\$2,542,364	\$0	\$2,542,364	\$0	\$2,542,364
Difference							
Revenue-Expense	\$28,140		\$28,140		\$28,140		\$28,140
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>	\$326.95		\$322.95		\$318.95		\$314.95

Note: The proposed degree program is not new and will not require any additional resources or any changes within the departmental or college budget. All instructional costs and student credit hours are reflected in the current departmental budget. Although the departmental budget may increase based on legislative appropriations in each year (not reflected in table), there are no additional increases requested or expected as a result of the proposed program.

Funding Sources

This program is already funded and will continue to be funded as it is currently. To complement existing funding from state allocations, tuition, fees, etc., the program has enjoyed considerable success in securing multiple multi-year training grants in excess of \$7 million over the past seven years directed to training graduate students at master's and doctoral levels.

Reallocation

It is not necessary for any funds to be reallocated to this program.

Impact on Existing Budgets

This program is already part of the departmental budget, including funds for faculty salaries and travel, technical support, student support, and adjunct funding, when appropriate.

Section VI: Program Curriculum

All Program Courses

Course Prefix and Number/Title	Credit Hours
Required Courses	
ED PS 6010 – Introduction to Statistics and Research Design	3
SP ED 6040 – Legal and Policy Issues Spec Ed	3
ED PS 6050 – Lifespan Development	3
ED PS 6100 – Professional Issues and Ethics in School Psychology	3
ED PS 6110 – Child/Family Psychotherapy/Counseling Interventions	3
ED PS 6115 – Advanced Child and Adolescent Behavior Therapy	3
ED PS 6140 – Multicultural Assessment in the Schools	2
ED PS 6380 – Academic Assessment and Interventions for Students with Learning Difficulties	3
ED PS 6142 – Multicultural Assessment Practicum	1
ED PS 6390 – Interventions in the Schools	3
ED PS 6450 – Child & Adolescent Psychopathology	3
ED PS 6470 – Consultation and Supervision in Applied Settings	3
ED PS 6836 – Autism Spectrum Disorder: Overview and Assessment	2
ED PS 6837 – ASD Assessment Practicum	1
ED PS 6838 -- Autism Spectrum Disorder: Interventions	2
ED PS 6839 – ASD Interventions Practicum	1
ED PS 6970 – Graduate Thesis <i>or 7732 (4)</i>	6
ED PS 7130 – Cognitive Assessment	3
ED PS 7150 – Individual Child and Adolescent Assessment	3
ED PS 7510 – Cognition, Learning & Behavior	3
ED PS 7730 – Practicum in School Psychology: Clinic	4
ED PS 7731 – Practicum in School Psychology: Field	4

ED PS 7732 – School Psychology Research Practicum	<i>or optional thesis (6)</i>	4
ED PS 7910 – Internship in School Psychology		12
	Sub-Total	72 or 74
Elective Courses		0
	Sub-Total	0
Track/Options (if applicable)		0
	Sub-Total	0
	Total Number of Credits	72 or 74

Program Schedule

A current suggested program schedule is provided below. This will not change if the requested change in degree is granted. Dates are adjusted to reflect anticipated graduation in Spring 2017.

Note: EP = ED PS courses

Fall Semester

1st Year

EP 6100 Prof Issues/Ethics SP
 EP 6450 Psychopathology
 EP 7130 Cog Assessment
 EP 6010 Stats/Research Design
 EP 7730 Clinic Practicum (1)

2nd Year

EP 6110 Child/Fam Tx/Counsel
 EP 6050 Lifespan Development
 EP 7732 SP Research Prac (2)
 EP 6142 MC Prac (1)
 (or take in Spring, 2nd year)
 EP 7730 Clinic Practicum (1)

3rd Year

EP 7731 Field Practicum (2)
 Elective

4th Year Fall 2016

ED PS 7190 Internship (6)

Spring Semester

1st Year

EP 6390 Interventions
 EP 7150 Ind Child/Adol Assess
 SPED 6040 Legal/Policy Issues
 EP 7730 Clinic Practicum (1)

2nd Year

EP 6470 Consultation/Superv.
 EP 7510 Cog, Learn, Behavior
 EP 7732 SP Research Prac (2)
 EP 7380 Academic Assess/Int.

 EP 7730 Clinic Practicum (1)

3rd Year

EP 7731 Field Practicum (2)
 EP 6115 Adv. Child/Adol.
 Behavioral Therapy
 Elective (e.g., Neuro Assess, EP
 7910)

4th Year Spring 2017

ED PS 7190 Internship (6)

Summer Semester

1st Year

EP 6140 MC Assessment (2)
 EP 6836 ASD Assessment (2)
 EP 6838 ASD Intervention (2)
 (+ 6837/6839 Prac-2, Su, F, Sp)

Note: All courses are 3 credit hours, unless otherwise specified.

Section VII: Faculty

Core School Psychology Faculty

Name / Degree	Title	Areas of expertise	Core School Psych Courses
Elaine Clark, PhD (1.0 FTE)	Professor Director	Child and adolescent assessment, low incidence disability (autism, TBI), neuropsychology	EP 7150 Ind Child/Adol Assess EP 7731 Field Practicum EP 6836 ASD Intro and Assessment/Practicum
John Davis, PhD (1.0 FTE)	Assistant Professor	Academic interventions, professional issues, cognitive assessment, research design	EP 6100 Prof Issues/Ethics SP EP 6380 Academic Assess/Int. EP 7130 Cog Assessment
Aaron Fischer, PhD (1.0 FTE)	Assistant Professor	Consultation, applied behavior analysis, other behavioral interventions, technology, autism treatments	EP 6470 Consultation/Superv. EP 6050 Lifespan Develop EP 7732 SP Research Prac ED PS 6115 Adv. Child/Adol. Behavioral Therapy EP PS 6380 ASD Intervention
William Jenson, PhD (1.0 FTE)	Professor	Child psychopathology, school interventions, autism	EP 6450 Psychopathology EP 6390 Interventions
Daniel Olympia, PhD (.25 FTE)	Associate Professor	Academic and behavioral interventions, accreditation and program development	ED PS 7190 Internship
Janiece Pompa, PhD (1.0 FTE)	Clinical Professor	Assessment of learning and behavioral problems, child therapy, multicultural issues, neuropsychological assessm	EP 7730 Clinic Practicum EP 6140 MC Assessment EP 6110 Child/Fam Tx/Counsel

Additional Clinical and Program Support Faculty

Name / Degree	Title	Areas of expertise	Core School Psych Courses
John Kircher, PhD	Professor	Research design, test construction, statistical design	EP 6010 Stats/Research Design
Brenda van Gorter	Clinical Professor	Special education law and policy, early childhood	SPED 6040 Legal/Policy Issues

Zac Imel, PhD	Professor	Learning and cognition, statistics, research design	EP 6510 Cog, Learn, Behavior
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Additional Faculty Teaching Core School Psychology Courses (non tenure-line)

Name / Degree	Title	Areas of expertise	Core School Psych Courses
Alicia Hoerner, PhD	Associate Clinical Professor	Applied school psychology, multicultural assessment and intervention	EP 6140 MC Assessment (2) EP 6142 MC Prac (1)
Julia Connelly, PhD	Associate Clinical Professor	Autism spectrum disorders, assessment and treatment, parent consultation	EP 6836 ASD Assessment

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bachelor of Arts/Bachelor of Science in English Teaching Composite with Emphases in American Studies, Literature, and Writing

Issue

Utah State University (USU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in English Teaching Composite with Emphases in American Studies, Literature, and Writing effective in spring 2017. The institutional Board of Trustees approved the degree on May 6, 2016.

Background

The proposed BA/BS in English Teaching Composite was conceived as a robust program to prepare graduates to teach English at the secondary level. Whereas current USU English Teaching majors complete a 42-credit-hour program in English with a teaching minor of at least 18 credit hours, the English Teaching Composite degree is proposed at 61 credit hours in English with no requirement for a teaching minor. This expanded 61-credit-hour English component recognizes the complexity and depth of the discipline and would broadly prepare students for secondary school teaching positions that require wide-ranging content knowledge. Students in the English Teaching Composite program would be able to choose an emphasis in American Studies, Literature, or Writing. English Education faculty at USU developed the program with considerable input from students, and the final proposal received strong support from the full English faculty.

USU anticipates one-third to one-half of its English Teaching majors would be attracted to the proposed English Teaching Composite degree, while the option would remain for students to pursue the current teaching major/teaching minor pathway. Given the strong likelihood of continuing teacher shortages in Utah and elsewhere, programs that produce highly-qualified graduates are paramount. Courses, faculty, funding, and other resources in the English and secondary education programs at USU are all in place to provide English Teaching Composite students with comprehensive and rich experiences in the academic subject matter, assessment, classroom management, pedagogy, etc.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah State

University's request to offer a BA/BS in English Teaching Composite. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer a Bachelor of Arts/Bachelor of Science in English Teaching Composite with Emphases in American Studies, Literature, and Writing.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): English Teaching Composite effective Spring 2017. This program was approved by the institutional Board of Trustees on May 6, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The English Education program prepares students towards professional licensure and preparation in the teaching of secondary-level English. Students become versed in their academic subject matter (language, writing, literature, and multimedia); skilled in the methods of teaching the various components of the English curriculum and classroom management techniques; and committed to the achievement of all students. The English Teaching Composite offers a robust menu of courses, all within English, which recognizes the complexity and depth of English Studies. Students may choose among American Studies, Literature, and Writing for an emphasis. No teaching minor is required with a composite teaching major.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policy312/.

USU's mission serves the public through learning, discovery, and engagement. As part of the land grant institution mission, programs are delivered to students on campuses across the state of Utah. USU's program for teacher licensure is nationally accredited. Teacher education draws on both theoretical and practice-based research in which students prepare to teach the next generation effectively and equitably.

Current Teaching Composite Teaching Majors at USU include Social Studies; Biological Sciences; Earth Sciences; Physical Sciences; Agricultural Education; Art Education; Music Education; Mathematics and Statistics Education; Theater Arts; Family and Consumer Sciences Education; Technology and Engineering Education.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The current English Teaching Majors complete 42 credits for their degree and then take a teaching minor (minimum of 18 but usually higher). The English Education Student Advisory Group within USU's Department of English is in favor of an alternative composite degree. (A composite is the combination of two or more majors and can come from majors within the same department; several exist already at USU, particularly for teaching.) The composite, proposed at 61 credits, offers options to combine emphasis areas within the department (American Studies, Literature, Writing). Capacity exists in these areas to accommodate English Teaching students.

A "super" major in English Teaching helps these future teachers prepare more broadly for teaching English at the secondary level, particularly in light of new Core Curriculum State Standards (CCSS). The existing major/minor option will continue to exist. However, it should be noted that a teaching minor no longer meets the "highly qualified teacher" standard set by NCLB. The professional advisor for the English Teaching program estimates that about one-third to one-half of majors will find the Composite attractive. For students who decide not to continue in English Teaching, it provides an easier option to move into the second major and still graduate on time. In terms of capacity issues, the advisors counsel that this change could be helpful in some areas that could use additional enrollment.

The traditional combination of a teacher major and teaching minor often exceeds 60 credits. The English Teaching Composite is set at 61 credits for completion and includes a clinical experience paired with an English methods course. This option likely means that students can graduate more efficiently.

This program was proposed by the English Education faculty within the Department of English. It was discussed with English Teaching majors at large and with the English Education Student Advisory Group in particular (two different groups over 2014-2016). The proposal was discussed and approved by the department's academic coordinating committee and then brought before the entire department as a whole for a vote, which was unanimously positive.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In Utah, demand for teacher education programs remains high. More than 30 percent of Utah teachers will retire in the next 10 years. Along with the loss of so many experienced teachers, Utah's population continues to grow at nearly twice the national average. Utah's student enrollment grew from 540,000 in 2007 to more than 680,000 students by 2014. At the same time, Utah needed 44,000 new teachers to meet this burgeoning population, according to a *Utah Educator Supply and Demand* study by Utah State University. A serious teacher shortage crisis is a likely possibility.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The English Education faculty and the professional advisor assessed student interest and demand and estimate that about 1/3 of the programs current enrollment (n=150) would opt for the composite degree if offered. Some students will continue with the teaching major/teaching minor pathway. Others choose to complete two teaching majors (most often true for English + language teaching majors).

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within USHE, only one other composite degree in English Teaching exists: Southern Utah University. It is a composite that combines English Teaching and Creative Writing. The USU English Teaching Composite is complementary as its emphases include American Studies, Literature, and Writing (creative, technical, and rhetoric).

Composite Teaching Majors at Other Universities

- Southern Utah University: Composite degree in Secondary Education/Creative Writing - 88 credits
 - http://catalog.suu.edu/preview_program.php?catoid=8&pooid=2489&returnto=1034
- Black Hills State University: Composite degree in Communications/English Teaching - 54 credits
 - http://catalog.bhsu.edu/preview_program.php?catoid=17&pooid=1869&hl=%22English%22&returnto=search
- West Texas A&M University - 60-65 credits
 - <http://www.wtamu.edu/webres/File/Student%20Support/Advising/2014-2015%20Degree%20Checklists/FAH/>

- Sam Houston State University - BA in English; "minor" in Secondary Education
 - <http://www.shsu.edu/undergraduate-catalog/2012-2014/english/index.html>

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

USU already offers an English Teaching degree on its campuses and through Distance Education. The English Teaching Composite is a more robust option for those seeking a degree in teaching English. As a result, no impact on other programs within USHE is envisioned.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external review was solicited.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Minimum GPA for Graduation: 2.75 within major courses; 2.0 USU cumulative (2.75 USU cumulative required for admission to STEP); 2.75 career total (for licensure)

Secondary Teacher Education Program (STEP) Requirements: 3.0 USU cumulative required; 3.0 career total (for licensure)

Minimum Grade Accepted: C (no pass/fail) in major courses; B- in STEP courses (Note: C- or better in Quantitative Literacy (QL) course required by the Secondary Education Program)

Number of Required Credits: 61 (64 if required to take ENGL 1410 - Grammar)

Admission Requirements

List admission requirements specific to the proposed program.

Minimum GPA for Admission: 2.75 within all English courses (other than ENGL 1010, ENGL 2010, CLEP, AP, etc.); 2.75 USU cumulative (including courses taken for another USU major); 2.75 career total (including transfer credits) for new transfer students

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Existing administrative structures support the proposed program, and no new organizational structures will be required to deliver the program. Because the program uses existing curriculum, faculty, and staff, the program is ready to be delivered immediately.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Existing faculty (and new hires that are replacing retiring faculty members) are sufficient to support this program. No graduate teaching assistants are associated with this pre-professional program.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Because this new composite teaching major relies on existing curriculum, faculty, and staff, no new resources are needed in staff lines.

Student Advisement

Describe how students in the proposed program will be advised.

The Department of English has an advisor dedicated to advising students in the English Teaching program. The numbers of teaching majors are not envisioned to change, as the students will simply opt to continue the traditional English Teaching major or opt for the English Teaching Composite.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Existing library and information resources already exist that support the current program. Additionally, the English Education faculty have integrated digital literacy intentionally in all of its pre-professional courses.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Program Objectives are listed at this site: http://english.usu.edu/files/uploads/assessment%20reports/E_Ed_Learning_Objectives.pdf.

Assessment of English Education and a historical overview of annual reports beginning in 2010, can be found at this link: <http://english.usu.edu/htm/about/assessment>.

The most recent report on Data-Based Decisions is at this site: http://english.usu.edu/files/uploads/assessment%20reports/E_Ed_Data_Based_Decisions.pdf. This report demonstrates how the English Education faculty gather information about the program, use that information to improve the program, and then continue the cycle in a spirit of continuous improvement.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Marketable skills

1. Employment as an English teacher at the secondary level (following licensure through the STEP program administered through the School of Teacher Education and Leadership).

Standards

1. Understand reading and writing as socially constructed practices.
2. Know about and be able to use a variety of instructional strategies to meet students' diverse needs.
3. Be able to promote collaborative relationships among students and between students and teacher.
4. Know about and be able to select age-appropriate course materials.
5. Know about and be able to select age-appropriate literature, including adolescent literature.
6. Know about and be able to use technological aids in the teaching of literature and writing.
7. Be able to design and implement effective lesson plans and course curricula.
8. Have classroom management skills.
9. Understand and be able to use assessment strategies appropriate to the subject matter and the age and diversity of students.

These standards are drawn from the National Council of Teachers of English (NCTE). These standards also lead to and support Utah Effective Teaching Standards once these pre-service teachers are employed in the field following graduation and licensure: <http://www.uen.org/k12educator/uets/>.

Formative Assessment

1. Student work is graded within the courses during the semester.

2. Formative assessment is solicited from students during the course.
3. The professional advisor offers suggestions and career advice during the course of a student's undergraduate career.

Summative Assessment

1. Students assess the English Education program through a Qualtrics survey constructed to provide feedback on the effectiveness of the program.
2. Students assess their own growth in areas such as Information Technology and Ethics through course-by-course surveys delivered at the end of each pre-professional course.
3. Students (seniors) are assessed annually in capstone projects that also provide information to the faculty of the program in a spirit of continuous improvement.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					31
Required Courses					
+	-	ENGL 2600		Literary Analysis	3
+	-	ENGL 3470		Approaches to Research in English Studies (OI)	3
+	-	ENGL 3500		Literacy, Community, and Service Learning	3
+	-	ENGL 3510		Teaching Young Adult Literature (CI)	3
+	-	ENGL 4200 or 4210		Linguistics	3
+	-	ENGL 4300		Shakespeare	3
+	-	ENGL 4500		Teaching Writing (CI)	3
+	-	ENGL 4510		Teaching Literature	3
+	-	ENGL 4520		Teaching Literacy in Diverse Classrooms	3
+	-	ENGL 4530	X	English Clinical Experience	1
+	-	Culture Explore		ENGL 2210 or 2630 (choose one) (BHU)	3
+	-	Writing Explore		ENGL 3400, 3420, 3430, 3440, 4400, or 4410 (choose one)	3
Required Course Credit Hour Sub-Total					34
Elective Courses					
+	-			SCED and SPED courses apply to teaching licensure by Utah	
+	-			State Board of Education	
+	-				
+	-	SCED 3100		Motivation and Classroom Management	3
+	-	SCED 4210		Assessment and Curriculum Design	3
+	-	SCED 5500		Student Teaching Seminar	2
+	-	SCED 5630		Student Teaching in Secondary Schools	10
+	-	SPED 4000		Education of Exceptional Individuals	2
+	-				
+	-			General Electives	8
+	-			May include ENGL 1410 Elements of Grammar in lieu of passing	
+	-			grammar competency examination or may include language	
+	-			courses needed to meet Bachelor of Arts degree requirements	
Elective Credit Hour Sub-Total					28
Core Curriculum Credit Hour Sub-Total					93

Can students complete this degree without emphases? Yes or No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		American Studies	
<input type="radio"/> + <input type="radio"/> -			American Studies Foundation Courses	9
<input type="radio"/> + <input type="radio"/> -			3 courses selected from 5 disciplinary areas: American History &	
<input type="radio"/> + <input type="radio"/> -			Government, 54 course options; American Literature & Folklore,	
<input type="radio"/> + <input type="radio"/> -			21 course options; American Social Sciences, 25 course options;	
<input type="radio"/> + <input type="radio"/> -			American Environmental Studies, 17 course options; American	
<input type="radio"/> + <input type="radio"/> -			Arts, Media & Communication Studies, 30 course options	
<input type="radio"/> + <input type="radio"/> -			Literature and Folklore Courses	15
<input type="radio"/> + <input type="radio"/> -			2 from 33xx (American focus) - literature elective 3305 or higher	
<input type="radio"/> + <input type="radio"/> -			(American focus) - literature elective 4xxx or 5xxx (American focus)	
<input type="radio"/> + <input type="radio"/> -			- World Writers (required) - Folklore	
<input type="radio"/> + <input type="radio"/> -			Writing Elective	3
<input type="radio"/> + <input type="radio"/> -			ENGL 4540 Teaching Creative Writing or ENGL 5430	
<input type="radio"/> + <input type="radio"/> -			Professional Writing Capstone - other options include ENGL 3080,	
<input type="radio"/> + <input type="radio"/> -			3400, 3410, 3420, 3430, 3440, 3450	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Literature	
<input type="radio"/> + <input type="radio"/> -			Literary History Courses	15
<input type="radio"/> + <input type="radio"/> -			6 credits from Lit of Americas: ENGL 3355, 3365, 3375	
<input type="radio"/> + <input type="radio"/> -			6 credits Lit of British Isles: ENGL 3305, 3315, 3335, 3345	
<input type="radio"/> + <input type="radio"/> -			3 credits from World Lit: ENGL 3385, 3395	
<input type="radio"/> + <input type="radio"/> -			Authors and Genres	9
<input type="radio"/> + <input type="radio"/> -			9 credits from ENGL 3520, 4310, 4320, 4330, 4340, 4350, 4360,	
<input type="radio"/> + <input type="radio"/> -			5300 - 1 literature course must be numbered 3305 or higher and	
<input type="radio"/> + <input type="radio"/> -			1 literature course must be numbered 4xxx or 5xxx	
<input type="radio"/> + <input type="radio"/> -			Writing Elective	3
<input type="radio"/> + <input type="radio"/> -			ENGL 4540 Teaching Creative Writing or ENGL 5430 Professional	
<input type="radio"/> + <input type="radio"/> -			Writing Capstone	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Writing	
+ -			Literature Courses	12
+ -			2 from 33xx or higher - literature elective 3305 or higher -	
+ -			ENGL 3520 Multicultural American Literature - ENGL 3385 World	
+ -			Literary History (Pre-1900) - literature elective 4xxx or 5xxx - World	
+ -			Literature	
+ -			Writing	15
+ -			ENGL 3080, 3400, 3410, 3420, 3430, 3440, 4400, 4410, 4540,	
+ -			5430	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The English Teaching Composite offers students seeking a career teaching in secondary schools a solid foundation in English courses in addition to the ability to focus on one particular area: American Studies, Literature, or Writing. English Studies is a rich area with several subfields, including folklore, technical communication, gender studies, and ethnic studies. Students have flexibility in several areas to tailor the curriculum to their particular interests. Students graduate with a degree in English Teaching; licensure is obtained through the STEP program in the School of Teacher Education and Leadership.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Academic Prose (CL1)	3	ENGL 2010: Intermediate Writing (CL2)	3
ENGL 2600: Literary Analysis	3	ENGL 2210 or 2630 (Culture Explore) (BHU)	3
STAT 1040: Introduction to Statistics (preferred)	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ENGL 1410: Elements of Grammar (or General	3	ENGL 3305, 3315, 3335, or 3345 (British Lit)	3
ENGL 3305, 3315, 3335, or 3345 (British Lit)	3	ENGL 3355, 3365, or 3375 (American Lit)	3
ENGL 3355, 3365, or 3375 (American Lit)	3	ENGL 3385 or 3395 (World Lit)	3
ENGL 3400, 3420, 3430, 3440, 4400, or 4410	3	ENGL 3510: Teaching Young Adult Literature (C	3
ENGL 3500: Literacy, Community, and Service	3	ENGL 4xxx or 5xxx (Literature Course)	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Depth (DSC or DSS)	2
Total	18	Total	17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
ENGL 3470: Approach to Research (QI)	3	ENGL 4500: Teaching Writing (CI)	3
ENGL 3520: Multicultural American Literature	3	ENGL 4520: Teaching Literacy in Diverse Class	3
ENGL 4200 or 4210: Linguistics	3	ENGL 4530: English Clinical Experience	1
ENGL 4300: Shakespeare	3	ENGL 4570 or 5430 (Teaching Creative Writing	3
ENGL 4510: Teaching Literature	3	ENGL 4xxx or 5xxx (Literature Course)	3
		General Elective	2
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SCED 3100: Motivation and Classroom Manag	3	SCED 5500: Student Teaching Seminar	2
SCED 4210: Assessment and Curriculum Desig	3	SCED 5630: Student Teaching in Secondary S	10
SPED 4000: Education of Exceptional Individu	2		
Depth (DSC or DSS)	2		
General Elective	3		
Total	13	Total	12

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	452	452	462	462	467	472
# of Majors in Proposed Program(s)		150	160	160	165	170
# of Graduates from Department	120	120	115	120	124	130
# Graduates in New Program(s)		2	6	10	15	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$462,808	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$10,000	\$0	\$0	\$0		
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$472,808	\$472,808	\$472,808	\$472,808		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$472,808					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$472,808	\$472,808	\$472,808	\$472,808		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

No new expenses are associated with this proposed program since the English Teaching major already exists.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

No reallocations are necessary since this is an expansion of an existing program that does not increase demands on the curriculum, faculty, or staff.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are needed.

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bachelor of Science in Climate Science

Issue

Utah State University (USU) requests approval to offer a Bachelor of Science in Climate Science effective Spring Semester, 2017. The proposed program was approved by the institutional Board of Trustees May 6, 2016.

Background

Utah State University has developed master's and doctoral degree programs in climate science. This proposed baccalaureate degree completes a strategic approach to offer students an opportunity to complete their entire course of study at USU in climate science at both undergraduate and graduate levels.

The Climate Science Degree (CSD) program will be offered in the Department of Plants, Soils and Climate (PSC) where the existing graduate programs in the discipline reside. The program will help students understand the nature and change of the climate system by applying principles of mathematics, physics, and chemistry. The core preparation of the CSD program focuses on the physical science of the climate system with the objective of better understanding how natural laws determine climate. This includes measurements of the atmosphere, soil, water and plants, and how data are used to address practical issues related to climate change.

The program will play a role in preparing the upcoming generation of global leaders in climate change sciences while helping to promote an informed citizenry. The proposed program is unique in that it incorporates fundamental knowledge of physical climate with the emergence of a new and more complete approach, encompassing all components of the climate system—atmosphere, water, and land surface—to gain a comprehensive understanding of climate change. The intent is to provide students with an understanding of the overall science of climate and of the various inter-relationships among the multiple factors that affect climate, and not just focus on singular issues or theories.

The PSC department has arranged a student exchange program with the National Central University (NCU) in Taiwan. Under this arrangement, four required program courses and several elective courses will be taught by NCU either in person for USU students who travel to Taiwan or via distance learning formats for students who stay in Utah. As part of the exchange, students from NCU will come to USU to take USU climate science courses. National Central University is a non-profit public institution of higher education

recognized by the Ministry of Education, Republic of China. The institution has received respectable rankings as a globally recognized institution from a number of sources including a global universities ranking conducted by US News and World Report where NCU received a score of 46.1 (based on a 0 – 100 scale) among a group of 750 top global institutions.

Program graduates will be prepared to pursue graduate education, not only in climate and/or atmospheric sciences but in a range of physical sciences. Graduates who choose to not pursue graduate school will be prepared to work in a variety of related positions and industries. Program graduates will be prepared to work as researchers or technicians in federal, state and university laboratories. They will also be qualified to work with private sector organizations to design and conduct observations and data analyses for tasks related to weather, climate, water, and energy.

An occupational report from the Utah Department of Workforce Services projects that the Atmospheric and Space Scientists occupational group (SOC Code 19-2021), a related occupational group to the program, will have an average of 10 annual job openings in Utah from 2012 through 2022 with median annual income of \$91,280. On a national level, the United States Bureau of Labor Statistics (BLS) projects a total of 1,100 job openings for atmospheric scientists between 2014 and 2024, or an average of 110 openings per year. Nationally, median pay in 2015 was reported to be \$89,820 per year. While these numbers may suggest that the projected employment demand for atmospheric scientists is not particularly strong, the compensation for people in this occupational category is noteworthy.

Even though the projected employment outlook for Atmospheric and Space Scientists shows relatively few job openings, it should be noted that future employment demand may extend beyond this occupational group and may not be reflected in state and federal labor data. The institution noted that organizations that want to improve their climate-resilience often do not have the internal staff to develop climate impact solutions and that corporate hiring of climate-related majors has grown in a variety of industry sectors.

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 the Bachelor of Science in Climate Science.

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

**Program Description – Full Template
Higher Education Institution
Bachelor of Science Degree in Climate Science**

Section I: The Request

Utah State University requests approval to offer Climate Science Bachelor of Science (BS) Degree effective Spring Semester, 2017.

Section II: Program Description

Complete Program Description

The Climate Science Degree (CSD) Program in the Department of Plants, Soils and Climate is focused on understanding the nature and change of the earth's climate system by applying the basic principles of mathematics, physics, and chemistry. The program emphasizes the scientific study of the behavior of weather and climate, and applications to the important practical problems of climate prediction and weather forecasting for natural resources. The CSD Program integrates basic and applied principles of climatology, environmental physics, and meteorology, which are concerned with how natural laws determine the climate. Physical meteorology and land surface physics are also part of climate science because the Earth's climate variability is strongly coupled to the oceans and the land. In addition, interactions between land ecosystems, water and climate are studied. This includes understandings and measurements of the atmosphere, soil, water and plants, and how the data are used to address practical issues related to climate change. The graduates will be well prepared to pursue graduate education in interdisciplinary science programs. They will also be suited for continuing graduate studies in atmospheric science, climatology, hydrology and most other physical sciences. The skills instilled in graduates will qualify them as researchers or technicians in federal, state and university laboratories. They will also be qualified to work with private sectors to design and conduct observations and data analyses for tasks related to weather, climate, water, and energy.

The core training of the CSD Program focuses on the physical science of the climate system, one that concerns how natural laws determine the climate. As such, the basic curriculum will meet the guidelines of the American Meteorological Society and the requirements for employment in the National Oceanic and Atmospheric Administration and a variety of consulting and professional meteorological/hydrological services. Utah State University is a member of the University Corporation for Atmospheric Research, a consortium of more than 100 North American member colleges and universities focused on research and training in the atmospheric and related climate system sciences. The CSD program is unique in that it also incorporates fundamental knowledge of physical climate with the emergence of a new and more complete approach, encompassing all components of the climate system—atmosphere, water, and land surface—to gain a comprehensive understanding of climate change as realized in current times.

The program shares four core courses and four elective courses with the National Central University's (NCU) Department of Atmospheric Sciences in Taiwan, located 30 miles south of the capital city Taipei. The USU President and the Dean of USU College of Agricultural and Applied Sciences have signed a student exchange agreement with NCU. In these agreements, students will participate in an exchange program where USU students in their third or fourth year will live in Taiwan and attend classes there, while only paying tuition at USU. Students not able to make the physical exchange possible will participate in

shared courses via Interactive Video Conferencing established by the USU Regional Campuses and Distance Education.

Purpose of Degree

The CSD Program will train the next generation of global leaders in climate system and climate change sciences while promoting a citizenry informed on the science behind the environmental and hazard issues of contemporary times. The Program aims to teach students about the dynamics and physics of the oceanic and atmospheric circulations and associated variability across different timescales, with a focus on weather systems, water cycles, and extreme events. Students graduating with a Climate Science degree will have built a solid foundation in the physical aspects of climate system and climate change, enabling them to pursue specific graduate degrees (either in mitigation or physical research) or work in various sectors.

Climate and climate change studies are among the most rapidly growing topics in research, crossing physical science and social science. These are quintessential interdisciplinary studies, involving not only the physical aspects of earth science, but also the science of climatic impacts to natural systems and humanity, and mitigation of rapid change in natural systems. In Utah, these subjects are facing future planning not only for energy and agriculture, but also for water, soil, economics, recreation, and air pollution. Development in the subjects of climate and climate change will form broad umbrellas under which rapidly increasing research funds are being offered and deployed.

Institutions across the nation around the world are creating and/or expanding academic programs, research programs, and research centers around climate and climate change. The net effect of these efforts has attracted faculty, students, and research funds. In 2014 alone, at least 11 major universities in the U.S. have launched cluster-hires of interdisciplinary nature that includes faculty in climate sciences to meet the increased demand. It appears timely for USU to augment its climate science offerings to include an undergraduate degree in the discipline.

Institutional Readiness

Utah State University is well-positioned to implement this new program. There are a number of faculty already involved in climate science, climate change science, and sustainability. These faculty have expertise in climate science and meteorology, as well as geology, ecology, water science, soil science, sociology, and engineering. Utah State University also possess a successful extension program necessary to expand the educational goals of climate sciences to the grassroots level, as well as to respond to critical and emerging climate issues with research-based information.

Current faculty and curriculum in the Department of Plants, Soils and Climate (PSC) comprise the research, teaching and outreach capacity to build a degree in climate and climate change sciences:

- A Climate Science Master and PhD Degree Program was established in 2013
- PSC climate faculty are gaining international research prominence with a strong academic record
- The Utah Climate Center (UCC) has a state mandate for providing climate information to the state and region, and has been more than successful in reaching this goal
- Climate faculty and UCC are part of the strong USU ecology and water centers that can build and broaden a degree program

The PSC department's climate science faculty and climate center are nationally and internationally recognized leaders in the research of climate diagnostics, prediction and extreme events, particularly as it pertains to the western United States.

Drawing on the faculty expertise within the Climate Science master's and doctoral programs, the research provided through the Utah Climate Center, the PSC department's close association with USU's Ecology Center and Water Lab, and the two new climate faculty hires in Spring 2016, USU is well positioned to offer this new degree program.

Departmental Faculty

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	25	2	27
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
With Master's Degrees			
Full-time Tenured	0	0	0
Full-time Non-Tenured	5	0	5
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	25	2	27
Full-time Non-Tenured	5	0	5
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
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.")	30	2	32

Staff

Currently, the PSC department has one dedicated academic advisor whose role is advising incoming students. In the initial years of the program, it is anticipated that this advisor will be able to serve the additional students who enroll in the baccalaureate program. It is not anticipated that additional staff will need to be hired to support the program.

Library and Information Resources

The institution currently has the needed library resources.

Admission Requirements

Requirements for admission into the CSD program in the College of Agricultural and Applied Sciences are consistent with general University admission requirements. Students must also meet performance requirements (ACT composite of 20 or higher OR combined SAT score of 950 or higher OR rank in the top one-half of graduating class). Transfer students must have a 2.5 (on a 4.0 scale) cumulative grade point average and 2.5 on most recent term of attendance.

In addition to the minimum grade point average (GPA) requirements described in university academic policies, MATH 1210 must also be completed with a minimum grade of C.

Student Advisement

To enhance student success, students will be assigned to support groups consisting of six students and one faculty member. Support groups will meet 1-2 times per semester to discuss matters of mutual concern. Department faculty members will serve as faculty advisors. In addition, upper-level climate students and faculty will work with two charter schools, InTech Early Collegiate High School (InTech) and the Academy for Math, Engineering, and Science (AMES), to build better high-school-to-university transition opportunities for diverse STEM-interested students. The department will form a Student Progress Committee that will review academic deficiencies and recommend a course of action for each student.

Justification for Graduation Standards and Number of Credits

Total credit hours for required for degree completion is 120. This is consistent with Regent policy. T

External Review and Accreditation

External consultants were not involved in the development of the program. The degree was developed by a group of USU faculty with expertise in climate science, climate change science, resources management and sustainability and a variety of related disciplines. It is not anticipated that external accreditation will be sought for the program.

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	5	15	25
Total # of Declared Majors in Proposed Program	X	X	5	10	15	25
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	30	32	34	34	34	34
Program accreditation-required						

ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						
--	--	--	--	--	--	--

Expansion of Existing Program

This program adds an undergraduate program to complement graduate offerings in Climate Science.

Section III: Need

Program Need

The recent increases in weather/climate extreme events and the irregular climate variability, together with the broader and connected challenge of global sustainability, are poised to dominate human endeavor and direction this century. The outcome of the 2015 Paris Climate Summit was historical. It concluded with a landmark agreement to curb greenhouse gas emissions around the globe including the United States. The impact of this outcome in the decades to come remains far from certain, and will touch every corner of the world's societies. The new treaty ends the strict differentiation between developed and developing countries that characterized earlier efforts, replacing it with a common framework that commits all countries to put forward their best efforts and to strengthen them in the years ahead. This includes, for the first time, requirements that all parties report regularly on their emissions and implementation efforts, and undergo international review. Therefore, in 10 or 20 years' time it will be up to the next educated generation to provide such complicated information, assessment, and mitigation plans. Utah State University will play a leading role in providing higher education of climate for this new generation.

As Utah's land-grant institution, USU is a logical place to provide expertise within the state in climate research and with the development of new talent in the discipline. With its wide range of expertise in basic sciences, agriculture, engineering, and extension infrastructure, USU is positioned to lead regionally in educating the state's young generation in climate and climate change science.

Earth's climate will continue to change. The pace of that change will likely accelerate and the impacts to natural and human systems will likely become more severe. The simple truth of these statements is manifest in a slew of recent national and international synthesis reports representing a scale of effort unprecedented in science*. Made clear in these reports is that meaningful response to these climate-induced challenges is not likely through incrementalism, rather, transformational change is needed. Higher education provides an effective and necessary means to facilitate such a change. In view of these realities the following vision has been established for the program:

Utah State University will be a nationally and internationally recognized leader in the science of regional climate change and climate variability — particularly as it pertains to the U.S. West — and in transforming this science into a strong and rigorous degree program.

The purpose of establishing the Climate Science Degree Program is to position USU as the base for higher education on climate and climate change for Utah's next-generation citizens. One cannot effectively study climate change science — and all that it entails — without first learning climate science. Understanding

* See, for example: IPCC Fifth Assessment Report, Working Groups I-III (2014); The National Climate Assessment (2014); Climate Change, Evidence and Causes, An overview from the Royal Society and the US National Academy of Sciences (2014); What We Know: the Reality, Risks, and Response to Climate Change, AAAS (2014);

future impacts to natural and human systems, formulating impact mitigation strategies, and formulating adaptation scenarios all begin with climate science itself.

Labor Market Demand

According to an occupational report from the United State Bureau of Labor Statistics Climate scientists, including meteorologists, held about 11,800 jobs in 2014. Employment of climate scientists is projected to grow 9 percent from 2014 to 2024, about as fast as the average for all occupations. New computer models have vastly improved the accuracy and extent of forecasts and allowed climate scientists or meteorologists to tailor climate prediction to specific purposes. This will increase the need for climate scientists working in private industry as businesses demand more specialized weather and climate information. The best job prospects for climate science major are projected to be in private industry. The industries that employed the most climate scientists in 2014 were as follows:

Professional, scientific, and technical services	40%
Federal government, excluding postal service	26%
Colleges, universities, and professional schools; state, local, and private	20%
Radio and television broadcasting	6%

The job market for climate-background personnel has been going through a transformational change, from sections asking people of diverse backgrounds to conduct climate-related tasks into companies directly recruiting climate scientists or social scientists. Climate scientists involved in research often work in either governmental or university laboratories. Climate scientists who work in private industry will have to analyze climate change impact on society as a way to formulate insurance policy; this has been on growing demand for the costal regions (hurricanes and sea level rise), the Great Plains (tornado alley), and western states (drought and large fires).

The National Oceanic and Atmospheric Administration (NOAA) has recently established the National Weather Service Climate Services Division, a comprehensive and integrated office responsible for NOAA's climate science, data, information and services. It provides an integrated government entity for users across the nation in much the same way NOAA's National Weather Service has been providing weather information and services for 140 years. Individuals, local and national governments and the private sector are increasingly demanding this information to be able to better understand, adapt to, and plan for a changing climate. The expertise needed for the NOAA Climate Service will include research labs, climate observing systems, modeling facilities, integrated monitoring systems and extensive on the ground service delivery infrastructure.

Student Demand

A survey conducted by USU among department chairs of a few newly established climate undergraduate programs indicates a potential student demand. Results at USU would be

- School of Earth and Climate Sciences, University of Maine – Within the first four years has enrollment of approximately 50 students and an increasing trend in enrollment and job placements.
- BS for Climate Science, University of Idaho – established for 2.5 years with 16 students completed.
- BS in Earth Sciences with a Climate emphasis, San Francisco State University – established less than 1 year with approximately 24 students enrolled.

Having taught climate-related classes for the past five years, current USU climate faculty members have noted an increase in student interest regarding climate science at USU. Professors are regularly queried by students with an interest in climate change and how to obtain and apply such knowledge. This emergence of interest in climate science is an indication that underscores why institutions around the nation (and around the world) are either creating or expanding academic programs, research programs, and centers around climate and climate change sciences. It is anticipated that the effect of these efforts will attract faculty, students, and research funds.

Similar Programs

While similar programs exist that focus on atmospheric sciences, the proposed program at USU will focus on the physical aspect of climate looking at the various factors of land, water, and plant life that interrelate and impact climate. The University of Utah (U of U) has a Department of Atmospheric Sciences that is focused on meteorological training, weather forecasting, and physical or chemical properties of the atmosphere (e.g., microphysics). In recent years, the U of U Atmospheric Sciences department recruited two faculty members with specialties in large-scale climate dynamics. These two faculty members have been in collaboration with USU climate faculty over the past five years.

Collaboration with and Impact on Other USHE Institutions

It is not anticipated that the proposed program will negatively impact other USHE institutions. 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.

Benefits

The changing climate is a major scientific and social challenge of contemporary times that will dictate many career options and also demands particular technical skills. The proposed program addresses the need to train students to understand, use, integrate, interpret and communicate disparate data to advance climate and climate change sciences. The interdisciplinary research and education infrastructure of USU and the PSC department can provide an additional working model for other USHE institutions to observe and adopt.

Consistency with Institutional Mission

The mission of USU is to be one of the nation's premier land-grant and space-grant universities by fostering the principle that academics come first, and by serving the public through learning, discovery, and engagement. The proposed degree program in Climate Science fits this mission and it will facilitate the emerging research themes across disciplines to study climate change impacts, such as sociology, ecology and agriculture.

Section IV: Program and Student Assessment

Program Assessment

To assess program success, formative and summative data will be collected from program students and faculty, as well as from individuals from outside the university.

At each semester end, students will complete anonymous course evaluations and surveys eliciting opinions on the value of program learning experiences, the extent of skill development toward their professional goals, and facets of the program (courses, mentorship, research experiences, etc.) they find to be most and least helpful. Open-ended items will invite suggestions for concrete ways to improve the program in both the near and long terms. In addition to these survey elements, students receiving supervised lab-based research or conducting undergraduate research projects will complete brief scales of graduate advisement experiences and research experiences. Students participating in extra-academic internships will also complete research self-efficacy and access to research infrastructure subscales. Program faculty will meet once per semester with an evaluator to discuss their perspectives on the strengths and weaknesses of the program as implemented, with the goal of reaching consensus on approaches to refining the program to better meet its articulated goals.

Key indicators of program effectiveness are students' persistence and completion of the degree program (with particular attention to underrepresented groups), their abilities to contribute to substantive scientific advances, interpret findings from scholarly articles, and conducted research in their final semester. Additionally, students' ability to obtain employment in a climate-related capacity following completion of their degree will reflect the opinions of employers as to graduates' capacity to serve as professionals in climate forecasting or adaptation careers. The rate of student attainment in fulfilling these markers will be compared against that of students from other comparable programs within USU through collaboration with USU's Office of Accreditation, Analysis, and Assessment.

As students meet others in professional interactions (e.g., extra-academic experiences, internships), USU's Office of Accreditation, Analysis, and Assessment will contact non-faculty supervisors to request the completion of a short comparative assessment of the students' skills, abilities, and knowledge base as reflected in performance. This survey will ask about students' quality on both a criterion basis and in comparison to their previous encounters with students from non-Climate Science programs regarding readiness to solve important problems in the field through data analysis, scientific communication ability, and ability to engage productively as part of an interdisciplinary team.

Expected Standards of Performance

The program is designed to provide students with a solid grasp of the fundamentals in physical climate systems, and will also focus on general science concepts, mathematics, and data-analytical skills. In addition to developing scientific knowledge, bachelor's degree students must also build writing, communication and critical thinking skills. Learning assessment will take place at two levels of performance. At the level of the individual course or program element (e.g., suite of core courses), student performance on exams, papers, and other demonstrations of adequate performance will be compared against students from other PSC programs, as well as against pre-existing standards of academic performance. Faculty will use integrated rubrics to assess research quality and quality of scientific communication.

Climate Science students will be expected to apply their knowledge to solve meaningful and challenging problems facing the field. To evaluate student progress, faculty will use the rubrics described above to assess research performance in supervised term paper settings after students complete upper-level

courses. Program faculty will identify and evaluate students' use of specific skills and concepts taught earlier in the program. During faculty meetings or through semester-end interviews with the students, faculty will identify those skills that students successfully and unsuccessfully applied in new contexts, so that weaknesses in academic preparation can be remedied and successful practices may be leveraged more broadly throughout the program.

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	\$676,828	\$55,158	\$731,986	\$0	\$731,986	\$0	\$731,986
Benefits	\$30,457	\$2,482	\$32,939	\$0	\$32,939	\$0	\$32,939
Total Personnel Expense	\$707,285	\$57,640	\$764,925	\$0	\$764,925	\$0	\$764,925
Non-Personnel Expense							
Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$90,206	\$0	\$90,206	\$0	\$90,206	\$0	\$90,206
Total Non-Personnel Expense	\$90,206	\$0	\$90,206	\$0	\$90,206	\$0	\$90,206
Total Expense (Personnel + Current)	\$797,491	\$57,640	\$855,131	\$0	\$855,131	\$0	\$855,131
Departmental Funding							
Appropriated Fund	\$797,491		\$855,131		\$855,131		\$855,131
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential							

Tuition							
Total Revenue	\$797,491		\$855,131		\$855,131		\$855,131

Difference							
Revenue-Expense	\$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")	\$374.40	\$	\$374.40	\$	\$374.40	\$	\$374.40

* 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

To make the program possible, additional faculty are needed to teach courses not presently offered at USU. Two new faculty positions have been approved and are being recruited. The additional funding amounts indicated above reflect additional Education and General dollars that are planned to be allocated to support the positions.

Reallocation

No reallocation is anticipated.

Impact on Existing Budgets

Minimal impacts are expected on existing budgets. Program support such as advising and some teaching support will be managed by current staff and current operating budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Four required core courses and an additional four elective courses will be taught through a curriculum exchange established between USU and the Department of Atmospheric Sciences, National Central University (NCU) in Taiwan. Agreements are being secured to enable USU students to travel to NCU for one year, taking these courses within two semesters. For those who do not or cannot travel, these NCU courses will be taught through distance education. An equal number of NCU students will come to USU for the same amount of time taking courses offered in the Climate Science program.

Course Prefix and Number	Title	Credit Hours
<u>Required Courses</u>		
MATH 1210, 1220	Calculus I & Calculus II	8
MATH 2250	Linear Algebra and Differential Equations	4
MATH 2210	Multivariable Calculus	3
STAT 2000	Statistical Methods	3
PSC 2000	The Atmosphere and Weather	3
CHEM 1210	Principles of Chemistry	4
PSC 3000	Fundamentals of Soil Science	4
PHYS 2210	Physics for Scientists & Engineers I	4
WATS 3000	Oceanography	3
PSC NCU-R2	Atmospheric Thermodynamics	3
GEO 1110	Dynamic Earth-Physical Geology	3
PSC NCU-R1	Atmospheric Instrumentation and Operation	4
PSC NCU-R3	Atmospheric Dynamics I	3
PSC NCU-R4	Atmospheric Physics	3
PSC 5900	Boundary Layer Meteorology	3
PSC 5500	Land-Atmosphere Interactions	3
PSC 5003	Remote Sensing of Land Surfaces	4
PSC 5400 (new hire)	General Meteorology	3
GEO 5680	Paleoclimatology	3
POLS 4820	Natural Resources and Environmental Policy	3
PSC 5123	Climate Data Analyses	3
Sub-Total		74

Course Prefix and Number	Title	Credit Hours
Elective Courses (take up to 7 credits of the following courses)		
JCOM 1130	Beginning Newswriting for the Mass Media	3
GEO 3100	Natural Disasters	3
ENVS 3600	Living with Wildlife	3
ECN 3170	Law and Economics	3
ENVS 5550	Sustainability: Concepts and Measurement	3
CEE 3610	Environmental Management	3
APEC 5560	Natural resources and environmental economics	3
WATS 4490	Small Watershed Hydrology	4
CEE 5940	Snow Hydrology	3
PSC 5270	Environmental Plant Physiology	2
CEE 3430	Engineering Hydrology	3
GEO 3200	The Earth Through Time	4
CS 3430	Computational Science: Python and Perl Programming	3
PSC 5000	Environmental Instrumentation	2
PSC NCU-E1	MATLAB Programming and Application	3
PSC NCU-E2	Climatology & Monsoons	3
PSC NCU-E3	Boundary Meteorology	3
PSC NCU-E4	Air Pollution	3
PSC 5670	Environmental Soil Physics	3
PSC 3600	Intro to Plant Breeding and Heredity	2
PSC 3800	Fundamentals of Organic Agriculture	3
PSC 4000	Soil and Water Conservation	4
PSC 4280	Forage Production and Pasture Ecology	3
PSC 4320	Field Crops	3
PSC 5130	Soil Genesis, Morphology, and Classification	4
WILD 4000	Principles of Rangeland Management	3
ADVS 5030	Sustainable Agric. Production Systems with Animals	3
	Sub-Total	10
General Education + Capstone		32 + 4
	Sub-Total	36
Track/Options (if applicable)		
	Sub-Total	n/a
Total Number of Credits		120

Example of Program

Admissions Requirements for this Program			
New freshmen	Admitted to USU in Good Standing	Transfer students from other institutions or other programs at USU	2.75 GPA
First Year			

Fall Semester	Credits	General Education Info and Notes:	Spring Semester	Credits	General Education Info and Notes:
GEOG 1110: Physical Geology	3		CHEM 1110: General Chemistry (BPS)	4	
MATH 1210: Calculus I (QL)	4		PSC 2000: The Atmosphere and Weather	3	
ENGL 1010: Introduction to Writing: Academic Prose (CL1)	3		ENGL 2010: Intermediate Writing: Research Writing in a Persuasive Mode (CL2)	3	
SOC 1010: Introductory Sociology (BSS)	3		MATH 1220: Calculus II (QL)	4	
POLS 1100: United States Government and Politics	3		USU 1360: Climate Change on Earth	3	
Comments 16 credits			Comments 17 credits		

Second Year

Fall Semester	Credits	General Education Info and Notes:	Spring Semester	Credits	General Education Info and Notes:
WILD 2200: Ecology of Our Changing World (BLS)	3		PSC 4810: Climate and Climate Change (DSC/QI)	3	
Breadth Humanities (BHU) Course	3		GEO 3300: Geology of the World's Ocean	3	
PHYS 2210: Physics for Scientists and Engineers I (QI)	4		MATH 2210: Multivariable Calculus	3	
MATH 2250: Linear Algebra and Differential Equations (QI)	4		CHEM 1210: Principles of Chemistry	4	
PSC 3000: Fundamentals of Soil Science	3		WATS 3000: Oceanography	3	
Comments 17 credits			Comments 16 credits		

Third Year

Fall Semester	Credits	General Education Info and Notes:	Spring Semester	Credits	General Education Info and Notes:
PSC NCU-R2: Atmospheric Thermodynamics	3		GEO 5680: Paleoclimatology	3	
PSC NCU-R4: Atmospheric Physics	3		PSC 5003: Remote Sensing of Land Surfaces	4	
PSC 5400: General Meteorology	3		PSC 5270: Environmental Plant Physiology	3	
PSC NCU-R1: Atmospheric Instrumentation and Operation	4		PSC NCU-R3: Atmospheric Dynamics I	3	
Comments 14 credits			Comments 14 credits		

Fourth Year

Fall Semester	Credits	General Education Info and Notes:	Spring Semester	Credits	General Education Info and Notes:
PSC 5900: Boundary Layer Meteorology	3		Practicum	4	
PSC 5123: Climate Data Analyses	3		PSC NCU-E4: Air pollution	3	
PSC 5000: Environmental Instrumentation	4		POLS 4820: Natural Resources and Environmental Policy	3	
GEO 3100: Natural Disasters	3		PSC 5500: Land-Atmosphere Interactions	3	
Comments			Comments		
13 credits			13 credits		

Section VII: Faculty

List of current faculty within the institution with their qualifications:

- Robert Gillies, Professor, PSC – Areas include remote sensing, meteorology, climatology
- Larry Hips, Professor, PSC – Areas include air-land interaction, boundary layer meteorology, instrumentation
- Simon Wang, Associate Professor, PSC – Specialized in climate dynamics, synoptic meteorology, climate prediction
- Jiming Jin, Associate Professor, PSC/WATS – Areas cover hydroclimatology, regional climate modeling
- Scott Jones, Professor, PSC – Expert in soil physics, hydrological science, instrumentation
- Sarah Null, Assistant Professor, WATS – Areas include water resource management, climate change
- Patrick Belmont, Associate Professor, WATS – Specialized in watershed hydrology, sediment dynamics, geomorphology
- Beth Nelson, Associate Professor, CEE – Research in stream dynamics, climate change impact
- Tammy Rittenour, Associate Professor, GEOL – Specialized in paleoclimatology
- (New Hire 2016), PSC – Areas include tree-ring climatology, dendro-hydrology, climate variability
- (New Hire 2016), PSC – Areas are in the physical and computational sciences of climate dynamics
- (Potential New Hire 2017), PSC – Extension Climatologist

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Bachelor of Science in Nutrition Education with Emphases in Integrative Nutrition and Sports Nutrition

Issue

Weber State University (WSU) requests approval to offer a Bachelor of Science (BS) in Nutrition Education with Emphases in Integrative Nutrition and Sports Nutrition effective in fall 2017. The institutional Board of Trustees approved the degree on May 3, 2016.

Background

The proposed BS in Nutrition Education is designed to prepare graduates for employment in an integrative nutrition field or graduate study in nutrition and other health-related fields. The 120-credit-hour degree includes a 17-credit-hour core, plus an emphasis in Integrative Nutrition and/or Sports Nutrition, for a total of 60 credit hours in the Nutrition Education major. The Integrative Nutrition emphasis deals with the intersection of nutrition with related fields to support individual and group health and well-being, and could lead directly to employment upon completion of the BS degree. The Sports Nutrition emphasis includes courses in anatomy, chemistry, nutrition, physiology, and related subjects to prepare students for subsequent graduate study and eventual employment in positions such as Registered Dietician Nutritionist (RDN) and Board Certified Specialist in Sports Dietetics, among many other possibilities.

While other Utah System of Higher Education (USHE) institutions offer degrees in Nutrition, the proposed BS in Nutrition Education at WSU is unique with its emphases in Integrative Nutrition and Sports Nutrition. While some graduates of the proposed BS degree would proceed directly into graduate programs, the WSU proposal points to good employment and salary prospects for non-RDN dieticians and nutritionists with baccalaureate degrees. In a survey of WSU students enrolled in athletic training and nutrition courses, 51 of 236 respondents indicated they were “very likely” to select nutrition as a major if it existed at WSU. Current offerings in nutrition at WSU are such that only two new courses would need to be developed for the proposed BS in Nutrition Education, with no additional nutrition faculty needed.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Weber State University and the Board of Regents. The USHE Chief Academic Officers and appropriate faculty at other USHE institutions reviewed Weber State University's request to offer a BS in Nutrition

Education and provided feedback that included statements of support, as well as some questions and concerns. WSU responded promptly with responses and revisions, and there was subsequent support to advance the proposal. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Weber State University to offer a Bachelor of Science in Nutrition Education with Emphases in Integrative Nutrition and Sports Nutrition.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Weber State University requests approval to offer the following Baccalaureate degree(s): Nutrition Education effective Fall 2017. This program was approved by the institutional Board of Trustees on 05/03/2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Nutrition Education program has the dual purposes of preparing students for graduate study in nutrition or a closely-related field or for employment in an integrative nutrition field. The Sports Nutrition Educator graduate will have demonstrated competence and knowledge in chemistry, anatomy, physiology, diet analysis and design, sports and fitness nutrition, diet therapy, lifespan nutrition, advanced nutrition principles, research, and related exercise science topics with cultural application and sensitivity for individuals and athletes. Information is provided for graduate Registered Dietitian Nutritionist (RDN) program prerequisites or graduate study in Athletic Training at WSU. Integrative nutrition includes nutrition as it intersects with other related fields to support health and well-being of individuals and groups. The Integrative Nutrition Educator graduate will have demonstrated competence and knowledge in diet analysis and design, fitness nutrition, lifespan nutrition, sustainable cooking, and related exercise science, health, child and family studies, botany, physical education, recreation, and/or psychology topics with cultural application and sensitivity.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

This Nutrition Education program proposal is consistent with WSU's mission, roles, and goals. It is an undergraduate program supported by four qualified faculty members. The curriculum is focused on learning through personalized experiences and shared inquiry, includes community engagement components, seeks to provide access and opportunity, promotes successful timely graduation, and includes multicultural content in line with the institution's mission for respect for people and ideas and nurturing the potential within every individual.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

By approving this program, students will have an opportunity to pursue a Bachelor of Science degree in Nutrition Education at WSU. With the recent change of the Human Performance Management major to Exercise and Sport Science (ESS), many nutrition courses were removed from the ESS major. Thus, students interested in nutrition do not currently have a good option at WSU. WSU students have indicated interest in a major with a nutrition focus, and this new major will meet that need. With the movement of the Commission on Accreditation of Athletic Training Education (CAATE) to require Athletic Training certification at the master's degree level, and thus the phase out of the Bachelor of Science in Athletic Training, WSU would be able to use the sports nutrition track to attract students to WSU for the bachelor's degree and possibly retain them for the master's degree in Athletic Training. Through advisement, students would be given the option of completing the undergraduate Athletic Therapy major degree option, which has limited nutrition courses, or this Nutrition Education major for those students wishing to focus more on nutrition.

The integrative nutrition track will appeal to a wide variety of students, while the sports nutrition track will help those students

interested in graduate school and/or becoming an RDN and eventually CSSD.

The addition of this program will enable WSU to retain students interested in integrating nutrition with other related fields and attract students to WSU for a unique undergraduate degree in Nutrition Education. WSU Nutrition Education graduates will be poised for a variety of employment opportunities and for further graduate study at WSU (such as in Athletic Training), the University of Utah, Southern Utah University, or other institutions across the nation.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wii/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Nutrition Education major program prepares students for non-Registered Dietitian Nutritionist (RDN) job outcomes such as: nutrition educator for the community, non-profit organizations, and in culinary arts; long-term care or skilled nursing facility diet aide; government programs like women infants children (WIC) nutritionist; national school lunch program (NSLP); supplemental nutrition assistance program (SNAP, formerly food stamps); school food service director; dietary supervisor; health food store management; medical/aesthetic/pharmaceutical/food manufacturer company sales representative; quality control supervisor in food processing; nutritional professional website developer; food-related company brand ambassador; nutrition journalist; social media writer; Peace Corps worker; nutrition and/or wellness coach; restaurant consultant for food labeling/menu analysis; consumer advocate; public health official; food buyer; food distributor; food and drug inspector; food technologist; information specialist; chef; food bank; anti-poverty organizations; community garden and food security associations; trade groups for commodities; health advocacy organizations (preventing heart disease, cancer, diabetes, osteoporosis, etc); and others.

Private and non-profit organizations that employ individuals with nutrition degrees include: research laboratories, athletic and health clubs, sports teams, food distributors, grocers, manufacturers, and service companies and associations, public relations, marketing and consulting firms, medical and wellness centers, hospitals and clinics, school systems, private practice, colleges and universities, pharmaceutical and sales companies, publishers, day care centers, summer camps, government entities (Army, Navy, Air Force, NASA, Peace Corps, VISTA, WIC, Head Start, USDA, etc.), and others.

Review of the job market indicates that Dietitians and Nutritionists with a bachelor's degree earn a median salary of \$57,910 per year, and the 2014-2024 job outlook is increasing at a rate of 16% (much faster than the national average; Bureau of Labor and Statistics, 2015). Non-RDN jobs are available (www.sneb.org/clientuploads/directory/Documents/SNEB-nutrition-educator-competencies.pdf and nutrition.wvu.edu/r/download/167783). Recently, the Commission on Dietetic Practice (the credentialing agency for the Academy of Nutrition and Dietetics) approved a change in the entry-level registration eligibility education requirements for dietitians from a baccalaureate degree to a minimum of a graduate degree. This change will take effect in 2024. Therefore, it is likely that in the future more students may pursue their RDN at the master's level.

The WSU nutrition faculty members do not foresee additional changes in the labor market demand affecting the program since the options for employment and post-graduate study are very diverse. Graduates of the program will be tracked by acquiring program feedback and job placement information. WSU recognizes the range and diversity of the various job opportunities available locally and nationally for its graduates. The range and options available for both careers and graduate school programs will be accurately presented to students. WSU also intends to engage integrative nutrition students in field experience and build relationships with employers.

Further, the Nutrition Education major program prepares students for graduate school to pursue advanced degrees which would require the completion of post-graduate programs of several (2-5) years in areas such as Registered Dietitian Nutritionist (RDN), Athletic Trainer (AT), Health Promotion, Public Health, Physician Assistant (PA), Doctor of Pharmacy (PharmD), Medical Doctor (MD), Doctor Osteopathic Medicine (DO), Doctor of Dentistry (DDS), Professor or Nutrition Scientists (PhD), and others.

WSU routinely conducts a graduation survey. Responses from graduates of all colleges from 2011-2016 to the question "Do

you plan to attend graduate school?" were 82% (8,211 responses) no and 18% (1,803) yes. The percentage of yes responses increased to 23.7% in education and 37.3% in science. Based on this information, an estimated ~25-35% of Nutrition Education bachelor's degree recipients will pursue a graduate degree.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

Students routinely ask why WSU does not have a nutrition major. The nutrition faculty members and the academic advisors have referred students to other majors with nutrition content included. With the recent redesign of the Human Performance Management major the students interested in an integrated bachelor's degree with nutrition content will not have a relevant major at WSU. The nutrition program recently conducted an anonymous survey of all students enrolled in courses in Athletic Training and Nutrition during the spring of 2016 to determine student interest in the nutrition education proposed major. The survey results can be accessed online at: <http://www.weber.edu/nutrition/curriculum.html>. The quantitative and qualitative results are summarized here.

There were 236 survey respondents. The results of the survey indicated strong student interest in the proposed major. There was equal interest in each of the proposed emphasis areas: Sports Nutrition and Integrated Nutrition. Questions 1-7 provided quantitative data. Question 1 asked, "How likely are you to select nutrition as your major if that major existed at WSU?" The results showed that 51 students reported very likely and 47 students reported somewhat likely. Question 2 asked, "How likely is someone you know to select nutrition as their major if that major existed at WSU?" The results showed that 54 students reported very likely and 61 students reported somewhat likely. The combination of these two responses indicate strong interest and support for the major. Questions 3 and 4 asked about what students wanted and expected out of a Nutrition major at WSU. The majority of responses indicated Sports Nutrition and Integrative Nutrition with interests also in culinary arts, lifespan nutrition, and graduate school preparation in a health science related field. In questions 5-7, students were asked about how they perceived the major would prepare them for graduate school, for non-registered dietitian nutritionist (RDN) jobs, and for private and nonprofit sector employment by disclosing detailed information about each of these areas within the question text. There was overwhelming positive feedback about student confidence in being prepared in these areas (97.33%, 95.48%, and 96.8%, respectively). Questions 8-10 asked students to comment on what they like about or if they had suggestions for the proposed major courses and tracks, and gave them an opportunity to ask questions about the proposed major.

The qualitative data from questions 8-10 support the quantitative data from questions 1-7. Selective student responses are shown below and the full survey report is available upon request.

Question 8 selective responses:

1. I love that this may be an option. I was going to switch schools to pursue a career in one of these fields. If Weber had this option, I would not have to move schools.
2. I really like them! I feel like sports nutrition would be awesome!! That is for sure what I'd want to major in if it were available at Weber State.
3. Looks great! What a plethora of awesome information that is so very important today with several national and international health epidemics associated with nutrition and healthy lifestyles or the lack thereof. For example, diabetes, obesity, heart disease, etc. If this degree could be offered online, even better. I would personally switch my major to it right now!
4. Many classes interest me and I have already done some. I would love to see a major like this come out and come out very soon!
5. Seems very well thought out to be able to continue into a grad program or Pursue a RD

Question 9 selective responses:

1. Create a track that is available 100% online!
2. I think we should make them both available at Weber State.

3. Offer all nutrition classes in class as well as online
4. They look fabulous, I wish that a nutrition major was offered years ago.
5. Provide a couple of credit hours worth of interning.

Question 10 selective responses:

1. Are there scholarships for this major? When is this major available?
2. How long will the program take to complete?
3. If this nutrition major is accepted, when would it be available?
4. Is this only going to be an undergraduate program?
5. What percent of the major courses are available online?

The combination of years of student inquiry, the survey results, and the in-person and email inquiries about the potential for the new major after the survey was administered suggest that there is strong student interest and demand sufficient to support the potential program enrollment and augment the already successful nutrition minor enrollment.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There are no similar undergraduate Nutrition Education Bachelor of Science degrees with emphases in Integrative Nutrition or Sports Nutrition offered in the State or Intermountain Region. The University of Utah offers a Nutrition minor at the undergraduate level and a Master of Science in Nutrition (Nutrition Science or Coordinated Master's program which prepares students to be RDN eligible). Utah State University offers a Bachelor of Science degree in Nutrition, Dietetics, and Food Science (in the College of Agriculture and Applied Sciences) which allows graduates to be RDN eligible. Southern Utah University offers a Bachelor of Science degree in Human Nutrition with Pre-Dietetics and Allied Health emphasis areas (in the College of Science and Engineering), but without the sports nutrition emphasis. No institution in Utah offers Integrative or Sports Nutrition.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higher.utah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

There are no similar Nutrition Education Bachelor of Science degrees with emphases in Integrative Nutrition or Sports Nutrition offered in the USHE system. WSU faculty have had discussions with other USHE institutions. Two general concerns related to employment and preparation for graduate school programs were communicated. WSU has addressed the concerns and revised the proposal. WSU does not foresee any negative impact on the other USHE institutions due to different student populations and/or different USHE nutrition program missions. It is anticipated that WSU will provide qualified students through the Sports Nutrition track for the Coordinated Masters RDN program at the University of Utah.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external consultants were involved in the development of the proposed program. No special professional accreditation will be sought for this program since it is a non-RDN degree, which is intended to ensure it does not duplicate the undergraduate program at Utah State University.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

A total of 120 credit hours is required for graduation, with a total of 60 credit hours for this major. This includes 12-17 credit hours of required general education courses. A total of 40 upper-division credit hours are required for graduation, with 29 or 30 upper-division hours possible within the required courses for the major emphasis options.

Admission Requirements

List admission requirements specific to the proposed program.

Admission Requirements: Make application with the ATN Department and declare the program of study.

Program Prerequisites: Not required.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Nutrition courses have been offered at WSU for over 20 years to support a Nutrition Education minor, BIS emphasis, or fulfill multiple course requirements in the previous Human Performance Management (HPM) major. Because of the HPM major revision to Exercise and Sport Science, the nutrition faculty in the ATN department are set to be able to continue to effectively deliver undergraduate upper and lower division courses required for this proposed major and meet the Nutrition Education minor and BIS emphasis demands. No new organizational structures are needed. There will be no impact on the delivery of existing curriculum. The major courses will integrate seamlessly with the minor and BIS emphasis courses.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

There is no current need for additional nutrition faculty members. The program does not foresee a need for additional faculty members in the next five years either. The nutrition program has four full-time faculty members, all with PhDs in nutrition; three are tenured full professors, and one is a tenure-track assistant professor. Because of the diversity of interests and expertise of the current nutrition faculty members, the nutrition faculty are prepared and able to expand from a minor and BIS emphasis to a major. Only two new courses (advanced human nutrition and senior seminar) totaling 4 credit hours are proposed for the nutrition major. Nutrition courses will continue to be offered as they have been with some seats being taken by nutrition education majors rather than the previous human performance management majors. Some students pursuing a nutrition minor may change to pursue a nutrition major instead. Course offerings may be aligned by fall, spring, and summer offerings if sections fill and additional sections are needed over time.

The nutrition program consistently mentors and uses eight adjunct instructors who are highly credentialed. The adjunct instructors primarily teach the 1000- and, at times, 2000-level courses. There is one adjunct instructor with a PhD in nutritional sciences. Five adjunct instructors are MS, RDN. One of these adjunct instructors is MS, RDN, CSSD and is employed by WSU athletics. Another is a lactation education specialist. Two adjunct instructors hold MS degrees without the RDN. The current nutrition faculty members are sufficient to support the proposed major.

The integrative nutrition track includes electives in other programs, departments, and colleges across campus. Departments that have been perceived as having the greatest enrollment impact were contacted and have indicated support for the nutrition education program proposal (Health Promotion and Human Performance, Child and Family Studies, Botany, and Psychology).

Nutrition faculty members have opportunities for professional growth and development through a college endowment, department matching travel funds, and program funds. The nutrition program also extends professional development opportunities to adjunct instructors needing to maintain their RDN credentials.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

The ATN department currently has an 11-month full-time administrative specialist and a 12-month full-time academic advisor in addition to a 12-month 3/4 time lab coordinator. The level of staff support is sufficient to assist with the growth in nutrition to a major. Additionally, with the phase out of the bachelor of athletic training program, there will be room for staff to assist with expanding nutrition from a minor and BIS emphasis to a major while retaining the minor and BIS emphasis options.

Student Advisement

Describe how students in the proposed program will be advised.

All Nutrition Education students are encouraged to meet with the full-time ATN department academic advisor at least twice a year and to consult with a nutrition faculty member. WSU is very attuned and sensitive to advising needs and to providing excellent advising from faculty members and the dedicated academic advisor as students enter the program, throughout the program, and as they graduate and leave the program.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The Stewart library has provided sufficient support for the nutrition minor and BIS emphasis. The new proposed major does not require increased library support; the institution currently has the necessary library support.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The goals of the Nutrition Education major program are four-fold:

1. Produce graduates who possess the skills, knowledge, and competencies to work successfully in non-RDN job markets as described in the Labor Market Demands section of this proposal.
2. Prepare students for post-graduate higher education at the master's level in nutrition or in dietetics to become a Registered

Dietitian Nutritionist (RDN) and eventually a Board Certified Specialist in Sports Dietetics (CSSDs) or in a related field.

3. Provide a unique academic experience in nutrition with quality faculty, excellent facilities (foods lab, greenhouse, garden, nutrition biochemistry lab), engaging instruction, participation in research and field experiences, and providing the necessary tools to be successful as nutrition educators.

4. Advise students and offer required courses in a sequence and frequently enough to support a timely graduation that meets the institutional goals.

Measures are used in program assessment procedures to determine if goals are met. Performance towards meeting these goals will be assessed as follows:

1. Each required academic course has major content areas and measureable learning outcomes defined. The required course work is tied to the learning outcomes. Outcomes assessment will take place for each course to ensure that the students have acquired the skills, knowledge and competencies to meet the expected levels of achievement of the program.

2. A capstone course, NUTR 4990 senior seminar, will require students to build a program portfolio consisting of projects that showcase the program's expected achievements.

3. The nutrition program faculty and staff will stay connected with program graduates. They will administer a survey at the time of graduation and again two to three years after graduation to determine job placement or post graduate higher education. The survey will include questions on how well students felt prepared for employment and job satisfaction or graduate school, depending on their personal goals.

4. Over time the nutrition program will build an advisory council so job and graduate school placement can be optimal, and feedback can be gained to revise curriculum to better meet labor demands or graduate programs. Employers and graduate school advisors would be likely members of the council.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

The core competencies of the Nutrition Education major stem from The Society for Nutrition Education and Behavior (SNEB) and the Academy of Nutrition and Dietetics practice group on Sports, Cardiovascular, and Wellness Nutrition. The core competencies that students will have achieved at the time of graduation extend across eight areas:

1. Analyze and design diets for health, fitness, and/or sport performance
2. Design and deliver exercise programs and/or nutrition support for optimal performance
3. Communicate effectively on current nutrition education topics
4. Demonstrate dietary and lifestyle cultural competence
5. Optimize healthful behaviors for individuals, families, and communities across the lifespan
6. Integrate nutrition expertise with sports, physical activity, health, and wellness
7. Choose and prepare foods to achieve nutritional adequacy, health, and food system sustainability
8. Assimilate current research and/or engage in undergraduate research

Student learning, understanding, and proficiency will be determined at the course and program levels by both formative and summative assessment measures including:

- Senior seminar capstone portfolio synthesis
- Course evaluations
- Graduation exit surveys
- Course exam, quiz, case study, and project performance using grade scales, rubrics, and answer keys
- Oral and written communication evaluation by instructors and peers using established grading criteria and rubrics
- Literature review and/or directed research and exposure to IRB and CITI requirements

A GPA of 2.75 or higher is required in all courses for this major. The overall GPA must be 2.00 or better. No more than one "D"

is acceptable.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			40
Required Courses			
NUTR 2320		Food Values, Diet Design and Health	3
NUTR 2420		Childhood Adolescent Nutrition	2
NUTR 3320		Nutrition and Health in the Older Adult	3
NUTR 3420		Multicultural Health and Nutrition	3
NUTR 4320		Current Issues in Nutrition	2
NUTR 4420		Nutrition and Fitness	3
NUTR 4990	X	Senior Seminar	1
Required Course Credit Hour Sub-Total			17
Elective Courses			
		see emphasis areas	
Elective Credit Hour Sub-Total			
Core Curriculum Credit Hour Sub-Total			57

Are students required to choose an emphasis? Yes or No

Course Number	NEW Course	Course Title	Credit Hours
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Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		INTEGRATIVE NUTRITION	
NUTR 1240		Nutrition and Sustainable Cooking	3
NUTR 2220		Prenatal and Infant Nutrition	2
NUTR 4860		Field Experience	2
ESS 2300		Fitness Assessment/Exercise Prescription	3
Electives		• AT 3080 Statistic and Evidence-Based Practice (3)	16
		• BTNY 2303 Ethnobotany (3)	
		• BTNY 3583 Herbal Medicines (3)	
		• CHF 3150 Consumer Rights and Responsibilities (3)	
		• CHF 4400 The Family in Stress (3)	
		• COMM 3820 Persuasive Communication (3) OR MGMT 3200 Management (3)	
		• HLTH 1110 Stress Management (3)	
		• HLTH 2400 Mind/Body Wellness (3)	
		• HLTH 3400 Substance Abuse Prevention (3)	
		• HLTH 4700 Wellness Coaching (3) (note:HLTH 3000 pre-req waived)	
		• MICR 3203 The Immune System in Health & Disease (3)	
		• NUTR 3020 Sports Nutrition (3)	
	×	• NUTR 4440 Advanced Human Nutrition (3)	
		• NUTR 4520 Directed Undergraduate Research (1-6)	
		• PE 1080 Strength Training (1)	
		• PEP 3280 Methods of Teaching Strength and Conditioning (3)	
		• PEP 3290 Methods of Teaching Fitness for Life (3)	
		• PSY 3000 Child Psy (3) OR PSY 3140 Adol. Psy (3) OR PSY 3560 Cognitive Psychology (3)	
		• PSY 3255 Conditioning, Learning, and Behavior Modification (3)	
		• PS 3203 Customer Service Techniques (3) OR PS 3563 Principles of Psychology (3)	
		• REC 3230 Wilderness Nutrition and Backcountry Cooking (4)	
		NOTE: 17 credit hours of major/support courses may also fulfill gen ed.	
		Additional prereq/elective/minor credit hours are required to total 120.	37
		Students who plan to continue into a Graduate Registered Dietitian program will be advised to take applicable preparatory courses to fulfill these electives.	
		Total below includes these additional prereq/elective/minor credit hours	
		Actual Major Total (combined core & emphasis) = 60	
Emphasis Credit Hour Sub-Total			63

Course Number	NEW Course	Course Title	Credit Hours
Total Number of Credits to Complete Program			120

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:		SPORTS NUTRITION	
HTHS 1111		Integrated A & P II OR ZOOL 2200 Physiology	4
CHEM 1220		Principles of Chemistry II (w/ lab)	5
CHEM 2310		Organic Chemistry I	4
CHEM 2315		Organic Chemistry I Lab	1
CHEM 3070		Biochemistry I	3
NUTR 3020		Sports Nutrition	3
NUTR 3220		Foundations in Diet Therapy	2
NUTR 4440		Advanced Human Nutrition [CHEM 3070 is a pre-req]	3
Electives			6
		• AT 2430 Prevention and Care of Musculoskeletal Injuries (3)	
		• ESS 2300 Fitness Assessment/Exercise Prescription (3)	
		• ESS 3450 Structural Kinesiology (3)	
		• ESS 3500 Biomechanics (3)	
		• ESS 3510 Exercise Physiology (3)	
		• ESS 4370 Clinical Exercise Physiology (3)	
		• ESS 3600 Research Methods and Statistics (3)	
		• NUTR 1120 Nutrition for the Athlete (2)	
		• NUTR 1240 Nutrition and Sustainable Cooking (3)	
		• NUTR 4520 Directed Undergraduate Research (1-6)	
		• NUTR 4860 Field Experience (2)	
		• PE 1080 Strength Training (1)	
		• PEP 3280 Methods of Teaching Strength and Conditioning Credits (3)	
		• PEP 3400 (3) OR PSY 3010 (3) OR AT 3200	
		• REC 3230 Wilderness Nutrition and Backcountry Cooking	
		NOTE: 12 credit hours of major/support courses also fulfill gen ed	
		Additional prereq/elective/minor credit hours are required to total 120	32
		Total below includes these additional prereq/elective/minor credit hours	
		Actual Major Total (combined core & emphasis) = 60	

Emphasis Credit Hour Sub-Total		63
Total Number of Credits to Complete Program		120

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

Students will be advised to fulfill the 120-credit hour total by taking additional electives to support their desired program outcome (such as prerequisite courses for graduate school).

Students will select one of the emphasis options: Integrative Nutrition or Sports Nutrition. Each emphasis will have a separate major code to declare. The declared emphasis will appear on the diploma and transcript (for example: Nutrition Education/ Sports Nutrition or Nutrition Education/Integrative Nutrition). Although unlikely, students may select both emphasis options. In this case the degree would be a dual major in Nutrition Education and both emphases will appear on the students' diploma and transcript.

Sport's Nutrition: Additional Suggested Courses Needed for many graduate Registered Dietitian programs (includes General Education)

- ECON SS1010 Economics as a Social Science (3) **OR** ECON SS2010 Principles of Microeconomics (3) **OR** SOC SS/DV 1010 Principles of Sociology (3) **OR** 3PSY SS1010 Introductory Psychology (3)
- ENGL 2010 Intermediate Writing (3)
- MATH QL1040 Introduction to Statistics (3)
- MATH QL1050 College Algebra (4)
- PHYS 1010 Elementary Physics (3)
- ZOOL LS1020 Human Biology (3)

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

NUTRITION EDUCATION: SPORTS NUTRITION EMPHASIS DEGREE MAP

Freshman (Semester 1 - Fall)

ENGL 1010 Intro. College Writing (3)

MATH 1010 Intermediate Algebra or MATH 1030 (4)

NUTR LS1020 Science & Application of Human Nutrition (LS)

Creative Arts Course (3)

Elective (UNIV 1105 Suggested) (3)

Total Semester Credits 16

Freshman (Semester 2 - Spring)

ENGL 2010 Intermediate College Writing (3)

MATH QL (3-4) (recommend 1040 or 1050)

CHEM PS1210 Principles of Chemistry I w/lab (5)

NUTR 2320 Food Values, Diet Design & Health (3)

LIBS 1704 or WEB 1504 (CIL part D) (1-.5)

Total Semester Credits 14.5-16

Sophomore (Semester 3 - Fall)

American Institutions (3)

CHEM 1220 Principles of Chemistry II w/lab (5)

Social Science & Diversity Course (recommend Soc 1010) (3)

HTHS LS1110 Integrated A & P I OR ZOOL 2100 Human Anatomy (4)

Total Semester Credits 15

Sophomore (Semester 4 - Spring)

Humanities Course (3)

HTHS 1111 Integrated A & P II OR ZOOL LS2200 Human Physiology (4)

Humanities/Creative Arts/Diversity Course (3)

NUTR 2420 Childhood Adolescent Nutrition (2)

Social Science Course (recommend PSY 1010 or ECON 1010) (3)

Total Semester Credits 15

Junior (Semester 5 - Fall)

NUTR 3020 Sports Nutrition (3)

NUTR 3420 Multicultural Health & Nutrition (3)

CHEM 2310 Organic Chemistry 1 (4)

CHEM 2310 Organic Chemistry 1 Lab (1)

Elective (3)

Total Semester Credits 14

Junior (Semester 6 - Spring)

NUTR 3320 Nutrition and Health in Older Adult (3)

CHEM 3070 Biochemistry I (3)

NUTR 3220 Foundations in Diet Therapy (2)
 Program Elective (3)
 Program Elective (3)
 Total Semester Credits 14

Senior (Semester 7 - Fall)
 NUTR 4420 Nutrition for Fitness (3)
 NUTR 4440 Advanced Human Nutrition (3)
 Elective (3)
 Elective (3)
 Elective (3)
 Total Semester Credits 15

Senior (Semester 8 - Spring)
 NUTR 4990 Senior Seminar (1)
 NUTR 4320 Current Issues in Nutrition (2)
 Elective (3)
 Elective (3)
 Elective (3)
 Elective (3)
 Total Semester Credits 15

NUTRITION EDUCATION: INTEGRATIVE NUTRITION DEGREE MAP IN TOGGLE TABLE BELOW

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010 Intro. College Writing	3	ENGL 2010 Intermediate College Writing	3
MATH 1010 Intermediate Algebra	4	MATH QL	4
NUTR LS1020 Science & App of Human Nutrition	3	CHEM PS1210(Prin.Chem.I) OR CHEM PS111	5
Creative Arts Course	3	NUTR 2320 Food Values, Diet Design & Health	3
Elective (UNIV 1105 Suggested)	3	LIBS 1704 or WEB 1504 (CIL part D)	1
Total	16	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
PSY 1010 – Intro to Psych (SS) or CHF 1500	3	COMM HU2110 Interpersonal & Sm Group	3
American Institutions	3	Humanities/Creative Arts/Diversity Course	3
Elective	3	Elective	3
ESS 2300 Fitness Assessment/Exercise Prescription	3	NUTR 2420 Childhood Adolescent Nutrition	2
HLTH SS1030 Healthy Lifestyles	3	Physical/Life Science Course	3
Total	15	Total	14
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
NUTR 2220 Prenatal & Infant Nutrition	3	NUTR 3320 Nutrition and Health in Older Adult	3
NUTR 3420 Multicultural Health & Nutrition	3	NUTR 1240 Nutrition & Sustainable Cooking	3
Program Elective	3	Program Elective	3
Program Elective	3	Program Elective	3
Program Elective	3	Elective	3
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
NUTR 4420 Nutrition for Fitness	3	NUTR 4990 Senior Seminar	1
NUTR 4860 Field Experience	2	NUTR 4320 Current Issues in Nutrition	2
Program Elective	1	Elective	3

Elective	3	Elective	3
Elective	3	Elective	3
Elective	2	Elective	3
Total	14	Total	15

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	3	1	0
Faculty: Part Time with Doctorate	0	0	1
Faculty: Full Time with Masters	0	0	0
Faculty: Part Time with Masters	0	0	5
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			0
Staff: Full Time			3
Staff: Part Time			2

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Jennifer	Turley	T	PhD	University of Texas, Austin	50%	
	Joan	Thompson	T	PhD, RDN	University of Arizona	100%	
	Rodney	Hansen	T	PhD	Colorado State University	100%	
	David	Aguilar-Alvarez	TT	PhD	University of Connecticut-Storrs	100%	
Part Time Faculty							
	Maria	Richards	Other	PhD	University of Washington	20%	adjunct
	Julie	Hansen	Other	MS, RDN	Colorado State University	20%	adjunct
	Christina	Aguilar	Other	MS, RDN, C	University of Connecticut-Storrs	10%	adjunct
	Lynne	Dawson	Other	MS, RDN	Brigham Young University	10%	adjunct
	Rebecca	Richards	Other	MS, RDN	University of Bridgeport	10%	adjunct
	Rebecca	Heaton	Other	MS	University of Utah	5%	adjunct
	Lindsay	Garr	Other	MS	Weber State University	5%	adjunct
	Nicole	Wycherly	Other	MS	Weber State University	5%	adjunct

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate				no new hires (faculty or staff) are needed	
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

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

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	384	385	385	385	385	385
# of Majors in Proposed Program(s)	////	15	18	20	25	30
# of Graduates from Department	49	50	50	50	50	50
# Graduates in New Program(s)	////	0	2	8	14	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$951,311	\$0	\$3,174	\$3,174		
Operating Expenses (equipment, travel, resources)	\$29,075	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$0	\$3,174	\$3,174		
TOTAL EXPENSES	\$980,386	\$980,386	\$983,560	\$983,560		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0		\$3,174	\$3,174		
Appropriation	\$980,386	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING	////	\$0	\$3,174	\$3,174		
TOTAL DEPARTMENT FUNDING	\$980,386	\$980,386	\$983,560	\$983,560		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Student numbers and graduates are predicted to hold steady, with nutrition and athletic therapy majors increasing as athletic training majors are phased out. Very few expenses are required to implement the new proposed Nutrition Education major. A small increase in instructional wage may be needed starting in the second year. The expectation is the need to cover an additional one or two 3-credit hour lower-division courses so the full-time faculty members can teach the new proposed courses needed for the major (NUTR 4890, NUTR 4990, NUTR 4440). Some courses (such as NUTR 4440) will be put on a rotation and will not need to be offered every semester.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The increase in instructional wage may be obtained from several sources: with the phase-out of the bachelor's of athletic training program some instructional wage may be available at the departmental level. If needed, the Dean of the College of Education may be able to increase the department's instructional wage budget. If the courses are offered evening, online, or at the Davis campus, CE may be able to help with the instructional wage. The nutrition program does have a long-standing presence at the Davis Campus and now has a foods lab and greenhouse (in partnership with Botany) there.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are needed or proposed.

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R165, *Concurrent Enrollment*

Issue

Passage of legislation in the last two legislative sessions in Utah necessitates revision of R165, *Concurrent Enrollment*, the Regent policy which governs the state concurrent enrollment program.

Background

The revision of R165 captures changes resulting from passage of SB196 *Math Competency Initiative* (2015) and HB182 *Concurrent Enrollment Amendments* (2016). Significant statutory changes include the following:

1. SB196 requirement that the State Board of Regents, in consultation with the State Board of Education, "establish a consistent process to qualify high school teachers with an upper level mathematics endorsement to teach entry level mathematics concurrent enrollment courses." Utah System of Higher Education (USHE) institutions are required to treat concurrent enrollment instructors as "adjunct faculty" for purposes of accreditation and to require all adjunct faculty to meet the same standards (by discipline) to serve in that role. In mathematics, an upper level math endorsement (determined to be a Level 4 endorsement for secondary school teaching in mathematics in Utah) does not require the same minimum level of academic preparation in mathematics as would be required of adjunct faculty for every entry level mathematics course at all USHE institutions. HB182 affirms (under the qualifications for eligible concurrent enrollment instructors) that one such person would be "a mathematics educator who has an upper level mathematics endorsement; and (is) supervised by an institution of higher education." Changes to sections 3.11, 10.1, and 10.1.1 of R165 provide a way for USHE institutions to closely supervise high school concurrent enrollment teachers in mathematics who hold a Level 4 endorsement but do not meet the institution's adjunct faculty qualifications, thereby meeting the requirements in statute while simultaneously fulfilling institutional and disciplinary accreditation standards.
2. SB196 requirement that the State Board of Regents "allow a student, upon completion of required high school mathematics courses with at least a "C" grade, entry into a mathematics concurrent enrollment course." The addition of Section 5.2.5.1 in R165 sets this policy.
3. HB182 requirement that the State Board of Regents "create a higher education concurrent enrollment participation form that includes a parental permission form." Development of a common concurrent

enrollment participation process, including a parent/guardian permission form is established in R165, Sections 5.3 and 8.1.1.

4. HB182 indicates, "The State Board of Education and the State Board of Regents may develop and implement a concurrent enrollment course of study for accelerated foreign language students, including dual language immersion students." This change is contained in Section 6.1.2 of R165.

Additional changes were made to language to reflect current program practice:

1. Institutional responsibility for transfer credit was reinforced (section 6.4); and
2. The language describing the annual contract between Utah System of Higher Education (USHE) institutions and local education agency (LEA) was simplified.

Policy Issues

This revision received input from Concurrent Enrollment program directors. The final revision was reviewed July 14, 2016 by the Utah System of Higher Education Chief Academic Officers and has their support. There are no outstanding policy issues.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision of Policy R165, *Concurrent Enrollment*, effective Fall 2016.

David L. Buhler
Commissioner of Higher Education

DLB/CMG
Attachment

R165-1. Purpose: To establish the principles, guidelines, and processes which govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a Utah System of Higher Education (USHE) institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

R165-2. References

- 2.1. [Utah Code §53A-15-1701 Concurrent Enrollment Education Amendments](#)
~~Utah Code §53A-15-101, Higher Education Courses in the Public Schools—Cooperation between Public and Higher Education~~
- 2.2. [Utah Code §53A-1-1301 Career and College Readiness Mathematics Competency](#)
~~Utah Code §53A-17A-120.5, Appropriation for Concurrent Enrollment~~
- 2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers and Authority
- 2.4. Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State
- 2.5. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses
- 2.6. Utah State Board of Education Rule R277-407, School Fees
- 2.7. Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier – Coordination of Concurrent Enrollment Advising
- 2.8. Utah Code §53A-1-603.5, Unique student identifier -- Coordination of higher education and public education information technology systems
- 2.9. Policy and Procedures R315, Service Area Designation and Coordination of Off-Campus Courses and Programs
- 2.10. Utah Code §53A-3-410, Criminal Background Checks on School Personnel – Notice – Payment of costs – Request for Review
- 2.11. Utah Code §53B-16-205.5, Snow College Concurrent Education Program
- 2.12. [Utah Code §53B-15-1701, Accelerated Foreign Language Course Amendments](#)

R165-3. Definitions

- 3.1. **“Concurrent Enrollment”:** for state funding and for the purposes of this policy means enrollment by public school students in one or more ~~USHE institution~~college course(s) under a contractual agreement

¹ Approved January 22, 1988; amended June 10, 2005 and July 28, 2006. Revisions approved May 29, 2009, November 18, 2011, and May 16, 2014.

between the USHE institution and a Local Education Agency (LEA). Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.

3.2. **“Contractual Basis”**: a case where a ~~LEA~~Utah school district and USHE institution negotiate a concurrent enrollment annual contract, specifying arrangements for courses and instruction. Contractual basis concurrent enrollment is eligible for state funding through the appropriation for concurrent enrollment authorized under Utah Code 53A-~~17A-120.5~~15-1701.

3.3. **“Early College”**: enrollment in college credit courses by high school students who are academically prepared and meet college admissions requirements, have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE institutions.

3.4. **“Early College High School”**: a public high school, generally affiliated with a college or university, whose academic goal is to assist accelerated students in earning college credit up to an associate degree concurrent with a high school diploma. Students are counted in the average daily membership of the high school. College credit is earned through concurrent enrollment and early college courses. The early college high school negotiates for and pays any applicable tuition and fees for early college courses.

3.5. **“Instructor”** : a K-12 ~~public~~ educator employed by a public LEA and licensed by the Utah State Board of Education (USBE) who meets adjunct faculty qualifications in an ~~USHE institution~~ academic department and is approved by that department to instruct a concurrent enrollment course.

3.6. **“Interactive Video Conferencing” (IVC)**: two-way, real-time transmission of audio and video signals between computer equipment at two or more locations.

3.7. **“Local Education Agency” (LEA)**: a school board/public school district or public charter school.

3.8. **“Non Contractual Basis”**: a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution for the student to take the course; the course is considered to be offered on a non-contractual basis. The student is responsible for all expenses associated with ~~the college~~ enrollment. Non contractual enrollments are reported as regular enrollments by USHE institutions. Non-contractual basis concurrent enrollment is not eligible for state funding.

3.9. **“Snow College Concurrent Education Program” (Snow CE)**: ~~Snow College is to provide~~ a consistent two-year schedule of concurrent enrollment courses delivered by Snow College through IVC. Snow CE courses are intended to create a pathway for secondary school students, particularly in rural high schools, to earn college credits that apply toward earning an Associate of Science or Associate of Arts degree; or satisfy scholarship requirements or other objectives that best meet the needs of individual students. Snow CE includes advisory support to participating secondary school students and their high school counselors to ensure that students' concurrent enrollment courses align with the students' academic and career goals. The Snow CE program is consistent with policies established by the Utah State Board of Regents (USBR) for concurrent enrollment as defined in R165 Concurrent Enrollment. Snow CE is funded through the state appropriation designated under Utah Code 53B-16-205.5.

3.10. **“Student Education Opportunity Plan”** (SEOP ~~Plan for College and Career Ready~~): secondary school process for academic and career planning, facilitated by school counselors with students and their parents or guardians.

3.11. **Supervision of CE Instructors:** professional development opportunities provided by institutions to public educators who meet adjunct instructor qualifications to prepare them to teach the CE post-secondary curriculum. The nature of the opportunities, from workshops to classroom visits, varies by institution and by course. Qualified educators who hold an upper level Math endorsement which qualifies them to teach CE math courses, shall also receive oversight from faculty while instructing the course. The nature of this oversight may vary by institution and by math course.

3.11.3.12. **“Technology Delivered Instruction”:** instructional situations where student and teacher are separated by physical space, not necessarily by time. Common technology delivered modes of instruction include broadcast, interactive videoconferencing, or Internet.

3.12.3.13. **“Technology Intensive Concurrent Enrollment”** (TICE): hybrid concurrent enrollment courses having a blend of different learning activities, both in classrooms and on-line. TICE courses include common course assessments and, when possible, utilize open education resources. All USHE institutions may choose to offer TICE courses.

3.13.3.14. **“Unique Student Identifier”** (SSID): an alphanumeric code assigned to each public education student for identification purposes. The SSID is not assigned to any former or current student and does not incorporate personal information including a birth date or social security number.

3.15. **Utah State Board of Regents (USBR):** the governing body for the Utah System of Higher Education.

3.14.3.16. **“USHE”:** ~~the Utah System of Higher Education~~ (USHE); the system of public colleges and universities governed by the Utah State Board of Regents.

3.15.3.17. **“USHE Institution”** (Institution): a credit-granting community college, state college, or university within the Utah System of Higher Education.

3.16.3.18. **“USOE”:** ~~the Utah State OfficeBoard~~ of Education (USBE); the system of public education districts and charter schools governed by the State Board of Education.

R165-4. Intent of Concurrent Enrollment: To provide an option for prepared high school students to take courses that earn both high school and college credit. Concurrent enrollment courses facilitate completion of a high school diploma while concurrently meeting course requirements corresponding to the first or second year of coursework at a USHE institution, thus leading students toward completion of a post-secondary certificate or degree.

4.1. **High Quality Opportunities:** Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students.

4.2. **Qualitative Safeguards:** It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for a given course. To help ensure quality, the commonality of instruction and the success of participants, students should be officially enrolled as concurrent enrollment students as specified by the sponsoring institution.

4.3. **Participating Institutions:** USHE credit-granting institutions ~~that grant higher education/college credit~~ may participate in the contractual basis concurrent enrollment program, as defined in this policy, provided that such participation shall be consistent with the law and consistent with Utah State Board of Education USBE rules specific to the use of public education funds and rules for public education programs.

4.4. **Program Evaluation:** The State Board of Education USBE and State Board of Regents USBR shall work in close cooperation in developing, implementing, and evaluating the concurrent enrollment program.

R165-5. Students

5.1. **Student Status:** Students must be enrolled in, and counted in the average daily membership of, a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible to participate in the concurrent enrollment program. Students shall complete contractual concurrent enrollment courses prior to their high school graduation or participation in high school graduation exercises.

5.2. **Eligibility Requirements:** USHE institutions and LEAs shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

5.2.1. junior or senior standing, freshmen and sophomores by exception;

5.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

5.2.3. supportive letters of recommendation;

5.2.4. approval of high school and college officials;

5.2.5. appropriate placement assessments for courses such as mathematics and English;

5.2.5.1. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course; and

5.2.6. completion of institutionally established prerequisites for a course.

5.3. Concurrent Enrollment Participation Form/Parent Permission to Participate. Before allowing an eligible student to participate in the concurrent enrollment program for the academic year, an institution shall ensure the student has completed the USHE concurrent enrollment participation form, signed an acknowledgement of program participation requirements, and obtained parental permission as indicated by the signature of a student's parent or guardian on the parent permission form.

5.3.5.4. Early College High School Eligibility: The Early College High School Program may enroll students in grades 9 and 10 without exception in concurrent enrollment courses. Eligibility requirements such as those mentioned in section 5.2 apply to Early College students.

5.4.5.5. Identification of Eligible Students: LEAs have the primary responsibility for identifying students who are eligible to participate in the concurrent enrollment program.

5.5.5.6. Advising: USHE institutions and LEAs shall jointly coordinate advising to prospective or current high school students who participate in the concurrent enrollment program established in Utah Code 53A-

15-1701. Advising shall include information on general education requirements at USHE institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.

~~5.6.5.7.~~ **Tracking Student Achievement:** USHE institutions and LEAs shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code 53B-1-109 and 53A-1-603.5.

~~5.6.1-5.7.1.~~ USOE/USBE and USHE staff shall coordinate access to the SSID of a public education student who later attends an institution within the state system of higher education.

~~5.6.2-5.7.2.~~ USHE information technology systems shall utilize the SSID of all students who have previously been assigned a unique student identifier.

~~5.7.5.8.~~ **Advising Report:** Eight-Twelve weeks after the end of each semester, USHE staff shall make available to a requesting USHE institution that participates in concurrent enrollment, a report listing each public high school student admitted to a USHE institution who was enrolled in 12 or more credit hours of concurrent enrollment courses per year and completed at least six of those credit hours from that institution. The report shall include:

5.7.1 student's name and SSID;

5.7.2 the student's LEA;

5.7.3 the name of each concurrent enrollment course taken by the student;

5.7.4 the institution where the student enrolled to take each concurrent enrollment course;

5.7.5 the number of college credits the student earned in each concurrent enrollment course with a designation that indicates which credits listed in Subsection (5)(a)(v) the student earned at a grade "C" or higher.

R165-6. Courses

6.1. Choice of Courses: The courses chosen to be offered through concurrent enrollment should be introductory-level general education, career and technical education, or pre-major college courses. Concurrent enrollment courses must assist students in earning post-secondary certificates or degrees. Concurrent enrollment may only include college courses that correspond to high school courses that are typically offered in grades 11 or 12. Courses selected should reflect the strengths and resources of the respective schools and USHE institutions. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education.

6.1.1. Early College High School Exception: Early college high schools may offer, for concurrent enrollment, courses typically taught in grades 9 or 10.

6.1.2. Accelerated Foreign Language Courses: Institutions may offer 3000 level foreign language courses to accelerated foreign language students, including dual language immersion students.

6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USOE~~USBE~~ will jointly approve courses that are added to an institution-specific Concurrent Enrollment Master List. Only courses taken from the master list for a given academic year shall be reimbursed from state concurrent enrollment funds.

6.2.1 **Changes to Concurrent Enrollment Master List:** USHE institutions, after consultation with LEAs, shall provide the USOE~~USBE~~ with proposed new course offerings, including syllabi and curriculum materials by November ~~30~~15 of the year proceeding the school year in which courses shall be offered.

6.3. **Number of Courses:** In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated professional development activities for participating teachers and transferability of credit from institution to institution.

6.4. **Institution Responsibility:** The offering institution is responsible for cCourse content, procedures, examinations, teaching materials, and course program monitoring of CE courses, and approval to be taught at a high school. ~~shall be the responsibility of the appropriate USHE~~ The institution, shall be ensure the curriculum is consistent with Utah law, ~~and shall ensure~~ and of comparable rigor and quality and comparability with courses offered on the institution campus. For courses that transfer as equivalent credit among USHE institutions, the institution will ensure articulated learning outcomes are met.

R165-7. Credit

7.1. **Permanent College Transcript:** All concurrent enrollment course registrations and grades are recorded on permanent college transcripts. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

7.1.1. **Credit Value:** College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution where the credits are earned.

7.2. **Credit Hours Permitted:** Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits earned in excess of 30 must be on a non contractual basis.

7.3. **USHE Institution Credit:** Course registration and the awarding of college credit for concurrent enrollment courses are the responsibility of USHE institutions.

7.4. **Transferability:** Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

R165-8. **Tuition, Fees, and Other Charges:** Regular tuition and fees may not be charged to high school students for participation in this program.

8.1. Admissions Fee: Students may be assessed a one-time admissions application fee per institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the institution for continuous enrollment at that institution following high school graduation.

8.1.1. Participation Fee: The USBR may charge a one-time fee for students to participate in the concurrent enrollment program. Paying this fee does not satisfy the general admissions application fee required for full-time or part-time students at an institution.

8.2. Partial Concurrent Enrollment Tuition: Secondary students may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit:

8.2.1. A USHE institution may charge a concurrent enrollment student who qualifies for free or reduced school lunch partial tuition of up to \$5 per credit hour;

8.2.2. If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge up to \$10 per credit hour;

8.2.3. If a concurrent enrollment course is taught over interactive video conferencing (IVC), a USHE institution may charge up to \$15 per credit hour;

8.2.4. If a concurrent enrollment course is taught on a USHE campus, a USHE institution may charge up to \$30 per credit hour.

8.2.5. The State Board of Regents USBR shall annually report to the Legislature's Higher Education Appropriations Subcommittee on regular tuition savings to CE students, any partial CE tuition charged, and justification for the distribution of money appropriated for concurrent enrollment, pursuant to Subsection (9)(c) Utah Code 53A-15-1709.

8.3. Fee Waivers: Concurrent enrollment program costs attributable only to USHE-college credit or enrollment are not fees and as such are not subject to fee waiver under public school rule R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The LEA shall be responsible for these waivers. The agreement/contract between the USHE institution and the district may address the responsibility for fee waivers.

R165-9. Location and Delivery: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate educational technology for the course content, the faculty, and the students involved. Instruction may be delivered through live classroom instruction or telecommunications. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

9.1. Students within Commuting Distance: Qualified students residing within commuting distance of a USHE-credit granting institution may pursue their concurrent enrollment study on the institution campus with approval from their LEA.

9.2. Designated Service Region Delivery: Each USHE institution has the responsibility for offering concurrent enrollment courses within their designated service region per Regents' Policy R315. If the local institution chooses not to offer a concurrent enrollment course, a LEA may ask another USHE institution to provide the course.

9.3. **Right of First Refusal:** A LEA shall contact the USHE institution with responsibility for that LEA's service region to request a CE course offering. The ~~USHE local~~ institution shall indicate in writing whether it will offer the requested course within 6030 days of the LEA contact and request.

9.3.1. **Exception for Technology Delivered Courses:** Concurrent enrollment courses ~~delivered through technology which meet the definition of "Technology Delivered Instruction"~~ are ~~not~~ subject to designated service region requirements. ~~However, to ensure efficient and effective use of state resources, if~~ Institutions desiring to ~~offer deliver~~ technology delivered CE courses outside their designated service region must receive a written endorsement from the local institution for each course they desire to offer before contracting with LEAs outside their designated service area. An annual system review of technology delivered courses shall be completed prior to November 30 of the year preceding the school year in which courses shall be offered to assure efficient and effective use of resources.

R165-10. **Faculty:** College courses are taught for concurrent enrollment credit by college or university faculty or by public school educators ~~who meet adjunct instructor qualifications~~ by the offering institution (instructor).

10.1. **Selection of ~~Adjunct Faculty~~CE Instructors:** Identification of instructors for concurrent enrollment courses is the joint responsibility of the participating LEAs and the participating USHE institution. Selection criteria for instructors should be the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. ~~Final approval of the adjunct faculty~~ CE instructors will be ~~determined~~ approved by the appropriate academic department at the institution, ~~college or university. Instructors shall be approved by the USHE institution~~ prior to teaching the concurrent enrollment class.

10.1.1 Selection of Concurrent Enrollment Mathematics Instructors. Educators who hold an upper level Math endorsement, authorized by the USBE and appended to a license, that qualifies the educator to teach calculus shall be qualified to teach CE mathematics courses, in accordance with Utah Code 53-15-1701.

10.2. **Criminal Background Checks:** USHE faculty ~~or adjunct faculty~~ who are not public school educators and who ~~have significant unsupervised access to K-12 students and instruct in the~~ teach concurrent enrollment ~~program courses~~ defined under this policy in a high school shall complete a criminal background check consistent with Utah Code 53A-3-410.² The faculty or adjunct faculty-employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

10.3. **Faculty Development:** Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with LEAs shall initiate faculty development and share expertise in providing professional development, including appropriate workshop experiences prior to offering concurrent enrollment courses; to adequately prepare instructors to teach concurrent enrollment students and course content. USHE faculty ~~and adjunct faculty~~ should be prepared with knowledge of federal and state laws specific to public school student privacy and student records.

R165-11. **Funding**

² See §53A-3-410 for detailed information on completing background checks.

11.1. **Source of Funds:** Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.

11.1.1. **Eligibility to Receive Concurrent Funds:** To qualify for funds, a concurrent enrollment program shall comply with the requirements described in Utah Code 53A-15-1701, including rules adopted in accordance with Subsection 53A-15-~~101(3)~~1703.

11.2. **Allocation of Funds:** Money appropriated to the ~~State Board of Education~~USBE for concurrent enrollment shall first be allocated between LEAs and the ~~Board of Regents~~USBR based upon completed student credit hours taught by public school educators and taught by college or university faculty. Completed means that a student earned credit for the course. Concurrent enrollment funds may not reimburse institutions for concurrent enrollment courses repeated by students. In accordance with ~~Utah Code 53A-15-1706~~52A-17A-120.5 of the Utah Code, funds shall be allocated as follows:

11.2.1. for courses that are taught by public school educators (instructors) where the cost of instruction is borne by the LEA —

11.2.1.1. 60 percent shall be allocated to LEAs; and

11.2.1.2. 40 percent shall be allocated to the ~~Board of Regents~~USBR; and

11.2.2. for courses that are taught by college or university faculty or ~~adjunct faculty~~ where the cost of instruction is borne by the USHE institution —

11.2.2.1. 40 percent shall be allocated to LEAs; and

11.2.2.2. 60 percent shall be allocated to the ~~Board of Regents~~USBR.

11.3 **Distribution of Funds among USHE Institutions:** The ~~Board of Regents~~USBR shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment. Each institution shall receive a pro-rated amount according to the number of semester credit hours completed.

11.2.3. **Snow CE Exception:** Credit earned through the Snow ~~CE~~ College Concurrent Education Program, which receives a separate appropriation through 53B-16-205.5 for instructional, advising, and administrative costs, will not receive the pro-rated per credit funding as long as the separate appropriation funding is in place.

11.4. **Annual Reports:** Annual reports shall be provided to legislative committees:

11.4.1 **Higher Education Appropriations:** USHE ~~staff~~ shall annually report to the Higher Education Appropriations Subcommittee on concurrent enrollment participation and growth, including data on what higher education tuition would have been charged for the hours of concurrent enrollment credit granted as required by ~~Utah Code 53A-15-1709~~52A-17A-120.5 ~~Section 5(b) of Utah Code.~~

11.4.2 **Public Education Appropriations:** USHE and ~~USOE~~USBE ~~staff~~ shall annually report to the Public Education Appropriations Subcommittee an accounting of the money appropriated for concurrent enrollment; and a justification of the split described in section 11.2.

R165-12. Annual Concurrent Enrollment Contract: Collaborating ~~school districts~~ LEAs and USHE institutions ~~will negotiate annual contracts for administrative and instructional support of concurrent enrollment courses annually sign a contract which sets forth their rights and duties for the institution to offer concurrent enrollment courses to the LEA's students.~~

12.1. Annual Contract Content: The contracts shall include relevant policy for student eligibility and participation, course eligibility and delivery, and faculty eligibility and professional development. USHE and USBE staff review and amend the contract annually, as needed, to reflect current statute and rule.

~~12.1.1. student eligibility and participation requirements;~~

~~12.1.2. curriculum and instructor eligibility requirements;~~

~~12.1.3. a provision regarding parental permission for students to participate in the concurrent enrollment program, which includes:~~

~~12.1.3.1. notice to parents that registration in concurrent enrollment courses are permanently recorded on a student's college transcript consistent with the institution's policies and procedures;~~

~~12.1.3.2. notice to parents of student and family protections under FERPA; and~~

~~12.1.3.3. indicates which entity, LEA or institution, is responsible to notify parents and secure parental permission;~~

~~12.1.4. the individual and joint responsibilities of USHE institutions and LEAs with regard to administering the concurrent enrollment program.~~

12.2. Annual Contract Deadline: Copies of all annual contracts entered into between institutions and LEAs for the upcoming school year must be submitted by institutions to the USHE system office no later than May 30 annually. USHE will convey copies of all contracts to USOE/USBE.

R165-13. Utah College of Applied Technology (UCAT) Agreements: High school students may participate at a UCAT campus to take USHE contractual basis concurrent enrollment courses under the following conditions:

13.1. Concurrent Enrollment Contract: A concurrent enrollment contract (see R165-12 above) must be in place between the LEA and the USHE institution covering the instruction to be given at the UCAT campus.

13.2. UCAT Instruction and Costs: The USHE institution enters into an agreement with the UCAT to provide the instruction. The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of UCAT instructors as institution adjunct faculty (see R165-10).

R165-1. Purpose: To establish the principles, guidelines, and processes which govern Utah public higher education institutions when providing concurrent enrollment opportunities to Utah public education students. This policy does not necessarily apply when a Utah System of Higher Education (USHE) institution is contracting concurrent opportunities with public education students of other states or with private high schools located within Utah, but could be used as a general guide for establishing those types of agreements.

R165-2. References

- 2.1. Utah Code §53A-15-1701 Concurrent Enrollment Education Amendments
- 2.2. Utah Code §53A-1-1301 Career and College Readiness Mathematics Competency
- 2.3. Utah Code §53B-1-103, Establishment of State Board of Regents—Powers and Authority
- 2.4. Utah Code §53B-6-103, Cooperation with Nonmember Institutions Within the State
- 2.5. Utah State Board of Education Rule R277-713, Concurrent Enrollment of High School Students in College Courses
- 2.6. Utah State Board of Education Rule R277-407, School Fees
- 2.7. Utah Code §53B-1-109, Coordination of Higher Education and Public Education Information Technology Systems – Use of Unique Student Identifier – Coordination of Concurrent Enrollment Advising
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R165-3. Definitions

3.1. Concurrent Enrollment: for state funding and for the purposes of this policy means enrollment by public school students in one or more college course(s) under a contractual agreement between the USHE institution and a Local Education Agency (LEA). Students continue to be enrolled in public schools, to be counted in average daily membership, and to receive credit toward graduation. They also receive college credit for courses. Concurrent enrollment is distinct from early college admission.

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- 3.2. Contractual Basis:** a case where a LEA and USHE institution negotiate a concurrent enrollment annual contract, specifying arrangements for courses and instruction. Contractual basis concurrent enrollment is eligible for state funding through the appropriation for concurrent enrollment authorized under Utah Code 53A-15-1701.
- 3.3. Early College:** enrollment in college credit courses by high school students who are academically prepared and meet college admissions requirements, have left high school prior to graduation and are no longer counted in average daily membership. Concurrent enrollment policies and funding mechanisms do not apply to early college admission enrollment. Early college admission enrollments are reported as regular enrollments by USHE institutions.
- 3.4. Early College High School:** a public high school, generally affiliated with a college or university, whose academic goal is to assist accelerated students in earning college credit up to an associate degree concurrent with a high school diploma. Students are counted in the average daily membership of the high school. College credit is earned through concurrent enrollment and early college courses. The early college high school negotiates for and pays any applicable tuition and fees for early college courses.
- 3.5. Instructor :** a K-12 educator employed by a public LEA and licensed by the Utah State Board of Education (USB E) who meets adjunct faculty qualifications in an institution academic department and is approved by that department to instruct a concurrent enrollment course.
- 3.6. Interactive Video Conferencing (IVC):** two-way, real-time transmission of audio and video signals between computer equipment at two or more locations.
- 3.7. Local Education Agency (LEA):** a school board/public school district or public charter school.
- 3.8. Non Contractual Basis:** a case where the student continues to enroll full-time in high school but elects at his/her own initiative to pursue college coursework. An agreement is established between the student, parent(s)/guardian, high school administrator, and USHE institution for the student to take the course; the course is considered to be offered on a non-contractual basis. The student is responsible for all expenses associated with the enrollment. Non contractual enrollments are reported as regular enrollments by USHE institutions. Non-contractual basis concurrent enrollment is not eligible for state funding.
- 3.9. Snow College Concurrent Education Program (Snow CE):** a consistent two-year schedule of concurrent enrollment courses delivered by Snow College through IVC. Snow CE courses are intended to create a pathway for secondary school students, particularly in rural high schools, to earn college credits that apply toward earning an Associate of Science or Associate of Arts degree; or satisfy scholarship requirements or other objectives that best meet the needs of individual students. Snow CE includes advisory support to participating secondary school students and their high school counselors to ensure that students' concurrent enrollment courses align with the students' academic and career goals. The Snow CE program is consistent with policies established by the Utah State Board of Regents (USB R) for concurrent enrollment as defined in R165 Concurrent Enrollment. Snow CE is funded through the state appropriation designated under Utah Code 53B-16-205.5.
- 3.10. Student Education Opportunity Plan (SEOP):** secondary school process for academic and career planning, facilitated by school counselors with students and their parents or guardians.
- 3.11. Supervision of CE Instructors:** professional development opportunities provided by institutions to public educators who meet adjunct instructor qualifications to prepare them to teach the CE post-secondary curriculum. The nature of the opportunities, from workshops to classroom visits, varies by institution and by course. Qualified educators who hold an upper level Math endorsement which qualifies them to teach CE

math courses, shall also receive oversight from faculty while instructing the course. The nature of this oversight may vary by institution and by math course.

3.12. Technology Delivered Instruction: instructional situations where student and teacher are separated by physical space, not necessarily by time. Common technology delivered modes of instruction include broadcast, interactive videoconferencing, or Internet.

3.13. Technology Intensive Concurrent Enrollment (TICE): hybrid concurrent enrollment courses having a blend of different learning activities, both in classrooms and on-line. TICE courses include common course assessments and, when possible, utilize open education resources. All USHE institutions may choose to offer TICE courses.

3.14. Unique Student Identifier (SSID): an alphanumeric code assigned to each public education student for identification purposes. The SSID is not assigned to any former or current student and does not incorporate personal information including a birth date or social security number.

3.15. Utah State Board of Regents (USB): the governing body for the Utah System of Higher Education.

3.16. Utah System of Higher Education (USHE): the system of public colleges and universities governed by the Utah State Board of Regents.

3.17. USHE Institution (Institution): a credit-granting community college, state college, or university within the Utah System of Higher Education.

3.18. Utah State Board of Education (USBE): the system of public education districts and charter schools governed by the State Board of Education.

R165-4. Intent of Concurrent Enrollment: To provide an option for prepared high school students to take courses that earn both high school and college credit. Concurrent enrollment courses facilitate completion of a high school diploma while concurrently meeting course requirements corresponding to the first or second year of coursework at a USHE institution, thus leading students toward completion of a post-secondary certificate or degree.

4.1. High Quality Opportunities: Concurrent enrollment should provide high quality college-level academic and career and technical education opportunities to qualified high school students.

4.2. Qualitative Safeguards: It is important that college instruction offered in the high school setting has qualitative safeguards to preserve the rigor and standards of college requirements. In harmony with Regents' policies, the responsibility for qualitative safeguards rests with the USHE institution granting the college credit for a given course. To help ensure quality, the commonality of instruction and the success of participants, students should be officially enrolled as concurrent enrollment students as specified by the sponsoring institution.

4.3. Participating Institutions: USHE credit-granting institutions may participate in the contractual basis concurrent enrollment program, as defined in this policy, provided that such participation shall be consistent with the law and consistent with USBE rules specific to the use of public education funds and rules for public education programs.

4.4. Program Evaluation: The USBE and USBR shall work in close cooperation in developing, implementing, and evaluating the concurrent enrollment program.

R165-5. Students

5.1. Student Status: Students must be enrolled in, and counted in the average daily membership of, a Utah public high school and have high school student status before and throughout enrollment in concurrent enrollment courses. Students who have received a diploma, whose class has graduated from high school, or who have participated in graduation exercises are not eligible to participate in the concurrent enrollment program. Students shall complete contractual concurrent enrollment courses prior to their high school graduation or participation in high school graduation exercises.

5.2. Eligibility Requirements: USHE institutions and LEAs shall jointly establish student eligibility requirements. To predict a successful experience, these requirements may include, among others:

5.2.1. junior or senior standing, freshmen and sophomores by exception;

5.2.2. a grade point average, ACT score, or a placement score which predicts success (generally considered to be a "B" average or ACT score of 22 or higher);

5.2.3. supportive letters of recommendation;

5.2.4. approval of high school and college officials;

5.2.5. appropriate placement assessments for courses such as mathematics and English;

5.2.5.1. Students must complete Secondary Math I, II, and III with a "C" average or better course grade in all three classes to enroll in a CE mathematics course; and

5.2.6. completion of institutionally established prerequisites for a course.

5.3. Concurrent Enrollment Participation Form/Parent Permission to Participate. Before allowing an eligible student to participate in the concurrent enrollment program for the academic year, an institution shall ensure the student has completed the USHE concurrent enrollment participation form, signed an acknowledgement of program participation requirements, and obtained parental permission as indicated by the signature of a student's parent or guardian on the parent permission form.

5.4. Early College High School Eligibility: The Early College High School Program may enroll students in grades 9 and 10 without exception in concurrent enrollment courses. Eligibility requirements such as those mentioned in section 5.2 apply to Early College students.

5.5. Identification of Eligible Students: LEAs have the primary responsibility for identifying students who are eligible to participate in the concurrent enrollment program.

5.6. Advising: USHE institutions and LEAs shall jointly coordinate advising to prospective or current high school students who participate in the concurrent enrollment program established in Utah Code 53A-15-1701. Advising shall include information on general education requirements at USHE institutions and how the students can efficiently choose concurrent enrollment courses to avoid duplication or excess credit hours.

5.7. Tracking Student Achievement: USHE institutions and LEAs shall jointly coordinate information technology systems to allow individual student's academic achievement to be tracked through both education systems in accordance with Utah Code 53B-1-109 and 53A-1-603.5.

5.7.1. USBE and USHE staff shall coordinate access to the SSID of a public education student who later attends an institution within the state system of higher education.

5.7.2. USHE information technology systems shall utilize the SSID of all students who have previously been assigned a unique student identifier.

5.8. **Advising Report:** Twelve weeks after the end of each semester, USHE staff shall make available to a requesting USHE institution that participates in concurrent enrollment, a report listing each public high school student admitted to a USHE institution who was enrolled in 12 or more credit hours of concurrent enrollment courses per year and completed at least six of those credit hours from that institution. The report shall include:

5.7.1 student's name and SSID;

5.7.2 the student's LEA;

5.7.3 the name of each concurrent enrollment course taken by the student;

5.7.4 the institution where the student enrolled to take each concurrent enrollment course;

5.7.5 the number of college credits the student earned in each concurrent enrollment course with a designation that indicates which credits listed in Subsection (5)(a)(v) the student earned at a grade "C" or higher.

R165-6. Courses

6.1. **Choice of Courses:** The courses chosen to be offered through concurrent enrollment should be introductory-level general education, career and technical education, or pre-major college courses. Concurrent enrollment courses must assist students in earning post-secondary certificates or degrees. Concurrent enrollment may only include college courses that correspond to high school courses that are typically offered in grades 11 or 12. Courses selected should reflect the strengths and resources of the respective schools and USHE institutions. Concurrent enrollment offerings shall be limited to courses in English, mathematics, fine arts, humanities, science, social science, world languages, and career and technical education.

6.1.1. **Early College High School Exception:** Early college high schools may offer, for concurrent enrollment, courses typically taught in grades 9 or 10.

6.1.2. **Accelerated Foreign Language Courses:** Institutions may offer 3000 level foreign language courses to accelerated foreign language students, including dual language immersion students.

6.2. **Master List:** The Office of the Commissioner of Higher Education (OCHE) and the USBE will jointly approve courses that are added to an institution-specific Concurrent Enrollment Master List. Only courses taken from the master list for a given academic year shall be reimbursed from state concurrent enrollment funds.

6.2.1 **Changes to Concurrent Enrollment Master List:** USHE institutions, after consultation with LEAs, shall provide the USBE with proposed new course offerings, including syllabi and curriculum materials by November 15 of the year proceeding the school year in which courses shall be offered.

6.3. Number of Courses: In general, concurrent enrollment courses should be limited to a manageable number which allow a focus of energy and resources on quality instruction. The number of courses will be kept small enough to assure coordinated professional development activities for participating teachers and transferability of credit from institution to institution.

6.4. Institution Responsibility: The offering institution is responsible for course content, procedures, examinations, teaching materials, and course monitoring of CE courses taught at a high school. The institution shall ensure the curriculum is consistent with Utah law and of comparable rigor and quality with courses offered on the institution campus. For courses that transfer as equivalent credit among USHE institutions, the institution will ensure articulated learning outcomes are met.

R165-7. Credit

7.1. Permanent College Transcript: All concurrent enrollment course registrations and grades are recorded on permanent college transcripts. In contrast to the AP program, where college credit is granted upon successful completion of a national examination and no record is kept on the student's college transcript if the exam is not passed, registration for concurrent enrollment constitutes a commitment to enter the final course grade on the student's permanent college record, regardless of the results. Further, credit is earned by performance and participation throughout the class, rather than by an exit examination alone.

7.1.1. Credit Value: College level courses taught in the high school carry the same credit hour value as when taught on a college or university campus and apply toward college/university graduation on the same basis as courses taught at the USHE institution where the credits are earned.

7.2. Credit Hours Permitted: Individual students will be permitted to earn up to 30 semester hours of college credits per year through contractual concurrent enrollment. Credits earned in excess of 30 must be on a non contractual basis.

7.3. Institution Credit: Course registration and the awarding of college credit for concurrent enrollment courses are the responsibility of USHE institutions.

7.4. Transferability: Credit earned through the concurrent enrollment program shall be transferable from one USHE institution to another. Students should be encouraged to seek advice from a college academic adviser to make course choices that will meet the student's educational goals.

R165-8. Tuition, Fees, and Other Charges: Regular tuition and fees may not be charged to high school students for participation in this program.

8.1. Admissions Fee: Students may be assessed a one-time admissions application fee per institution. Payment of the admissions fee to enroll in concurrent enrollment satisfies the general admissions application fee requirement for a full-time or part-time student at an institution so that no additional admissions application fee may be charged by the institution for continuous enrollment at that institution following high school graduation.

8.1.1. Participation Fee: The USBR may charge a one-time fee for students to participate in the concurrent enrollment program. Paying this fee does not satisfy the general admissions application fee required for full-time or part-time students at an institution.

8.2. Partial Concurrent Enrollment Tuition: Secondary students may be charged partial tuition up to \$30 per credit hour for each concurrent enrollment course for which the student receives college credit:

8.2.1. A USHE institution may charge a concurrent enrollment student who qualifies for free or reduced school lunch partial tuition of up to \$5 per credit hour;

8.2.2. If a concurrent enrollment course is taught by a public school educator in a public school facility, a USHE institution may charge up to \$10 per credit hour;

8.2.3. If a concurrent enrollment course is taught over interactive video conferencing (IVC), a USHE institution may charge up to \$15 per credit hour;

8.2.4. If a concurrent enrollment course is taught on a USHE campus, a USHE institution may charge up to \$30 per credit hour.

8.2.5. The USBR shall annually report to the Legislature's Higher Education Appropriations Subcommittee on regular tuition savings to CE students, any partial CE tuition charged, and justification for the distribution of money appropriated for concurrent enrollment, pursuant to Utah Code 53A-15-1709.

8.3. Fee Waivers: Concurrent enrollment program costs attributable only to college credit or enrollment are not fees and as such are not subject to fee waiver under public school rule R277-407. All students' costs related to concurrent enrollment classes, which may include consumables, lab fees, copying, and material costs, as well as textbooks required for the course, are subject to fee waiver consistent with R277-407. The LEA shall be responsible for these waivers. The contract between the USHE institution and the district may address the responsibility for fee waivers.

R165-9. Location and Delivery: Concurrent enrollment courses shall be offered at the most appropriate location using the most appropriate educational technology for the course content, the faculty, and the students involved. Instruction may be delivered through live classroom instruction or telecommunications. Instruction normally occurs during the school day with students released from regular high school coursework to participate in concurrent enrollment.

9.1. Students within Commuting Distance: Qualified students residing within commuting distance of a USHE institution may pursue their concurrent enrollment study on the institution campus with approval from their LEA.

9.2. Designated Service Region Delivery: Each USHE institution has the responsibility for offering concurrent enrollment courses within their designated service region per Regents' Policy R315. If the local institution chooses not to offer a concurrent enrollment course, a LEA may ask another USHE institution to provide the course.

9.3. Right of First Refusal: A LEA shall contact the USHE institution with responsibility for that LEA's service region to request a CE course offering. The local institution shall indicate in writing whether it will offer the requested course within 30 days of the LEA contact and request.

9.3.1. Exception for Technology Delivered Courses: Concurrent enrollment courses which meet the definition of "Technology Delivered Instruction" are subject to designated service region requirements. Institutions desiring to offer technology delivered CE courses outside their designated service region must receive a written endorsement from the local institution for each course they desire to offer before contracting with LEAs outside their designated service area. An

annual system review of technology delivered courses shall be completed prior to November 30 of the year preceding the school year in which courses shall be offered to assure efficient and effective use of resources.

R165-10. Faculty: College courses are taught for concurrent enrollment credit by college or university faculty or by public school educators by the offering institution (instructor).

10.1. Selection of CE Instructors: Identification of instructors for concurrent enrollment courses is the joint responsibility of the participating LEAs and the participating USHE institution. Selection criteria for instructors should be the same as those criteria applied to other adjunct faculty appointments in specific departments within the USHE institution. CE instructors will be approved by the appropriate academic department at the institution prior to teaching the concurrent enrollment class.

10.1.1 Selection of Concurrent Enrollment Mathematics Instructors. Educators who hold an upper level Math endorsement, authorized by the USBE and appended to a license, that qualifies the educator to teach calculus shall be qualified to teach CE mathematics courses, in accordance with Utah Code 53-15-1701.

10.2. Criminal Background Checks: USHE faculty who are not public school educators and who teach concurrent enrollment courses defined under this policy in a high school shall complete a criminal background check consistent with Utah Code 53A-3-410.² The faculty or adjunct faculty employer shall have responsibility for determining the need for criminal background checks consistent with the law and for satisfying this requirement and shall maintain appropriate documentation.

10.3. Faculty Development: Concurrent enrollment instructors should be included as fully as possible in the academic life of the supervising academic department. USHE institutions jointly with LEAs shall initiate faculty development and share expertise in providing professional development, including appropriate workshop experiences prior to offering concurrent enrollment courses to adequately prepare instructors to teach concurrent enrollment students and course content. USHE faculty should be prepared with knowledge of federal and state laws specific to public school student privacy and student records.

R165-11. Funding

11.1. Source of Funds: Each year, the Utah Legislature will appropriate funds for accelerated learning programs. A portion of those accelerated learning funds shall be allocated to the concurrent enrollment program.

11.1.1. Eligibility to Receive Concurrent Funds: To qualify for funds, a concurrent enrollment program shall comply with the requirements described in Utah Code 53A-15-1701, including rules adopted in accordance with Subsection 53A-15-1703.

11.2. Allocation of Funds: Money appropriated to the USBE for concurrent enrollment shall first be allocated between LEAs and the USBE based upon completed student credit hours taught by public school educators and taught by college or university faculty. Completed means that a student earned credit for the course. Concurrent enrollment funds may not reimburse institutions for concurrent enrollment courses repeated by students. In accordance with Utah Code 53A-15-1706, funds shall be allocated as follows:

² See §53A-3-410 for detailed information on completing background checks.

11.2.1. for courses that are taught by public school educators (instructors) where the cost of instruction is borne by the LEA —

11.2.1.1.60 percent shall be allocated to LEAs; and

11.2.1.2.40 percent shall be allocated to the USBR; and

11.2.2. for courses that are taught by college or university faculty or where the cost of instruction is borne by the USHE institution —

11.2.2.1.40 percent shall be allocated to LEAs; and

11.2.2.2.60 percent shall be allocated to the USBR.

11.3 Distribution of Funds among USHE Institutions: The USBR shall make rules regarding the allocation of funds pertaining to USHE institutions participating in contractual basis concurrent enrollment. Each institution shall receive a pro-rated amount according to the number of semester credit hours completed.

11.2.3. Snow CE Exception: Credit earned through the Snow CE Program, which receives a separate appropriation through 53B-16-205.5 for instructional, advising, and administrative costs, will not receive the pro-rated per credit funding as long as the separate appropriation funding is in place.

11.4. Annual Reports: Annual reports shall be provided to legislative committees:

11.4.1 Higher Education Appropriations: USHE staff shall annually report to the Higher Education Appropriations Subcommittee on concurrent enrollment participation and growth, including data on what higher education tuition would have been charged for the hours of concurrent enrollment credit granted as required by Utah Code 53A-15-1709.

11.4.2 Public Education Appropriations: USHE and USBE staff shall annually report to the Public Education Appropriations Subcommittee an accounting of the money appropriated for concurrent enrollment; and a justification of the split described in section 11.2.

R165-12. Annual Concurrent Enrollment Contract: Collaborating LEAs and USHE institutions annually sign a contract which sets forth their rights and duties for the institution to offer concurrent enrollment courses to the LEA's students.

12.1. Annual Contract Content: The contracts shall include relevant policy for student eligibility and participation, course eligibility and delivery, and faculty eligibility and professional development. USHE and USBE staff review and amend the contract annually, as needed, to reflect current statute and rule.

12.2. Annual Contract Deadline: Copies of all annual contracts entered into between institutions and LEAs for the upcoming school year must be submitted by institutions to the USHE system office no later than May 30 annually. USHE will convey copies of all contracts to USBE.

R165-13. Utah College of Applied Technology (UCAT) Agreements: High school students may participate at a UCAT campus to take contractual basis concurrent enrollment courses under the following conditions:

13.1. Concurrent Enrollment Contract: A concurrent enrollment contract (see R165-12 above) must be in place between the LEA and the USHE institution covering the instruction to be given at the UCAT campus.

13.2. UCAT Instruction and Costs: The USHE institution enters into an agreement with the UCAT to provide the instruction. The agreement clearly establishes apportionment of cost and revenue that could be transferred to the UCAT, and the process for approval of UCAT instructors as institution adjunct faculty (see R165-10).

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Policy R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

Background

Policy R470 is one of the strongest state system-level general education and transfer policies in the country. The policy establishes a transfer system based upon courses that provide incremental, cumulative, and integrative learning, preparing students to move seamlessly and successfully toward their major courses of study.

Issue

R470 is routinely reviewed by the Regents' General Education Task Force and the Utah System of Higher Education (USHE) Chief Academic Officers, and proposed revisions are periodically presented for consideration by the State Board of Regents. The R470 revisions presented herein represent the culmination for more than 18 months of review and discussion by the General Education Task Force, Chief Academic Officers, and other committees, faculty, and staff.

Summary of revisions:

- Section 1—Purpose
 - Minor edits
- Section 2—References
 - Definitions of the Essential Learning Outcomes (currently included in Section 3) moved to the Definitions section (2.4)
- Section 3—General Education Policy
 - Expanded sections on General Education Credit Requirements: (3.1) to delineate the Core Requirement areas and the five Breadth areas, as well as express that General Education be optimally completed prior to 60 semester hours of total coursework being completed; General Education Core Requirements; (3.2) to establish learning outcomes

- for Written Communication, Quantitative Literacy, and American Institutions; and General Education Breadth Areas; (3.3) to include criteria for courses in the Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences
 - New language regarding Substitution of General Education Courses as an Accommodation (3.5.2) and Learning Outcome Assessment (3.7.3), with the expectation that institutions will be responsible for assessment policies and practices
- Section 4—Committees for General Education Procedures
 - Edits to sections on Regents' General Education Task Force (4.1) and General Education Area Work Groups (4.2) to clarify standards and expectations for selection of representatives
- Section 5—Course Numbering Code
 - Minor edit to Honors Programs (5.3)
- Section 6—Lower-Division Pre-Major Requirements
 - New language in introduction and other minor edits that set expectations for ease of transfer between USHE institutions
- Section 7—Transfer of Credit Policy
 - Minor edit to Transfer with Upper-Division Status (7.2.2)
- Section 8—Credit Transfer Principles within USHE
 - New sentence under Accredited Institutions (8.4.2) that a receiving institution may review general education/related instruction courses from a sending institution that are part of applied degree and certificate programs
 - Revisions to Interstate Passport Holders (8.4.2.1) to reflect new aspects of that program
 - New sentence under Students Entering with Associate Degrees from Regionally-Accredited Non-USHE Institutions (8.4.2.2) clarifying that General Education Core Area deficiencies will need to be addressed if not part of a transferring associate degree from a non-USHE institution
- Section 9—Credit-by-Examination Policy
 - Deletions under Advanced Placement Examinations (9.1.2.1) to remove scores of 1 and 2 (for which no USHE institution awards AP credit), plus other minor edits

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision of Policy R470, *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credit, and Credit by Examination.*

DLB/GVB
Attachment

David L. Buhler
Commissioner of Higher Education



R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R470-1. Purpose: To assure reciprocity and consistency in the structure and Core Requirements and Breadth Areas requisite for General Education (GE) programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System; to establish common lower-division Pre-Major requirements that include the Essential Learning Outcomes and support timely progress toward student graduation; to provide policies and principles for the transfer of credit and competencies leading toward fluencies and proficiencies among System institutions; and to establish a credit-by-examination policy.

R470-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission, and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Utah Code §53B-16-107 (Credit for Military Service and Training – Transferability – Reporting)
- 2.4. Definitions

2.4.1. The Essential Learning Outcomes are skills and competencies identified by professionals in business and industry, and higher education professors as those needed to prepare graduates for academic, professional, and societal success.

The Essential Learning Outcomes are:

2.4.1.1. Acquire Intellectual and Practical Skills: Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.

2.4.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds: Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with “big” questions – both contemporary and enduring.

2.4.1.3. Develop Personal and Social Responsibility: Including community and

civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.

2.4.1.4. Demonstrate Integrative Learning: Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Institutions may develop integrative courses or programs.

2.4.2. Competencies are used to describe the accomplishments of basic objectives within a specific course or learning experience.

2.4.3. Fluency is to express oneself effortlessly in speaking, writing, mathematical computations, and critical analysis.

2.4.4. Proficiency is a set of demonstrations of knowledge, understanding, and skill that satisfy levels of mastery sufficient to justify the award of an academic degree.

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st Century through GE programs that are founded upon principles of equity and excellence, and elements of high-impact practices that will assist students in achieving proficiencies in the Essential Learning Outcomes by gaining communication fluency, quantitative fluency, and competence in: (1) Intellectual and Practical Skills; (2) Knowledge of Human Cultures and the Physical and Natural World; (3) Personal and Social Responsibility; and (4) Integrative Learning. This policy assures there is coherence and consistency in the structure of the and Core Requirements and Breadth Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

3.1. General Education Credit and Core Requirements: To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from 30 to 39 semester credits, including credits required in the three core areas of Composition, Quantitative Literacy, and American Institutions. This includes at least four courses in the Core Requirements (Written Communication, Quantitative Literacy, and American Institutions) and at least one course from each of the five Breadth Areas (Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences). Beginning in the freshman year, and continuing toward successively higher levels of achievement, students should be able to demonstrate competency in the Essential Learning Outcomes, then continue to gain greater levels of proficiency. Students should optimally complete their General Education prior to the completion of 60 credit hours and be provided learning experiences that include the Essential Learning Outcomes. Traditionally, this has been met by institutional General Education programs, but may be met through innovative programs that meet the same outcomes specified in this

~~document. Institutions are encouraged to allow students to obtain General Education credit who demonstrate fluencies by other means, such as Advanced Placement, International Baccalaureate, College Level Examination Program, Prior Learning Assessment, recognized assessment of military service proficiencies, and departmental challenge examinations—to satisfy General Education requirements. The competencies are both in content knowledge and skills that are found in the Essential Learning Outcomes.~~

~~The Essential Learning Outcomes are:~~

~~**3.1.1. Acquire Intellectual and Practical Skills:** Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.~~

~~**3.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds:** Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with “big” questions—both contemporary and enduring.~~

~~**3.1.3. Develop Personal and Social Responsibility:** Including community and civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.~~

~~**3.1.4. Demonstrate Integrative Learning:** Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Integrated learning is expected to be part of all courses and programs.~~

3.2. General Education Core Requirements: Students must satisfy all of the following General Education Core Requirements, which will be included at all USHE institutions. Students shall be required to complete at least: (1) two Written Communication courses (6 credits); (2) one Quantitative Literacy course (3-4 credits); and (3) one American Institutions course (3-6 credits). An interdisciplinary course or multiple courses that fulfill the outcomes may also satisfy the requirement. English 1010, Introduction to Writing (3 credits), which may have been completed through Concurrent Enrollment or Advanced Placement, and English 2010, Intermediate Writing (3 credits). Some institutions offer English 2100, Technical Writing. While English 2010 is preferred, if institutional policy allows, English 2100 may satisfy the English 2010 requirement. Students may satisfy the mathematics requirement by completing Mathematics 1030, Quantitative Reasoning (3 credits), Mathematics 1040, Statistics (3 credits), Mathematics 1050 (3 or 4 credits), College Algebra, or other institutionally approved mathematics courses. If a student does not test at the level set by institutional policy and practices, the student will be

required to take a math course that meets faculty-determined quantitative literacy outcomes prior to enrolling in Math 1030, Math 1040, Math 1050, or other institutionally approved mathematics courses. All of the courses in the Quantitative Literacy/Reasoning General Education curriculum require high school Mathematics 1, 2, and 3 as prerequisites. USHE institutions may determine if an ACT, SAT, or placement examination score is sufficiently high to waive English 1010 or Quantitative Literacy requirements. American Institutions: Students shall satisfy this requirement by completing one of the following courses: Economics 1740, (3 credits); United States-Economic History, (3 credits); Political Science 1100, American Political Institutions (3 credits); or History 1700, American Civilization (3 credits). An interdisciplinary integrated course that satisfies comparable criteria as those in Utah statute may also satisfy the requirement. Some institutions may require a two-course sequence in the areas of economics, political science, or history which satisfies comparable criteria.

3.2.1 Written Communication (6 credits): Students may satisfy this requirement by completing at least two institutionally-approved courses focused on the development of academic composition skills to serve as a foundation for continued writing experiences across the curriculum. Over the course of six credit hours, students will demonstrate skill with the following: (1) Context and Purpose for Writing-includes consideration of audience, purpose, and the circumstances surrounding the writing task(s); (2) Content Development-uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work; (3) Genre and Disciplinary Conventions-demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices; (4) Sources and Evidence-demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; (5) Control of Syntax and Usage-uses language that skillfully communicates meaning to readers with clarity and fluency; and (6) Revision and Feedback-shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of (1) ENGL 1010 Introduction to Writing, and (2) ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.

3.2.2. Quantitative Literacy (3-4 credits): Students may satisfy this requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within required high school Mathematics courses and that is an appropriate introductory university level. Approved courses will significantly focus on the following: (1) Interpretation-explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables); (2) Representation-convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables); (3) Calculation-demonstrate the ability to successfully complete basic calculations to solve problems; (4) Application/Analysis-make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis; (5) Assumption-make and evaluate important assumptions in estimation, modeling, and data analysis; (6) Communication-express

quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and (7) Creation-demonstrate the ability to problem solve using quantitative literacy across multiple disciplines. Traditionally, this requirement has been fulfilled by completion of MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or other institutionally-approved courses.

3.2.3 American Institutions (3-6 credits): Consistent with Utah Code §53B-16-103(1)(b), institutionally-approved courses in this core area shall have the following learning outcome: "A student shall demonstrate reasonable understanding of the history, principles, form of government, and economic system of the United States..." Approved courses will address the following: (1) Use of Primary Documents-analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States; (2) Interpretation-explain and use historically, politically, and economically relevant information; (3) Communication-communicate effectively about the history, principles, form of government, and economic system of the United States; (4) Diversity-engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and (5) Integration-use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses. Traditionally, this requirement has been fulfilled by completion of ECON 1740 Economic History of the United States, HIST 1700 American Civilization, HIST 2700 United States to 1877/HIST 2710 United States 1877 to Present, POLS 1100 American/US National Government, or other institutionally-approved courses.

3.3. General Education Breadth Areas ~~Requirements beyond the Core:~~ Students are required to complete at least 15 credits within five different GE Breadth Areas, with at least one course to be taken from each of the following Breadth Areas: (1) Arts; (2) Humanities; (3) Life Sciences; (4) Physical Sciences; and (5) Social and Behavioral Sciences. USHE institutions may create additional Breadth Areas as they deem appropriate. Students transferring between USHE institutions would be required to complete these additional courses unless the transfer included a Letter or Certificate of General Education completion from another USHE institution (Section 7.1.2).

The following criteria, in addition to the Essential Learning Outcomes, are intended to guide USHE institutions in the development and approval of courses within the Breadth Areas. Courses in all five designations should ask students to connect disciplinary knowledge and ways of knowing to their own experiences. Additionally, the courses should reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Disciplines that offer General Education courses within the Breadth Areas should actively engage in reaching out to similar disciplines at other USHE institutions to further establish and articulate specific course learning outcomes and objectives. ~~In addition to completing all core requirements described in 3.2, students~~

will be required to complete 18 to 27 credits beyond the General Education core. These courses shall be in the areas of fine arts, humanities, social and behavioral sciences, life sciences, physical sciences, and other areas deemed appropriate at individual USHE institutions. Outside the core requirements, USHE institutions are encouraged to establish unique course requirements which reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Institutional General Education requirements may be accessed through institutional websites.

3.3.1. Arts (at least one 3-credit course): Courses with the GE Arts designation will generally reflect criteria such as: (1) Discuss the scope and variety of the fine arts (i.e., art, music, theatre, or dance); (2) Recognize the aesthetic standards used in making critical judgments in various artistic fields; (3) Analyze and articulate understanding of a range of artistic processes; (4) Participate in an introductory performance, production, or design experience in the arts; or (5) Demonstrate how the creative process is informed and limited by social and historical contexts.

3.3.2. Humanities (at least one 3-credit course): Courses with the GE Humanities designation will generally reflect criteria such as: (1) Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought; (2) Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances; (3) Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or (4) Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

3.3.3. Life Sciences (at least one 3-credit course): Courses with the GE Life Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the natural world; (2) Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce; (3) Discuss the organization and flow of matter and energy through biological systems; (4) Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or (5) Describe how the Life Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.4. Physical Sciences (at least one 3-credit course): Courses with the GE Physical Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the physical world; (2) Demonstrate understanding of forces in the physical world; (3) Discuss the flow of matter and energy through systems (in large and small scales); (4) Develop evidence-based arguments regarding the effect of human activity on the Earth; or (5) Describe how the Physical Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.5. Social and Behavioral Sciences (at least one 3-credit course): Courses with the GE Social and Behavioral Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of social and behavioral science methods, concepts, and

theories; (2) Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses; (3) Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or (4) Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

3.4. Pathways to Completion through Pre-Major Courses: Pre-Major courses are those that are taken in lower division, incorporating General Education, and that begin preparing students for their intended major course of study. The number of credits in a Pre-Major set of courses is determined by both departmental faculty and the appropriate Major Committee (Section 6.1). Pre-Major courses should resemble those offered in four-year institutions leading to an approved major.

3.4.1. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

3.5. Substitution of General Education Courses

3.5.1. Substitution of Courses in Pre-Major Area for General Education

Requirements: To encourage timely decisions by students to select Pre-Major areas while promoting educational breadth, institutions may allow students with declared Pre-Majors in areas listed in Section 3.3 to substitute study and achievement in their Pre-Major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same Pre-Major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework.

3.5.2. Substitution of General Education Courses as an Accommodation: Students who provide the requisite ADA documentation of a learning disability that would preclude the successful completion of a required course within a Core Requirement area shall be provided an alternative course(s) that will cumulatively fulfill the institutional learning outcomes prescribed in that area.

3.6. Similar Names, Common Numbers, and Equal Credits for General Education Courses: To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards should have similar names, common numbers, and equal credits. The Statewide-Utah Transfer and Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy

comparable General Education requirements at all other USHE institutions.

3.7. General Education Common Competencies and Learning Goals Assessment: All General Education courses will be expected to address and assess competencies and learning goals identified by designated groups within the USHE.

3.7.1. Collaboration among Faculty: Faculty are expected to work collaboratively with their system-wide peers in order to establish competencies and learning goals for General Education, Pre-Majors, and all lower-division courses and learning experiences.

3.7.2. Learning Expectations at the Culmination of the Two-Year Level: Prior to associate degree completion or the completion of 60 hours in a four-year program, students should be provided with cumulative and integrative learning experiences in which they can demonstrate intellectual skills, specialized knowledge outlined in the Essential Learning Outcomes, ~~broad and integrative knowledge, applied and collaborative learning, community, civic and global learning~~, and institution-specific learning expectations.

3.7.3. Learning Outcome Assessment: Institutions will be responsible for having policies and practices related to assessment of identified learning outcomes.

R470-4. Committees for General Education Procedures: To implement the General Education policy, the following committees shall be established:

4.1. Regents' General Education Task Force: The Regents' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic affairs staff with the Task Force chair will convene, but not chair, the Regents' General Education Task Force. This Task Force shall:

4.1.1. Establish overarching learning goals in the Core and Breadth Areas ~~of other~~ General Education ~~areas~~, based on the most current recommendations of accrediting bodies, national associations, and societies that are considered leaders in General Education, and made by the General Education faculty and Major Committees.

4.1.2. Propose methods to assess student learning outcomes in General Education and submit those recommendations to that include the VALUE rubrics or other assessment tools that provide demonstrated evidence of student learning that will inform and improve teaching. The tools and evidence should be shared with the Chief Academic Officers and the USHE institutions.

4.1.3. Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Statewide-Utah Transfer

and Articulation Committee, as requested and appropriate.

4.2. General Education Area Work Groups: ~~The Regents' General Education Task Force may convene work groups when necessary.~~ The General Education Area Work Groups include Fine Arts, Humanities, Life Sciences, Physical Sciences, Social and Behavioral Sciences, Written Communication, Quantitative Literacy, and American Institutions. These work groups may be comprised of two representatives from each USHE institution nominated by appropriate academic deans and appointed by the Chief Academic Officer; representatives from cross-cutting groups such as the Utah Academic Library Consortium, Utah Advising Association, or USHE Teaching Technologies Council; or ex officio members as needed for expertise on particular issues. These work groups shall:

4.2.1. Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning outcomes in relation to the competencies~~Essential Learning Outcomes and institutional learning expectations.~~ These recommendations are to be submitted to the General Education Task Force for review.

4.2.2. Meet annually during the "What is an Educated Person?" conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

4.2.3. Submit recommendations for review by the General Education Task Force.

R470-5. Course Numbering Code: Courses of similar level shall be given numbers in accordance with the following code.

5.1. Lower-Division Courses: The following course numbering schema applies to all USHE institutions. Lower-division courses may not be cross listed with upper-division courses without approval by the institutional curriculum committee.

- 0001-0999 Remedial or preparatory courses
- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, seminars, special topics, workshops, private lessons, tutoring)

5.2. Upper-Division Courses: Upper-division courses may not be cross listed with graduate courses unless permission is given by the institution's curriculum committee.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects,

- festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Internship courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)
- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair)
- 5800-5999 Advanced upper-division and graduate independent study designations (seminars, directed reading, individual projects, etc. – by permission of department chair)

5.3. Honors Programs: ~~Honors courses can be found at all USHE institutions.~~ Honors courses will be clearly designated in institutional catalogs and meet the institutional expectations for Honors designation.

5.4. Graduate Courses: Graduate courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, and Utah Valley University. The following designation of graduate course numbers guide, but do not constrain, institutional course numbering policies.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)
- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7600-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

R470-6. Lower Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for this academic work.

6.1. USHE Major Committees: To achieve these objectives, the Office of the Commissioner

shall organize USHE Major Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Major Committees in order to achieve the greatest possible congruence between Pre-Major emphases requirements at community colleges and lower-division major requirements at four-year institutions.

6.1.1. The Chief Academic Officer of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the Chief Academic Officer may also nominate additional faculty in major areas within a discipline and staff to attend each disciplinary meeting.

6.1.24. Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

6.1.23. The Regents' General Education Task Force and assigned staff from the Commissioner's Office will collaborate to develop an agenda for the Majors' meetings. The agenda will be reviewed by the Chief Academic Officers, who may provide additional agenda items. Each Major Committee will review the agenda in advance of the meeting and add other issues of importance to the particular major.

6.2. Committee Responsibilities: It shall be the responsibility of each USHE Major Committee to:

6.2.1. Reach agreement on specific required lower-division Pre-Major courses that are common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

6.2.2. Continually review course learning outcomes and expected competency levels and content matter that should be satisfied in required lower-division Pre-Major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

6.2.3. Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; community colleges shall not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees and the affected institutions.

6.2.4. Review lower-division courses now commonly numbered to assure they fulfill General Education and Pre-Major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor, as specified in the Utah Code.

6.3. Maximum Credits: Each Major Committee will establish a maximum number of credits, in keeping with institutional practices, for lower-division Pre-Major coursework required in each

discipline ~~to assure successful transfer.~~

6.3.1. Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.2. Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.3. If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, a Committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements – a degree may not be awarded unless the General Education and program requirements for that degree are met.

6.4. Admission to Upper-Division Major Program: Completion of required lower-division Pre-Major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

6.5. Disclosure of Partial Program: If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division Pre-Major courses in a given discipline and emphasis, it will inform prospective students interested in that Pre-Major area that the institution does not offer all of the needed lower-division Pre-Major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE.

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially-Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program Completion: An AA/AS degree earned at any USHE institution will meet the General Education requirements of all other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) or a Certificate of General Education completion shall be accepted by the receiving USHE institution.

7.1.2.1. Letter of Completion Using Non-USHE Credits/Courses: Students who enter a USHE institution with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit: USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students wanting transfer credits that were earned either 15 years earlier or longer may be asked to demonstrate competencies in the learning outcomes expected in General Education courses they have completed by using portfolios, challenge examinations, or other forms of evidence that demonstrate their continued competence. Students may petition an institution's transcript office for an exception to the 15-year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable ~~community college~~ students (if they fully complete an AA/AS degree and a prescribed Pre-Major area that comports and articulates with the receiving institution's Pre-Major requirements) to

transfer with upper-division status to any USHE four-year institution without taking any lower-division Pre-Major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in Sections 6.3.3, 6.4, and 6.5. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

8.2. Transfer Statements: Because USHE institutions are part of a statewide system, institutions should clearly communicate online and/or in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. Minimum Standards: Course quality, content, competency level, and amount of credit earned should be comparable to those courses at the receiving institution.

8.4. Individual Student Consideration

8.4.1. Anticipated Program: Information of program and course requirements, including institutional transfer and articulation agreements between two-year and four-year institutions that go beyond those established in this policy, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. Accredited Institutions: A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain. [A receiving institution may also need to review general education/related instruction courses that are part of applied degree and certificate programs.](#)

8.4.2.1. ~~Western Interstate Commission for Higher Education (WICHE)~~

Interstate Passport Holders: Students from regionally-accredited Western colleges and universities who have successfully completed the sending institution's General Education Passport block of courses and learning outcomes, agreed to by the participating WICHE Interstate Passport Network member institutions, shall have their entire lower-division General Education program courses accepted without having to repeat courses, except for American Institutions, as required in Utah statute them. Transfer students entering with the Passport, and who have successfully completed a higher-level math course, will be given full credit for that course. These courses which are listed by the USHE students who complete their institutions' General Education Passport block will earn the Passport. Passport blocks will be listed in institutional catalogs and will appear on the website of the Western Interstate Commission for Higher Education, on its website will complete the requirements of the Passport, and USHE institutional transcripts will have a designation noting successful completion of the sending institution's Passport block on sending institutions' transcripts and will be recognized and given full value by system registrars and academic advisors. (<http://www.wiche.edu/passport/about>)

8.4.2.2. Students Entering with Associate Degrees from Regionally-Accredited Non-USHE Institutions: Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three Core Areas required of USHE students by Utah Code: Written Communication, Quantitative Literacy, and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three Core Areas may need to be addressed.

8.4.2.3. Students Entering from Regionally-Accredited Institutions with Associate Degrees but without Pre-Major-specific Courses: Students who enter USHE institutions with the AA/AS degree, but are deficient in prerequisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare for success in their chosen major once they are accepted.

8.4.2.4. Students Entering from Regionally-Accredited Institutions without Associate Degrees: Students who enter the USHE from regionally-accredited institutions without having completed an associate degree must have their transcripts evaluated by the receiving institution to determine if additional Pre-Major and/or General Education coursework will be required to meet USHE institutional requirements.

8.5. Institutions without Regional, National, or Specialized Accreditation: Receiving institutions should evaluate on a case-by-case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution, such as a catalog covering the years students

attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

8.5.1. Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

8.6. Credits from Extra-Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra-institutional settings (structured and non-structured), including the military, religious, career, and technical institutions.

8.6.1. Credit for Current and Former Military Personnel: Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Regent-approved postsecondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.

8.6.1.1. Processes for Evaluation of Credit for Current and Former Military Personnel: Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 8.6.1.

8.6.1.2. Reporting Credits Awarded to Current and Former Military Personnel: USHE Institutions shall report annually to the Board of Regents the number of credits awarded under Section 8.6.1 above.

8.7. Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:

8.7.1. Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work.

8.7.2. Advising students as to the acceptability of credits shown on individual transcripts.

8.7.3. Making clear and prompt decisions on credit acceptance and application.

8.7.4. Informing potential students of services in the institution.

R470-9. Credit-by-Examination Policy: The Board of Regents accepts as valid the concept of credit-by-examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations and assessments consistent with departmental standards and those set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally-Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally-approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following ~~policies-~~
~~guideline~~ for the awarding of credit for Advanced Placement (AP) ~~have-has~~
been reviewed and recognized by the ~~Statewide-Utah~~ Transfer ~~and~~
Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full-year course, or up to 4 semester hours of credit for a half-year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

~~9.1.2.1.2. A score of 2 should be evaluated by the department to determine what, if any, credit should be awarded.~~

~~9.1.2.1.3. A score of 1 should receive no credit.~~

9.1.2.2. College Level Examination Program (CLEP): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the [Statewide-Utah Transfer and Articulation Committee](#) and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the Introduction to Writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and

Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.



R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

R470-1. Purpose: To assure reciprocity and consistency in the structure and Core Requirements and Breadth Areas requisite for General Education (GE) programs in the Utah System of Higher Education (USHE); to provide a lower- and upper-division course numbering code for the System; to establish common lower-division Pre-Major requirements that include the Essential Learning Outcomes and support timely progress toward student graduation; to provide policies and principles for the transfer of credit and competencies leading toward fluencies and proficiencies among System institutions; and to establish a credit-by-examination policy.

R470-2. References

- 2.1. Utah Code §53B-2-106(2)(c) (Direction of Instruction, Examination, Admission, and Classification of Students)
- 2.2. Utah Code §53B-16-102 (Changes in Curriculum)
- 2.3. Utah Code §53B-16-107 (Credit for Military Service and Training – Transferability – Reporting)
- 2.4. Definitions

2.4.1. The Essential Learning Outcomes are skills and competencies identified by professionals in business and industry, and higher education professors as those needed to prepare graduates for academic, professional, and societal success.

The Essential Learning Outcomes are:

2.4.1.1. Acquire Intellectual and Practical Skills: Including inquiry and analysis, critical and creative thinking, written and oral communication, information literacy, and teamwork and problem solving. Also included are visual, kinesthetic, design, and aural forms of artistic communication.

2.4.1.2. Gain Knowledge of Human Cultures and the Physical and Natural Worlds: Courses requiring study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts, focused by engagement with “big” questions – both contemporary and enduring.

2.4.1.3. Develop Personal and Social Responsibility: Including community and civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning. These categories of General Education development must be demonstrated through involvement with diverse communities and real-world challenges.

2.4.1.4. Demonstrate Integrative Learning: Including synthesis and advanced accomplishment across coherent general and specialized studies, demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems. Institutions may develop integrative courses or programs.

2.4.2. Competencies are used to describe the accomplishments of basic objectives within a specific course or learning experience.

2.4.3. Fluency is to express oneself effortlessly in speaking, writing, mathematical computations, and critical analysis.

2.4.4. Proficiency is a set of demonstrations of knowledge, understanding, and skill that satisfy levels of mastery sufficient to justify the award of an academic degree.

R470-3. General Education Policy: The purpose of General Education is to help students prepare for the 21st Century through GE programs that are founded upon principles of equity and excellence, and elements of high-impact practices that will assist students in achieving proficiencies in the Essential Learning Outcomes. This policy assures there is coherence and consistency in the structure of the Core Requirements and Breadth Areas of General Education programs at all USHE institutions, and that institutions will grant total reciprocity for General Education programs completed at other USHE institutions.

3.1. General Education Credit Requirements: To assure full value and reciprocity among all USHE institutions, the number of credits required in General Education for each institution shall range from 30 to 39 semester credits. This includes at least four courses in the Core Requirements (Written Communication, Quantitative Literacy, and American Institutions) and at least one course from each of the five Breadth Areas (Arts, Humanities, Life Sciences, Physical Sciences, and Social and Behavioral Sciences). Beginning in the freshman year, and continuing toward successively higher levels of achievement, students should be able to demonstrate competency in the Essential Learning Outcomes, then continue to gain greater levels of proficiency. Students should optimally complete their General Education prior to the completion of 60 credit hours and be provided learning experiences that include the Essential Learning Outcomes. Traditionally, this has been met by institutional General Education programs, but may be met through innovative programs that meet the same outcomes specified in this document. Institutions are encouraged to allow students to obtain General Education credit by other means, such as Advanced Placement, International Baccalaureate, College Level Examination Program,

Prior Learning Assessment, recognized assessment of military service proficiencies, and departmental challenge examinations.

3.2. General Education Core Requirements: Students must satisfy all of the following General Education Core Requirements, which will be included at all USHE institutions. Students shall be required to complete at least: (1) two Written Communication courses (6 credits); (2) one Quantitative Literacy course (3-4 credits); and (3) one American Institutions course (3-6 credits). An interdisciplinary course or multiple courses that fulfill the outcomes may also satisfy the requirement.

3.2.1 Written Communication (6 credits): Students may satisfy this requirement by completing at least two institutionally-approved courses focused on the development of academic composition skills to serve as a foundation for continued writing experiences across the curriculum. Over the course of six credit hours, students will demonstrate skill with the following: (1) Context and Purpose for Writing-includes consideration of audience, purpose, and the circumstances surrounding the writing task(s); (2) Content Development-uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work; (3) Genre and Disciplinary Conventions-demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, formatting, and stylistic choices; (4) Sources and Evidence-demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing; (5) Control of Syntax and Usage-uses language that skillfully communicates meaning to readers with clarity and fluency; and (6) Revision and Feedback-shapes texts through the process of revision and feedback. Traditionally, this requirement has been fulfilled by completion of (1) ENGL 1010 Introduction to Writing, and (2) ENGL 2010 Intermediate Writing or ENGL 2100 Technical Writing.

3.2.2. Quantitative Literacy (3-4 credits): Students may satisfy this requirement by completing at least one institutionally-approved mathematics course that clearly demonstrates quantitative reasoning skills beyond those found within required high school Mathematics courses and that is an appropriate introductory university level. Approved courses will significantly focus on the following: (1) Interpretation-explain information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables); (2) Representation-convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, and tables); (3) Calculation-demonstrate the ability to successfully complete basic calculations to solve problems; (4) Application/Analysis-make judgments and draw appropriate conclusions based on quantitative analysis of data, recognizing the limits of this analysis; (5) Assumption-make and evaluate important assumptions in estimation, modeling, and data analysis; (6) Communication-express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized); and (7)

Creation-demonstrate the ability to problem solve using quantitative literacy across multiple disciplines. Traditionally, this requirement has been fulfilled by completion of

MATH 1030 Quantitative Reasoning, MATH or STAT 1040 Statistics, MATH 1050 College Algebra, or other institutionally-approved courses.

3.2.3 American Institutions (3-6 credits): Consistent with Utah Code §53B-16-103(1)(b), institutionally-approved courses in this core area shall have the following learning outcome: "A student shall demonstrate reasonable understanding of the history, principles, form of government, and economic system of the United States..." Approved courses will address the following: (1) Use of Primary Documents-analyze, contextualize, and use primary source documents to understand the history, principles, form of government, and economic system of the United States; (2) Interpretation-explain and use historically, politically, and economically relevant information; (3) Communication-communicate effectively about the history, principles, form of government, and economic system of the United States; (4) Diversity-engage a diversity of viewpoints in a constructive manner that contributes to a dialogue about the history, principles, form of government, and economic system of the United States; and (5) Integration-use historical, political, and economic methods to come to an understanding of the United States that integrates those viewpoints. This requirement may be fulfilled by a discrete course, a multidisciplinary integrated course, or multiple courses. Traditionally, this requirement has been fulfilled by completion of ECON 1740 Economic History of the United States, HIST 1700 American Civilization, HIST 2700 United States to 1877/HIST 2710 United States 1877 to Present, POLS 1100 American/US National Government, or other institutionally-approved courses.

3.3. General Education Breadth Areas: Students are required to complete at least 15 credits within five different GE Breadth Areas, with at least one course to be taken from each of the following Breadth Areas: (1) Arts; (2) Humanities; (3) Life Sciences; (4) Physical Sciences; and (5) Social and Behavioral Sciences. USHE institutions may create additional Breadth Areas as they deem appropriate. Students transferring between USHE institutions would be required to complete these additional courses unless the transfer included a Letter or Certificate of General Education completion from another USHE institution (Section 7.1.2).

The following criteria, in addition to the Essential Learning Outcomes, are intended to guide USHE institutions in the development and approval of courses within the Breadth Areas. Courses in all five designations should ask students to connect disciplinary knowledge and ways of knowing to their own experiences. Additionally, the courses should reflect emphases of the institutions, strengths of faculties, and the varying interests of students. Disciplines that offer General Education courses within the Breadth Areas should actively engage in reaching out to similar disciplines at other USHE institutions to further establish and articulate specific course learning outcomes and objectives.

3.3.1. Arts (at least one 3-credit course): Courses with the GE Arts designation will generally reflect criteria such as: (1) Discuss the scope and variety of the fine arts (i.e., art, music, theatre, or dance); (2) Recognize the aesthetic standards used in making critical judgments in various artistic fields; (3) Analyze and articulate understanding of a range of artistic processes; (4) Participate in an introductory performance, production, or design experience in the arts; or (5) Demonstrate how the creative process is informed and limited by social and historical contexts.

3.3.2. Humanities (at least one 3-credit course): Courses with the GE Humanities designation will generally reflect criteria such as: (1) Derive evidence from primary sources regarding the complexities and changes in human experience through analytical reading and critical thought; (2) Describe how human experience is shaped by social, cultural, linguistic, and/or historical circumstances; (3) Demonstrate attentiveness to linguistic, visual, and/or audio texts when communicating meaning; or (4) Use appropriate verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

3.3.3. Life Sciences (at least one 3-credit course): Courses with the GE Life Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the natural world; (2) Demonstrate basic understanding of how organisms live, grow, respond to their environment, and reproduce; (3) Discuss the organization and flow of matter and energy through biological systems; (4) Explain from evidence patterns of inheritance, structural unity, adaptation, and diversity of life on Earth; or (5) Describe how the Life Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.4. Physical Sciences (at least one 3-credit course): Courses with the GE Physical Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of science as a way of knowing about the physical world; (2) Demonstrate understanding of forces in the physical world; (3) Discuss the flow of matter and energy through systems (in large and small scales); (4) Develop evidence-based arguments regarding the effect of human activity on the Earth; or (5) Describe how the Physical Sciences have shaped and been shaped by historical, ethical, and social contexts.

3.3.5. Social and Behavioral Sciences (at least one 3-credit course): Courses with the GE Social and Behavioral Sciences designation will generally reflect criteria such as: (1) Demonstrate understanding of social and behavioral science methods, concepts, and theories; (2) Formulate basic questions about social behavior and phenomena through interpretive and systematic analyses; (3) Develop empirically-derived and theoretically-informed explanations of human behavior in both its individual and collective dimensions; or (4) Demonstrate a critically-reasoned understanding of social patterns and individual variation congruent with and divergent from those patterns.

3.4. Pathways to Completion through Pre-Major Courses: Pre-Major courses are those that are taken in lower division, incorporating General Education, and that begin preparing students for their intended major course of study. The number of credits in a Pre-Major set of courses is determined by both departmental faculty and the appropriate Major Committee (Section 6.1). Pre-

Major courses should resemble those offered in four-year institutions leading to an approved major.

3.4.1. Lower-Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for their academic work.

3.5. Substitution of General Education Courses

3.5.1. Substitution of Courses in Pre-Major Area for General Education

Requirements: To encourage timely decisions by students to select Pre-Major areas while promoting educational breadth, institutions may allow students with declared Pre-Majors in areas listed in Section 3.3 to substitute study and achievement in their Pre-Major area for General Education requirements. Students may achieve the required number of total General Education credits by completing additional coursework in other General Education areas. USHE transfer students who retain the same Pre-Major area will be allowed to maintain the substitution at the receiving institution and will not be required to complete additional General Education coursework.

3.5.2. Substitution of General Education Courses as an Accommodation: Students who provide the requisite ADA documentation of a learning disability that would preclude the successful completion of a required course within a Core Requirement area shall be provided an alternative course(s) that will cumulatively fulfill the institutional learning outcomes prescribed in that area.

3.6. Similar Names, Common Numbers, and Equal Credits for General Education Courses:

To facilitate articulation, General Education courses at USHE institutions having essentially the same learning goals and similar content, rigor, and standards should have similar names, common numbers, and equal credits. The Utah Transfer and Articulation Committee shall assure, through institutional action, that all courses satisfying General Education requirements at any USHE institution will be articulated to the fullest extent possible to satisfy comparable General Education requirements at all other USHE institutions.

3.7. General Education Common Competencies and Learning Goals Assessment: All General Education courses will be expected to address and assess competencies and learning goals identified by designated groups within the USHE.

3.7.1. Collaboration among Faculty: Faculty are expected to work collaboratively with their system-wide peers in order to establish competencies and learning goals for General Education, Pre-Majors, and all lower-division courses and learning experiences.

3.7.2. Learning Expectations at the Culmination of the Two-Year Level: Prior to associate degree completion or the completion of 60 hours in a four-year program, students should be provided with cumulative and integrative learning experiences in which they can demonstrate intellectual skills, specialized knowledge outlined in the Essential Learning Outcomes, and institution-specific learning expectations.

3.7.3. Learning Outcome Assessment: Institutions will be responsible for having policies and practices related to assessment of identified learning outcomes.

R470-4. Committees for General Education Procedures: To implement the General Education policy, the following committees shall be established:

4.1. Regents' General Education Task Force: The Regents' General Education Task Force will be comprised of one representative who oversees General Education on his/her campus, from each USHE institution, nominated by the Chief Academic Officer and appointed by the President, and non-voting or ex officio members as needed for expertise on particular issues. A member of the Commissioner's academic affairs staff with the Task Force chair will convene, but not chair, the Regents' General Education Task Force. This Task Force shall:

4.1.1. Establish overarching learning goals in the Core and Breadth Areas of General Education, based on the most current recommendations of accrediting bodies, national associations, and societies that are considered leaders in General Education, and by the General Education faculty and Major Committees.

4.1.2. Propose methods to assess student learning outcomes in General Education and submit those recommendations to the Chief Academic Officers and the USHE institutions.

4.1.3. Facilitate coordination with groups working on related tasks by appointing members of the Task Force to assist other USHE committees, such as the Utah Transfer and Articulation Committee, as requested and appropriate.

4.2. General Education Area Work Groups: The General Education Area Work Groups include Arts, Humanities, Life Sciences, Physical Sciences, Social and Behavioral Sciences, Written Communication, Quantitative Literacy, and American Institutions. These work groups may be comprised of two representatives from each USHE institution nominated by appropriate academic deans and appointed by the Chief Academic Officer; representatives from cross-cutting groups such as the Utah Academic Library Consortium, Utah Advising Association, or

USHE Teaching Technologies Council; or ex officio members as needed for expertise on particular issues. These work groups shall:

4.2.1. Provide recommendations on competencies underlying each General Education area and suggestions on methods used to assess student learning outcomes in relation to the competencies. These recommendations are to be submitted to the General Education Task Force for review.

4.2.2. Meet annually during the "What is an Educated Person?" conference and, as needed, review the General Education competencies and learning goals in each area, and discuss and compare programs.

4.2.3. Submit recommendations for review by the General Education Task Force.

R470-5. Course Numbering Code: Courses of similar level shall be given numbers in accordance with the following code.

5.1. Lower-Division Courses: The following course numbering schema applies to all USHE institutions. Lower-division courses may not be cross listed with upper-division courses without approval by the institutional curriculum committee.

- 0001-0999 Remedial or preparatory courses
- 1000-1999 Freshman courses
- 2000-2800 Sophomore courses
- 2800-2999 Lower-division independent study designation (directed reading, individual projects, seminars, special topics, workshops, private lessons, tutoring)

5.2. Upper-Division Courses: Upper-division courses may not be cross listed with graduate courses unless permission is given by the institution's curriculum committee.

- 3000-3999 Junior courses
- 4000-4800 Senior courses
- 4800-4999 Upper-division independent study designation (directed reading, individual projects, festivals, institutes, workshops, seminars, etc.)
- 4800 Individual research courses (1-5 credits)
- 4830 Directed reading courses (1-5 credits)
- 4860 Practicum courses (1-12 credits)
- 4890 Internship courses (1-12 credits)
- 4920 Workshops, festivals, institutes (1-5 credits)
- 4950 Field trips (1-5 credits)
- 4990 Seminars (1-5 credits)
- 5000-5799 Advanced upper-division and graduate courses (graduate credit allowed for department majors or by permission of student's department chair)

- 5800-5999 Advanced upper-division and graduate independent study designations (seminars, directed reading, individual projects, etc. – by permission of department chair)

5.3. Honors Programs: Honors courses will be clearly designated in institutional catalogs and meet the institutional expectations for Honors designation.

5.4. Graduate Courses: Graduate courses can be found at the University of Utah, Utah State University, Weber State University, Southern Utah University, and Utah Valley University. The following designation of graduate course numbers guide, but do not constrain, institutional course numbering policies.

- 6000-7999 Graduate courses (students without baccalaureate degrees must obtain special permission to enroll)
- 6800-6899 Graduate seminars (including methodology and research seminars)
- 6900-6999 Directed reading, individual projects, thesis, etc.
- 6970-6979 Master's thesis research
- 6980-6989 Master's thesis faculty research consultation
- 6990 Master's thesis continuing registration
- 7600-7899 Advanced graduate seminars
- 7900-7969 Doctoral independent study, special topics, etc.
- 7970-7979 Doctoral dissertation and/or project research
- 7980-7989 Doctoral dissertation faculty research consultation
- 7990 Doctoral dissertation continuing registration

R470-6. Lower Division Pre-Major Requirements: In establishing policies and procedures to support ease of transfer and timely progress toward graduation for USHE students, the Board of Regents recognizes that Pre-Majors and emphases may differ because of the institutions' unique missions. Committees and procedures are therefore established to provide common lower-division Pre-Major requirements so that when students transfer or apply for upper-division majors, they will receive full value for this academic work.

6.1. USHE Major Committees: To achieve these objectives, the Office of the Commissioner shall organize USHE Major Committees in each of the academic disciplines. Major departments at the universities are expected to work closely with the Major Committees in order to achieve the greatest possible congruence between Pre-Major emphases at community colleges and lower-division major requirements at four-year institutions.

6.1.1. The Chief Academic Officer of each institution shall nominate a faculty representative from his or her institution in each discipline area. If appropriate, the Chief Academic Officer may also nominate additional faculty in major areas within a discipline and staff to attend each disciplinary meeting.

6.1.2. Meetings of the Major Committees shall be organized by the Office of the Commissioner and be held at least annually.

6.1.3. The Regents' General Education Task Force and assigned staff from the Commissioner's Office will collaborate to develop an agenda for the Majors' meetings. The agenda will be reviewed by the Chief Academic Officers, who may provide additional agenda items. Each Major Committee will review the agenda in advance of the meeting and add other issues of importance to the particular major.

6.2. Committee Responsibilities: It shall be the responsibility of each USHE Major Committee to:

6.2.1. Reach agreement on specific required lower-division Pre-Major courses that are common at all USHE institutions. It is important to note that equivalencies are based on content and mastery of subject matter, not only course level. Not all institutions offer all lower-division courses.

6.2.2. Continually review course learning outcomes and expected competency levels and content matter that should be satisfied in required lower-division Pre-Major area courses to assure that students who complete the coursework will be fully prepared to successfully complete upper-division coursework.

6.2.3. Assure that in most major programs at USHE four-year institutions, courses numbered 3000 or higher are not required for lower-division students; community colleges shall not offer courses at the lower division that the Major Committee agrees should be taught at the upper-division level. Exceptions will be dealt with by the individual Major Committees and the affected institutions.

6.2.4. Review lower-division courses now commonly numbered to assure they fulfill General Education and Pre-Major requirements. Additional lower-division courses may be considered for common numbering if they are similar in content, standard, and rigor, as specified in the Utah Code.

6.3. Maximum Credits: Each Major Committee will establish a maximum number of credits, in keeping with institutional practices, for lower-division Pre-Major coursework required in each discipline.

6.3.1. Generally, the number of credits required should be limited so that students may also complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.2. Exceptions may be made when mandated by accreditation, licensing, extra-departmental professional, or other institutional requirements. When exceptions are made, students may not be able to complete required General Education coursework within the number of credits allowed for the AA/AS degree.

6.3.3. If Major Committees determine additional lower-division credits are needed to prepare students to successfully complete upper-division coursework, a Committee may recommend the delay of some General Education requirements until after transfer and/or acceptance to an upper-division major program. Under no circumstances will individual Major Committees be allowed to make exceptions to General Education requirements – a degree may not be awarded unless the General Education and program requirements for that degree are met.

6.4. Admission to Upper-Division Major Program: Completion of required lower-division Pre-Major coursework by transfer students from USHE community colleges and institutions also having a community college role shall not constitute an assurance that transfer students will be admitted into a specific major program at a USHE four-year institution. It must be understood that many programs have a limited number of openings and that admission may be highly competitive.

6.5. Disclosure of Partial Program: If an institution does not have the faculty or resources to offer, as part of its curriculum, all of the agreed-upon lower-division Pre-Major courses in a given discipline and emphasis, it will inform prospective students interested in that Pre-Major area that the institution does not offer all of the needed lower-division Pre-Major courses; students may consider attending another institution offering the required coursework or enroll in online courses offered elsewhere in the USHE.

R470-7. Transfer of Credit Policy: USHE colleges and universities shall facilitate transfer from institution to institution.

7.1. Transfer of General Education Credits

7.1.1. Transfer of Partially-Completed General Education Credits: For transfer students from USHE institutions who have not fully satisfied the General Education requirements, all USHE receiving institutions shall accept at full value all General Education coursework approved by the sending institution, provided it meets the minimum letter grades accepted by the receiving institution. Receiving institutions shall only require transfer students to complete any additional coursework needed to satisfy the unmet requirements of the receiving institution.

7.1.2. Transfer of Completed General Education Credits through Program Completion: An AA/AS degree earned at any USHE institution will meet the General Education requirements of all other USHE institutions. If a student has completed all institutional General Education requirements, a Letter of Completion (issued by the sending institution confirming General Education completion) or a Certificate of General Education completion shall be accepted by the receiving USHE institution.

7.1.2.1. Letter of Completion Using Non-USHE Credits/Courses: Students who enter a USHE institution with most of their General Education credits from a non-USHE regionally-accredited institution, and who want a Letter of Completion

from the USHE institution, must complete at least nine credit hours or meet the minimum residency and grade point average requirements of the institution from which the Letter of Completion is requested.

7.1.2.2. Length of Time for Acceptance and Applicability of Credit: USHE institutions must accept credit transferred from institutions within the System. Institutional colleges and departments may review courses taken over the prior 15 years, or over a time period in compliance with institutional policies, and make a determination of applicability to current requirements of a credential or degree based on the appropriateness of course content, rigor, and standards. Students wanting transfer credits that were earned either 15 years earlier or longer may be asked to demonstrate competencies in the learning outcomes expected in General Education courses they have completed by using portfolios, challenge examinations, or other forms of evidence that demonstrate their continued competence. Students may petition an institution's transcript office for an exception to the 15-year limit, and that office will consult with the appropriate academic departments before making a decision.

7.2. Transfer of Non-General Education Credits: Credit for courses numbered 1000 or above earned in the USHE, regardless of being General Education credits or not, is transferable within the USHE and will be carried on the student's transcript by the receiving institution.

7.2.1. Application of Credit: Acceptance of credit should not be confused with its application. Transfer applicants are entitled to a clear disclosure by the receiving institution of the difference between acceptance of credits and the application of credits toward a credential or degree. Transfer credit may or may not apply to the graduation requirements of an institution, regardless of the number of credits transferred. The receiving institution will apply credit based on the appropriateness to a particular institution's specific degree program requirements and curricula.

7.2.2. Transfer with Upper-Division Status: Institutions shall enable students (if they fully complete an AA/AS degree and a prescribed Pre-Major area that comports and articulates with the receiving institution's Pre-Major requirements) to transfer with upper-division status to any USHE four-year institution without taking any lower-division Pre-Major courses at the receiving institution.

7.2.3. Exceptions to Applying Pre-Major Coursework Credit: Exceptions may occur when mandated by institutional requirements or other accreditation, licensing, or extra-departmental professional requirements, and as provided in Sections 6.3.3, 6.4, and 6.5. In such cases, the transfer student will be expected to complete lower-division coursework required at the four-year institution.

R470-8. Credit Transfer Principles within USHE

8.1. Institutional Integrity: In order to promote institutional integrity, each institution is responsible for developing its own transfer policies and procedures consistent with the policies established by the Board of Regents to facilitate the transfer of credits within the USHE.

8.2. Transfer Statements: Because USHE institutions are part of a statewide system, institutions should clearly communicate online and/or in print reasonable and definitive transfer statements to avoid confusion and possible injustice to individual applicants and promote articulation within the USHE.

8.3. Minimum Standards: Course quality, content, competency level, and amount of credit earned should be comparable to those courses at the receiving institution.

8.4. Individual Student Consideration

8.4.1. Anticipated Program: Information of program and course requirements, including institutional transfer and articulation agreements between two-year and four-year institutions that go beyond those established in this policy, should be published online and/or in print and available to prospective students. Students should be encouraged to establish educational goals early in their educational program. Each student should request assistance from an academic advisor to assure the student's educational goals fit with the program at the institution to which that student intends to transfer. Transfer policies and practices should facilitate transfer once the student is prepared to enter, and has been accepted to, the anticipated program.

8.4.2. Accredited Institutions: A receiving institution should have reasonable confidence that students from recognized regionally-accredited institutions are qualified to undertake its educational program. Students from recognized national or specialized accredited institutions may need to demonstrate competency only in instances where academic attainment is uncertain. A receiving institution may also need to review general education/related instruction courses that are part of applied degree and certificate programs.

8.4.2.1. Interstate Passport Holders: Students from regionally-accredited colleges and universities who have successfully completed the sending institution's General Education Passport block of courses and learning outcomes, agreed to by the Interstate Passport Network member institutions, shall have their entire lower-division General Education program accepted without having to repeat courses, except for American Institutions, as required in Utah statute. USHE students who complete their institutions' General Education Passport block will earn the Passport. Passport blocks will be listed in institutional catalogs and will appear on the website of the Western Interstate Commission for Higher Education. USHE institutional transcripts will have a designation noting successful completion of the

sending institution's Passport block and will be recognized and given full value by system registrars and academic advisors. (<http://www.wiche.edu/passport/about>)

8.4.2.2. Students Entering with Associate Degrees from Regionally-Accredited Non-USHE Institutions: Students, who enter USHE schools from regionally-accredited institutions and have completed the AA/AS degree, will have their transcripts reviewed to assure they have successfully completed relevant courses in the three Core Areas required of USHE students: Written Communication, Quantitative Literacy, and American Institutions. While the USHE will honor associate degrees, deficiencies found in one or more of the three Core Areas may need to be addressed.

8.4.2.3. Students Entering from Regionally-Accredited Institutions with Associate Degrees but without Pre-Major-specific Courses: Students who enter USHE institutions with the AA/AS degree, but are deficient in prerequisite courses required for their major course of study, may be required to successfully complete such courses at the lower-division level in order to prepare for success in their chosen major once they are accepted.

8.4.2.4. Students Entering from Regionally-Accredited Institutions without Associate Degrees: Students who enter the USHE from regionally-accredited institutions without having completed an associate degree must have their transcripts evaluated by the receiving institution to determine if additional Pre-Major and/or General Education coursework will be required to meet USHE institutional requirements.

8.5. Institutions without Regional, National, or Specialized Accreditation: Receiving institutions should evaluate on a case-by-case basis any credits earned at institutions that do not have regional, national, or specialized accreditation. Evaluation may be assisted by information provided by or about the unaccredited institution, such as a catalog covering the years students attended, a description of courses the students completed, course syllabi, faculty credentials, and library facilities. Institutions may require verification of competency attainment through assessments or examinations.

8.5.1. Foreign Institutions and Proprietary Schools: In evaluating credits from foreign institutions and proprietary schools, the receiving institution should make equivalency and placement decisions in terms of its own policies and curricula.

8.6. Credits from Extra-Institutional Settings: In order to expand the range of educational opportunities and to incorporate them into the credit exchange system, and in order to remove unnecessary restrictions to access, institutional policies should contain statements on credits earned in extra-institutional settings (structured and non-structured), including the military, religious, career, and technical institutions.

8.6.1. Credit for Current and Former Military Personnel: Pursuant to Utah Code 53B-16-107, all USHE institutions shall provide written notification to each student applying for admission that the student is required to meet with a college advisor in order to receive credit for military service and training. Upon student request, USHE institutions will provide credit based on a review of recommendations from a Regent-approved postsecondary association to include the American Council on Education and other sources as may be deemed appropriate by the institution. To receive credit under this provision, current and former military personnel must meet with an academic advisor to discuss applicability of credit to program requirements, possible financial aid implications, and other factors that may impact attainment of the student's educational goals, such as competencies that are transferable to a course of study. Upon transfer within the USHE, a student may present a transcript from a USHE institution to a receiving USHE institution to determine the applicability of credit to the student's chosen major. The receiving institution shall evaluate the credit to be transferred pursuant to this policy.

8.6.1.1. Processes for Evaluation of Credit for Current and Former Military Personnel: Representatives from USHE institutions who have responsibility for veterans' services shall meet at least annually to review institutional policies and practices relative to awarding credit for current and former military personnel with the goal of maintaining consistent system-wide practices for evaluating and awarding credit pursuant to Section 8.6.1.

8.6.1.2. Reporting Credits Awarded to Current and Former Military Personnel: USHE Institutions shall report annually to the Board of Regents the number of credits awarded under Section 8.6.1 above.

8.7. Basic Responsibilities of All Institutions: The basic responsibilities of both sending and receiving institutions include:

8.7.1. Furnishing transcripts and course descriptions vital in judging the quality and quantity of transfer students' work.

8.7.2. Advising students as to the acceptability of credits shown on individual transcripts.

8.7.3. Making clear and prompt decisions on credit acceptance and application.

8.7.4. Informing potential students of services in the institution.

R470-9. Credit-by-Examination Policy: The Board of Regents accepts as valid the concept of credit-by-examination without equivalent previous college coursework. Because of the variety of testing programs, the domain of individual departments and General Education, the following specific policies shall apply:

9.1. Examinations that Replace Specific Coursework: Individual departments may use examinations and assessments consistent with departmental standards and those set in Major Committees to award credit that replaces specific General Education coursework.

9.1.1. Departmentally-Devised Examinations: Each department may determine which of its offerings may be challenged by examination and should construct, administer, and evaluate appropriate and departmentally-approved examinations upon the request of students.

9.1.2. External Standardized Examinations: External standardized examinations should be evaluated by individual departments as they become available to determine their appropriateness, validity, and acceptable scores. When a transfer student has completed the General Education requirements of a USHE institution, the receiving institution will honor the sending institution's determination of General Education credit awarded, including credit granted for external standardized exams.

9.1.2.1. Advanced Placement Examinations: The following guideline for the awarding of credit for Advanced Placement (AP) has been reviewed and recognized by the Utah Transfer and Articulation Committee with representatives from all USHE institutions:

9.1.2.1.1. Scores of 3, 4, or 5 may receive a maximum of 10 semester hours of credit for a foreign language exam, up to 8 semester hours of credit for a full-year course, or up to 4 semester hours of credit for a half-year course. Institutions may determine appropriate AP scores in academic departments for which there are AP examinations.

9.1.2.2. College Level Examination Program (CLEP): CLEP General Examination credit should be recognized and a standard should be set based on the recommendations of the Utah Transfer and Articulation Committee and CLEP Examination Guidelines. A minimum score of 50 is required to award credit with 10 semester hours per test being the maximum number of credits allowed. Each institution shall award credit as it sees fit; however, the following guidelines are for awarding General Education credit through the CLEP process.

9.1.2.2.1. Composition: The College Composition or College Composition Modular examination will satisfy the Introduction to Writing requirement.

9.1.2.2.2. Quantitative Literacy: College Algebra Subject examination or the Pre-Calculus Subject examination will satisfy the Quantitative Literacy requirement.

9.1.2.2.3. American Institutions: The American Government Subject examination or the American History Subject examination will satisfy the American Institutions requirement.

9.1.2.2.4. Life Science: The Biology Subject examination will satisfy the Life Science requirement.

9.1.2.2.5. Physical Science: The Chemistry Subject examination will satisfy the Physical Science requirement.

9.1.2.2.6. Humanities: The Analyzing and Interpreting Literature with Essay examination will satisfy the Humanities requirement.

9.1.2.2.7. Social and Behavioral Sciences: The Introductory Psychology or Introductory Sociology examinations will satisfy the Social and Behavioral Sciences requirement.

9.1.2.2.8. Other General Education: CLEP-verified General Education credit other than that for which specific guidelines are provided in this policy may be awarded as determined by each institution.

9.1.3. International Baccalaureate: Credit should be granted for International Baccalaureate examinations and/or diplomas as determined by each institution.

9.2. Prior Learning Assessments: Students may demonstrate that they have specific subject matter credit through the Prior Learning Assessment developed by the Council of Adult and Experiential Learning or the American Council on Education. Institutional departments should evaluate and accept such credit if it meets institutional and departmental standards.

9.3. Allowable Credit: Institutional limits may be imposed on the amount of General Education credit that may be earned by means other than taking courses directly from the institution. Institutional limits may also be imposed on the amount of credit that may be earned through departmentally-devised or standardized subject area examinations.

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Utah State University

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 (USHE) 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. The Utah System of Higher Education provided USHE Completion Grants in 2014 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.
5. 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.

Representatives from the host institution, Utah State University, will report on their initiatives to increase completion rates at the September 2016 Board of Regents meeting.

Next Steps

Over the course of the year, all remaining 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/JH

September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah Scholars Initiative 2016

Background

The Utah Scholars Initiative (USI) was launched in the 2006-2007 school year with a \$300,000 grant from the United States Department of Education and the Western Interstate Commission for Higher Education (WICHE). This business and education partnership sends volunteers into 8th grade classrooms to share a presentation that encourages students to prepare for their future by taking the Utah Scholars Curriculum throughout all four years of high school.

Utah Scholars works with partner districts and schools around the state that serve a large percentage of underserved populations. This 8th grade outreach shows students the steps they can take in high school to graduate ready for college. The presentation discusses why go to college, how to prepare for it, and how to pay for it. The key take-away is that college is achievable for everyone.

In 2008 the Regents' Scholarship adopted the Utah Scholars Curriculum as the course criteria for the Regents' Scholarship.

Issue

In the 2015-2016 school year, USI partnered with 97 middle/junior high schools and 64 high schools. At the end of the school year Box Elder, Weber, Murray and South Sanpete School Districts became partners, bringing the total number of Utah Scholars districts to 20:

Alpine	Garfield	Kane	Provo
Canyons	Granite	Nebo	Salt Lake City
Cache	Iron	Ogden	Tooele
Davis	Jordan	Park City	Washington

Nearly 200 volunteers gave 876 presentations to more than 29,000 students. In 2016, 3,550 students received the Utah Scholars medallion, up from 2,896 last year. At the end of each presentation students are asked to fill out a survey, 91% of students responded positively saying they want to go to college. When asked the reasons that they want to attend, 68% said "to get a good job and make more money," 48% said "to feel successful in life".

One significant change that happened this past year was a change in personnel. In November, Dr. Christie Fox left the Commissioner's Office and Erika Norton took on the new role as Utah Scholars Program

Manager. Her goals include making more meaningful contact with students; making Utah Scholars a recognizable household name, and making the program more accessible to students across the state.

The following are highlights of a few programmatic changes: In an effort to be more accessible to students, Utah Scholars expanded the summer texting pilot to a year-long program. Over the course of the year weekly text messages were sent to over 1,200 high school seniors, and nearly 50% were engaged with the program. These texts prompted students to do various college preparation tasks such as filing the Free Application for Federal Student Aid (FAFSA) or meeting with their school counselor to see if they were on track for college.

The students' text questions included:

- "Do I need to schedule a tour of campus or do you just show up?"
- "I am planning on taking the ACT next month and was wondering what things I can do to prepare for it?"

The Utah Scholars 10th Grade program expanded this year to include 9th-12th graders. That program is now called the Utah Scholars Club. Students at Hunter and Granger High Schools were able to participate in weekly after school club meetings, where they participated in activities that helped them be more prepared for college. The Club uses a "near peer" model with college students acting as mentors to high school students. This year, the students participated in a campus visit to Utah Valley University.

It is important to note that monies provided to the State Board of Regents from the U. S. Department of Education's College Access Challenge Grant made the USI program sustainable from 2008-2014. Since 2014, USI operations have been funded by the ongoing College Readiness funding provided to the Office of Access and Outreach by the Legislature. The Utah Scholars Initiative has facilitated the Utah System of Higher Education's outreach efforts by encouraging students at a critical point in their academic trajectory to prepare academically and financially to participate in higher education.

The program will expand this year beyond just emphasizing a strong college preparatory curriculum in high school. The new program will include a grade-by-grade checklist, with items students can complete for points that will help them earn a Utah Scholars medallion to wear during their high school graduation.

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 in this memorandum and review the annual report distributed at the meeting, and note that further follow-up will be handled by the Commissioner's Office as part of the Board's Participation strategic objective.

David L. Buhler
Commissioner of Higher Education

DLB/EN/JHM

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: StepUp to Higher Education Initiative

Background

The StepUp to Higher Education Initiative was created in 2011 when the Office of the Commissioner received a College Access Challenge Grant. The initiative's main purpose was to create a social awareness campaign to encourage Utah's K-12 students to dream big about their future and include college in that dream.

Since then, StepUp to Higher Education has become the umbrella brand for all Utah System of Higher Education (USHE) outreach and access programming. Before, many programs operating out of the Office of the Commissioner and the Utah Higher Education Assistance Authority (UHEAA) had separate logos, websites, and social media streams. This created confusion among Utah students and parents, as they were unaware these programs all operated under the same roof. This coordination of outreach materials was implemented in the spring of 2015. The programs incorporated in the new single outreach brand are:

- Regents' Scholarship/New Century Scholarship
- Utah Scholars Initiative
- Concurrent Enrollment
- Utah College Application Week
- FAFSA Completion Open House events (from UHEAA)
- College Access Network of Utah
- StepUp READY grants
- USHE Conference for School Counselors and Administrators

This year the StepUP campaign has also produced materials specifically aimed at parents, including a Parent Brochure and television commercials directing them to the StepUPUtah.org website. An entire section of the website (StepUPUtah.com) is devoted to helping parents help their children prepare for college.

To house all of this information, the website StepUPUtah.com was overhauled last summer to make it more accessible and student-friendly. It is intended as a "one-stop shop" for the best information and resources for Utah students, parents and school counselors about preparing and paying for college. The campaign also includes a blog, social media, and five different newsletters aimed at specific audiences. The campaign also produces printed materials, including an annual College Guide (including copies in Spanish), a Parent Brochure (including copies in Spanish), and videos and television ads aimed at parents.

Issue

By having a single look and feel to all USHE outreach materials, market penetration is greater. More students and parents are recognizing USHE materials and messaging as a dependable and informative source of college preparation information. StepUpUtah.com receives on average, between 45,000 and 55,000 pageviews per month, about half of which come from new visitors to the site. The average session duration of these visits is 1 minute 43 seconds, indicating that visitors are reading and engaging with the content. The social media campaigns have 11,000 followers. Five separate monthly newsletters reach 135,000 subscribers.

This year's College Guide will be given to nearly every high school senior in the state through the Utah Council's Post High School Tour, a consortium of USHE and private school admissions officers and recruiters which visits schools across the state between September and November. All counselors who attend USHE's Conference for School Administrators and Counselors will also receive a copy. Additionally, this publication is available to the junior high and middle schools that participate in the Utah Scholars Initiative programs. It will also be used in community outreach events coordinated by the Office of the Commissioner of Higher Education. Last year 80,000 guides were distributed to Utah students and families directly through their schools or through various outreach and access programs. A PDF copy of the College Guide is available at College guide link: <https://stepuputah.com/files/CollegeGuide2016.pdf> . Parent videos are available on the StepUp Youtube channel: <https://www.youtube.com/user/StepUpUtah> .

Commissioner's Recommendation

This is an information item only; no formal action by the Board is required.

David L. Buhler
Commissioner of Higher Education

DLB/JH/MH

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Long-term Lease for the USU Salt Lake Education Center

Issue

Utah State University (USU) requests Board approval to enter into a 20 to 25-year lease in order to relocate the existing USU Salt Lake Education Center currently located at the Granite School District, which has indicated a need to reclaim the space for its own programs.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve institutional leases with state-appropriated funds that are more than \$100,000 per year, commit the institution for ten or more years, or lead to the establishment of regular state-supported daytime programs of instruction. USU seeks Board approval to enter into a 20 to 25-year lease for up to 24,087 square feet at \$20.50 per square foot in a new facility located at State Street and 4800 South in Murray, Utah. The new lease is necessitated by the ending of a 25,689 square foot lease with the Granite School District who has need for the current facility. The lease will be funded through revenues from instructional activities at the site. The length of the lease is longer than is typically seen by Regents from institutions for instructional space.

The leased property will house the Salt Lake Education Center which provides USU regional education in the Salt Lake Valley allowing USU to continue services currently being provided in the Salt Lake county area. USU has represented that this will continue the services currently being provided and not an expansion.

For your information, as a result of questions not specifically related to this proposal raised at the July meeting, Board Leadership has directed the Commissioner and staff to prepare a report identifying the teaching sites currently being operated by all USHE institutions. This report will be presented at the November Board meeting.

Additional information about this request may be found in the attached letter from the University and representatives from the University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board, after satisfying any questions they may have, authorize Utah State University to enter into a long-term lease in Murray, Utah for the USU Salt Lake Education Center.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

August 30, 2016

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

Subject: Long-term Lease Agreement for Salt Lake Education Center

Dear Commissioner Buhler:

Utah State University desires approval to enter into a long-term lease agreement with Dakota Pacific Real Estate Partners for up to 24,087 square feet of newly constructed space located at 4800 South State, Murray Utah to relocate the USU Salt Lake Educational Center. The proposed lease would begin January 1, 2018 for a 20 – 25-year term with two options to extend the lease for an additional five years at Fair Market Value. The proposed lease rate is \$20.50/sf with typical escalation for inflation over the life of the lease. The source of funding for lease payments will be from revenues generated from the instructional activities at the Center.

Since 2007, the USU Salt Lake Educational Center has leased space from the Granite School District. The current lease ends on July 31, 2017. The Granite School District has notified the University that it does not intend to renew the lease agreement due to expansion needs of the Granite Technical Institute which requires additional space. The University has requested, and the Granite School District has expressed a willingness to allow, that the lease be extend for the short period of time between the expiration of the current lease and the beginning of the new proposed lease.

We appreciate your support and ask that you present this item to the Board of Regents during the September meeting. This request will receive Board of Trustees approval prior to the Board of Regents meeting.

Sincerely,



David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business Operations

Stan Albrecht, President

Dave Woolstenhulme, Executive *Vice* Provost

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Property Disposal in Carbon County

Issue

Utah State University (USU) requests Board approval to dispose of three parcels of property and facilities appraised at \$840,000 located in Carbon County, Utah. The property no longer supports the University's mission and has been deemed surplus. USU would like to dispose of this property by auction.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve all disposal of property greater than \$500,000 for USU and greater than \$250,000 for USU-Eastern. USU seeks Board approval to sell approximately 272 acres located twelve miles north of Price that has appraised for \$840,000. The property includes three industrial facilities used in the processing of coal and the manufacture of coal-related byproducts.

In 2006, the College of Eastern Utah acquired property twelve miles north of Price along highway 191 to support a mining training program. After the grant supporting the program was reduced and economic circumstances changed for the local mining industry, the mining training program was transferred to the Price campus. The property was then leased to a private manufacturer of coal byproducts who recently moved to a different location.

Do to the remote location in Carbon County, a lack of educational or research need, and the high maintenance costs of the facilities, USU desires to divest itself of this property by auction. The proposed selling price is \$840,000, the appraised fair market value of the property. The University desires approval to sell the property below appraised value should bids come in lower than expected.

Additional information about this request may be found in the attached letter from the University and the accompanying maps and exhibits. Representatives from Utah State University will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Utah State University to dispose of the property in Carbon County and allow the sale of property below appraised value if warranted by the property auction.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

August 24, 2016

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

Subject: Sell of Land Near Price, Utah

Dear Commissioner Buhler:

Utah State University desires approval from the Board of Regents to sell three parcels of land and three industrial buildings that are approximately 12 miles north of the USU Eastern Price Campus and located on both sides of Highway 191 in Indian Canyon. The parcels are approximately 272 acres as illustrated in Exhibit A.

The property was acquired by the College of Eastern Utah in 2006 for use as a mining training center supported by a grant. After the grant was greatly reduced and the local mining industry declined, the mining training program was relocated to the Price Campus. The buildings were later leased to a private company to manufacture a coal product known as clean coke. Subsequently, the technology used to manufacture the product was sold to another private entity. USU no longer has educational, commercial, or industrial use for the property and buildings due to the remote location and high operating and maintenance costs.

USU proposes to sell the property at the upcoming State of Utah School and Institutional Trust Lands Administration (SITLA) Land Auction on October 19, 2016. SITLA, who manages Utah's trust lands, will advertise the property through websites, local newspapers, and direct mailings prior to the auction. The proposed selling price is based on an appraisal report recently obtained by USU which concluded a current fair market "as is" value of \$840,000 for the buildings and land.

We appreciate your support and ask that you present this item to the Board of Regents for approval during the September 16, 2016 meeting. This request will receive Board of Trustees approval prior to the Regents meeting.

Sincerely,

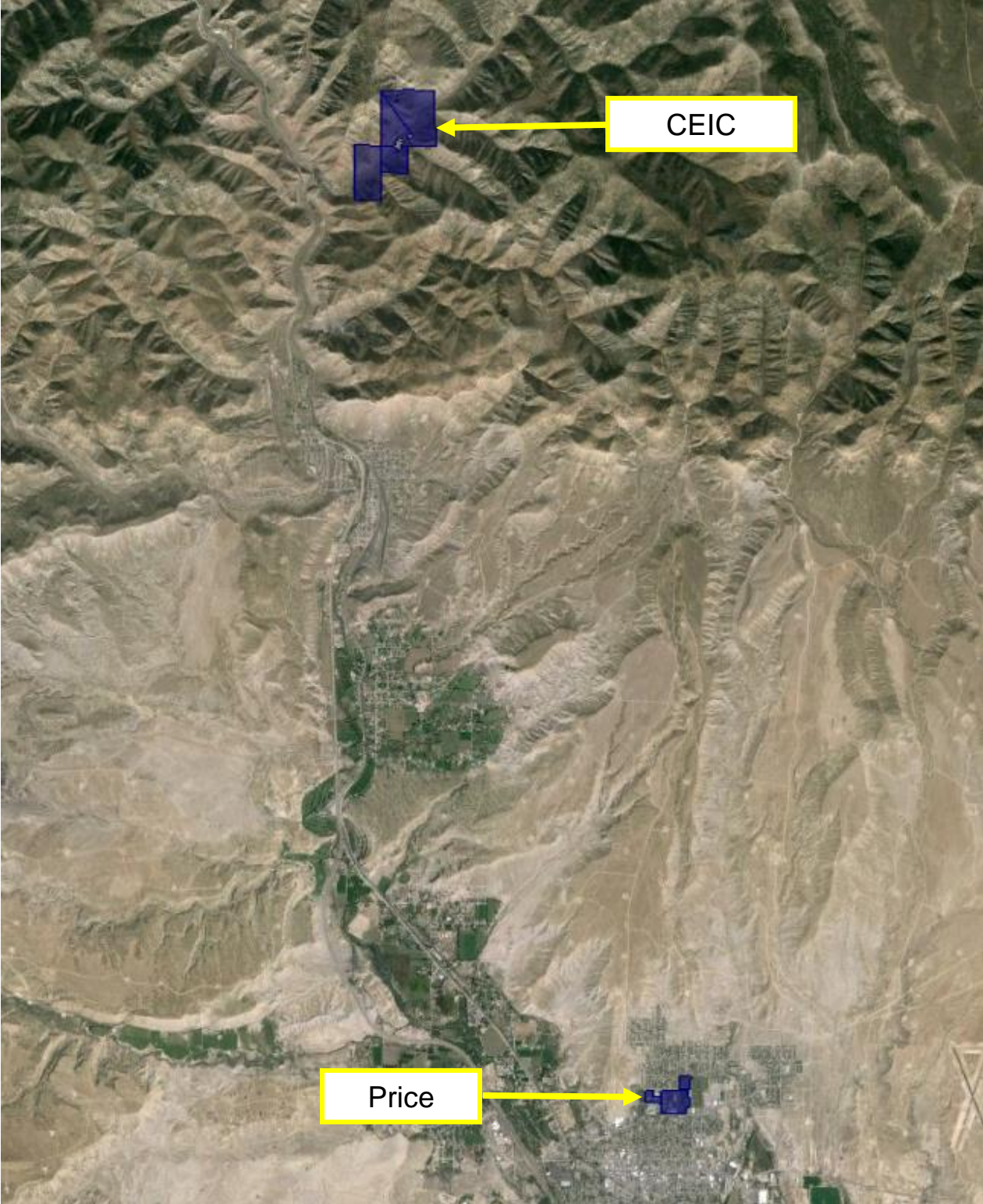


David T. Cowley
Vice President for
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities
Rich Amon, Assistant Commissioner for Business Operations
Stan Albrecht, President

EXHIBIT A





CEIC

Price

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Salt Lake Community College – Property Acquisition in Herriman

Issue

Salt Lake Community College (SLCC) requests Board approval to purchase property adjacent to the Herriman campus after a city road realignment moved a potential entrance to the future campus. SLCC would purchase the property at appraised value with institutional funds.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve institutional property acquisitions that exceed \$500,000. SLCC requests Board approval to use institutional plant reserves to purchase 1.77 acres of property adjacent to the Herriman campus for the appraised value of \$870,000. A recent realignment of a future roadway by the City of Herriman threatens the control of a potential entrance to the Herriman campus from the intersection of two main thoroughfares. Acquisition of this property will protect the SLCC Herriman campus from encroachment and will maintain the control of a potential future entrance to the campus.

Additional information about this request may be found in the attached letter from the College and the accompanying maps. Representatives from SLCC will be in attendance at the meeting to provide additional information and respond to questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve and authorize Salt Lake Community College to acquire property adjacent to the Herriman campus.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

22 August 2016

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 1.7 acres located at approximately 14473 South Autumn Crest Boulevard, Herriman, 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 1.7 acres that is located at approximately 14473 South Autumn Crest Boulevard, Herriman Utah and is:

- (1) Contiguous to SLCC's current Herriman Campus owned property
- (2) The property appraised for \$870,000.00
- (3) Accepted offer \$870,000.00
- (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 Southwest quadrant of the Valley. In the event that this transaction occurs, this will complete the acquisition of property for the Herriman Campus which is the College's #1 Capital Development priority submitted to the Regents, Building Board and Legislature for funding consideration for 2017/2018 fiscal year.

In an effort to assist and work with Herriman City in their planned unit developments, it was necessary to realign 4000 west for safety and traffic concerns. It is the Colleges desire to acquire the property in an effort to protect and establish what could be one day a possible entrance to the college campus.

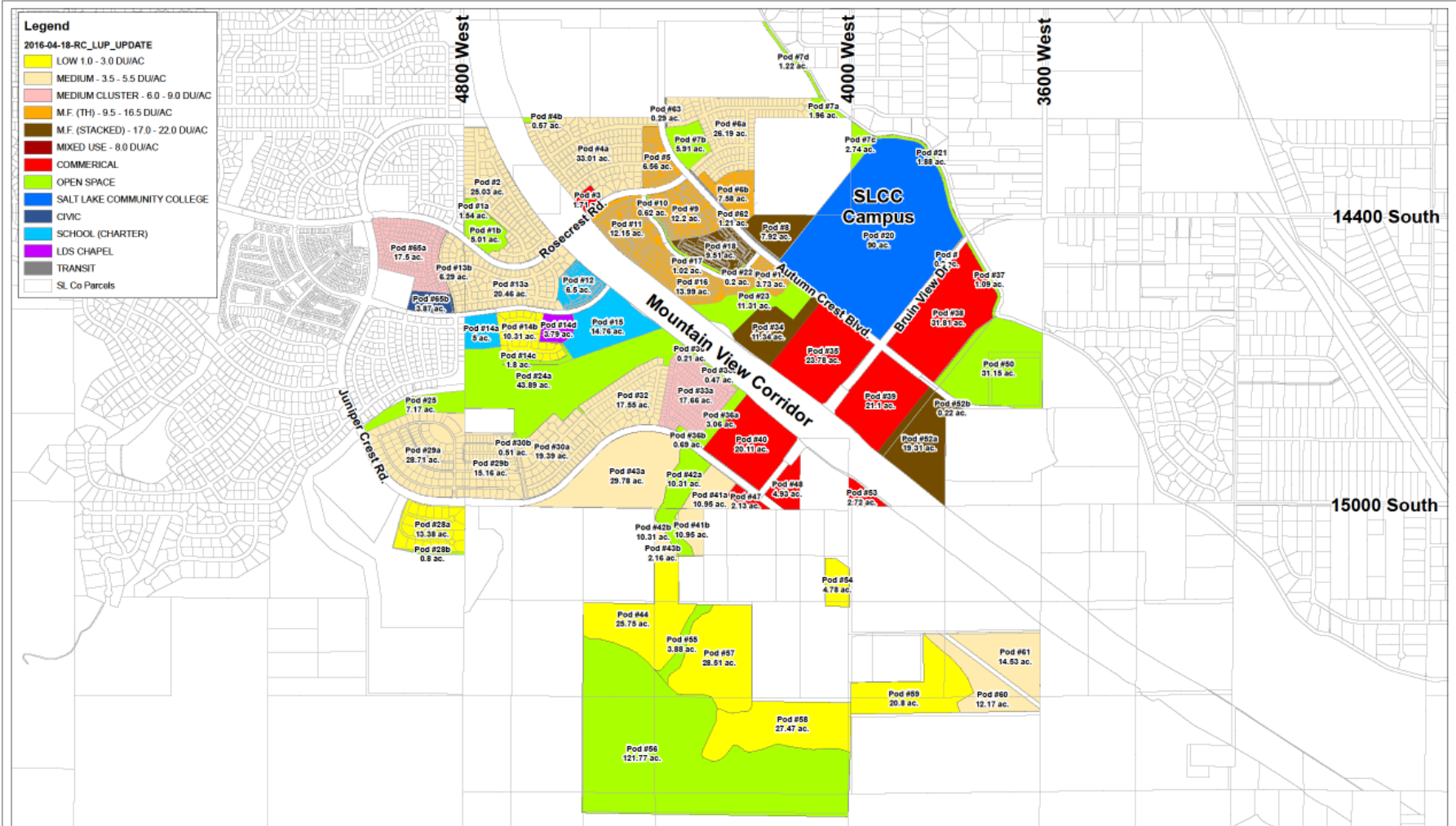
Thank you for your continued attention to the College's mission of providing great accommodations for our student body. Let me know if there is anything else you need regarding this proposal.

Respectfully submitted,

Malin B. Francis
Director, Planning & Design

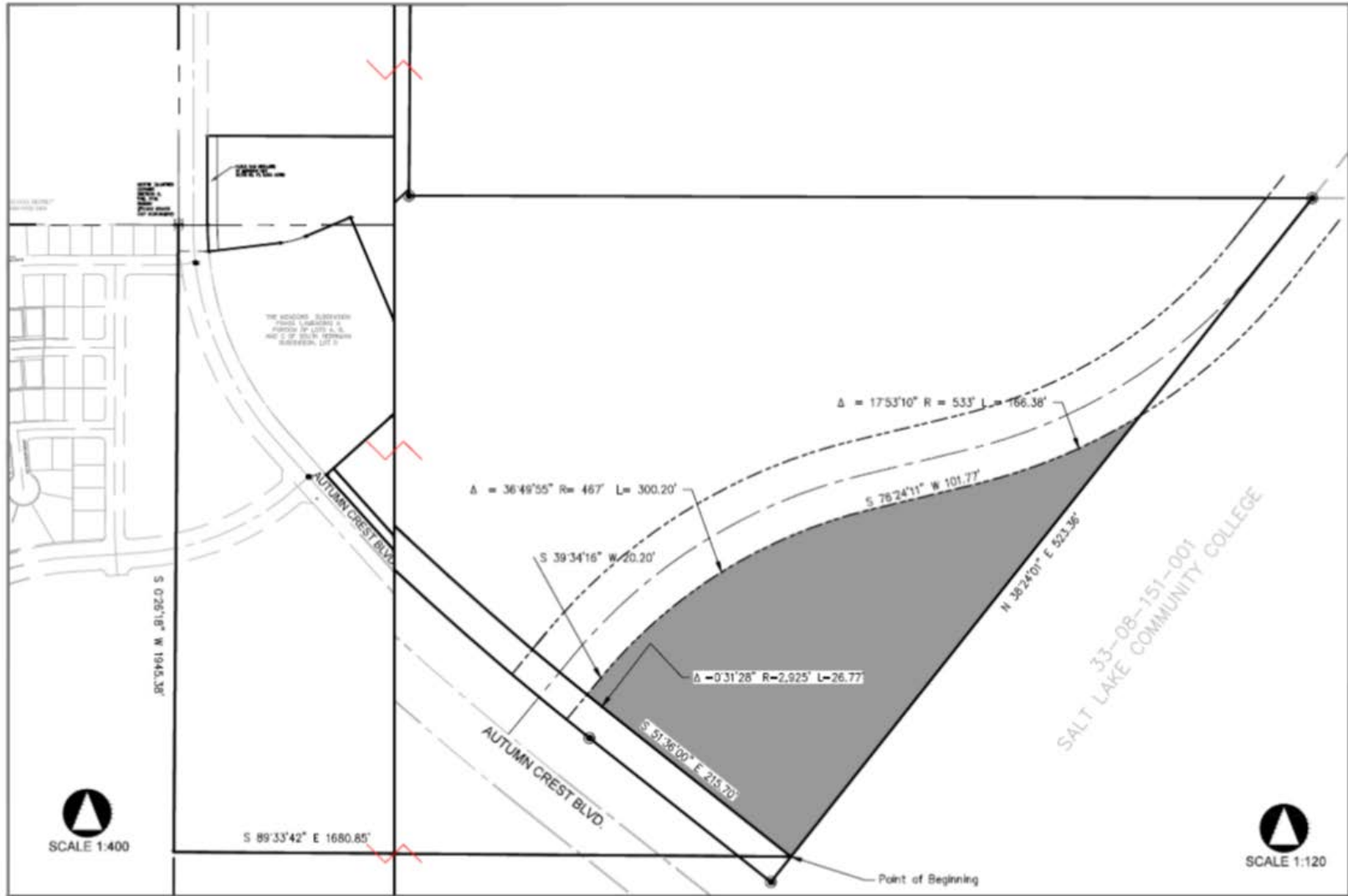
Attachment: Rosecrest Communities Property layout





Rosecrest Master Plan Update - DRAFT (05.09.16)





ROSECREST COMMUNITIES
SLCC Property Purchase Boundary Description
 (06.09.16)

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY2018 Operating Budget Request

Issue

The Commissioner requests that the Board of Regents approve the FY2018 Budget Request for the Utah System of Higher Education, which will be presented to the Governor and the State Legislature later this fall for their consideration.

Background

One of the statutory responsibilities of the Board is to recommend a unified Utah System of Higher Education budget request to the Governor and Legislature. Statute (U.C.A. 53B-7-101-6b) requires that the budget request be made with the “dual objective” of:

1. “justifying for higher educational institutions appropriations consistent with their needs, and consistent with the financial ability of the state; and
2. determining an equitable distribution of funds among the respective institutions in accordance with the aims and objectives of the statewide master plan for higher education.”

The Board of Regents Strategic Plan 2025 for the Utah System of Higher Education was adopted in January 2016. The Strategic Plan projects that the state investment required to meet statewide higher education needs and to implement the plan’s strategic objectives would call for an average 5.2 percent annual increase in state tax funds and a total 4.8 percent annual increase in tuition revenue (accounting for both projected enrollment growth and tuition rate increases).

A primary objective of the budget request is to minimize the reliance on tuition increases to support higher education strategic objectives and operations. In order to keep tuition as low as possible, the budget request proposes a 7.5 percent increase in state tax fund support (8.8 percent, if including Regent Scholarship.)

At the July 2016 Board meeting, the Regents adopted the Budget Development Process Guidelines and directed the Commissioner to work with the Presidents of the institutions to develop an operating budget request that would help advance the Board’s strategic objectives of Affordable Participation, Timely

Completion, and Innovative Discovery and that requests adequate annual state tax funding for higher education to fulfill institutional missions without increasing reliance on tuition.

The 2025 Strategic Plan guided the preparation of the FY2018 USHE Budget Request and the final recommendation was developed with substantial consultation and discussion with the Council of Presidents, Business Vice Presidents, and Budget Officers for each institution.

The following budget priorities are being advanced for Regent consideration:

- Employee Compensation
- New Student Growth & Market Demand
- Performance Funding
- Regent Scholarship

The USHE operating budget request for FY2018 is \$66,428,000 and would result in a 7.5 percent increase in state tax funds for USHE operations. The Regents' Scholarship, which goes directly to support qualifying students, will need an estimated \$11,205,800 to fully fund the program. Thus the total system request is \$77,663,800 and represents an 8.8 percent increase in tax funds for the system.

If the Legislature were to fully fund the budget request, it is estimated that first-tier tuition would need to increase 2 percent to support the legislative required match for employee compensation. (If the Legislature chose to fully fund the request and also cover the compensation match of \$10,316,800, no first-tier tuition increases would be needed for this year.) Regents will finalize tuition rates for FY18 at its first regularly scheduled meeting after the end of the 2017 Legislative Session.

As part of the operating budget request process institutions have submitted their plans outlining how they would use their respective share of the budget categories associated with new student growth funds, market demand, and performance funding. A brief summary of the initiatives for these categories is included below, and the full narrative from each of the institutions is included in the attachments.

New Student Growth

\$4,117,400

This budget request is to fund new student growth (Fall 2017 over Fall 2016) at their institution based on the average per student cost by course level and institutional type. These funds will be used to ensure that new students receive a quality educational experience from application to graduation by expanding capacity for teaching and support functions associated with growing student need and demand. Specific initiatives include: expansion of bottleneck/high demand courses in general education (all instructional types); development of a new quantitative literacy course; hiring additional student services staff in academic advising, financial aid, orientation, outreach, mental health counseling, wellness; develop prevention programs for sexual assault and violence; Information technology enhancements through purchasing software and hardware security licenses, including identity theft prevention tools, backup systems; and a single bill process.

Market Demand

\$19,453,400

This budget request is to fund market demands, including program development and enhancement, as well as advising, counseling, IT needs, and other critical operational needs. Specific initiatives include: the addition, retention and recruitment of faculty for new or expanded programs in high demand STEM fields, health care and general education; enhanced curriculum with new course offerings in bottleneck areas, expanded summer semester offerings, curriculum integration, project-based learning, and student research

opportunities; funding to support information technology and security, including software, hardware, network, product licensing, staffing, and to develop a student tracking system; expanded student services by hiring more academic advisors, mentors, tutors, recruiters, admissions, multicultural, and veteran's coordinators to assist students in completing programs needed by Utah employers; and the purchase of additional library equipment, subscriptions, and electronic resources.

Performance Funding

\$9,979,000

This budget request reflects the legislative charge to the Regents and USHE in Senate Bill 232 (2015) that established performance based funding for: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (graduation) efficiency; and 5) Graduate research for research universities. Specific initiatives include: student support for underserved populations, mental health services, completion advising, peer mentoring, tutors, outreach, retention services for high-risk students (first generation and economically disadvantaged), and sophomore experience. Institutions plan to increase financial assistance and scholarships for need-based students, completion scholarships, undergraduate research opportunities, and FAFS completion advisors and provide additional capacity and infrastructure for general education courses, online degree programs, and completion technology.

Regent Scholarship

Initial estimates are showing in order to sustain the program at its current award levels and projected student participation, the Legislature would need to appropriate an additional \$11,205,800 in new ongoing funds. If the exemplary award was reduced from \$1,250 per semester to \$1,000 per semester, the Legislature would need to appropriate \$8,275,800 to support the current program. If the Legislature does not fund the Regent Scholarship next year, it is estimated the exemplary award would be reduced to \$290 per semester per student.

Attached are:

- FY2018 Budget Request Summary
- Growth Request Initiative Details
- Market Demand Initiative Details
- Performance Funding Initiative Details

Commissioner's Recommendation

The Commissioner recommends that Regents approve the FY2018 USHE Budget Request and recommended priority order. The Commissioner also recommends that the Regents authorize the Commissioner to make any subsequent technical adjustments related to compensation, student growth, market demand, and Regent Scholarship by February 15, 2017 based on actual end-of-semester enrollments for Fall 2016, updated instructional cost information, and student applications and participation in the Regent Scholarship program.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachments

Budget Request Summary

ESTIMATED FY 2017-18 STATE TAX FUNDS BEGINNING BASE BUDGET	\$881,711,600
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USHE OPERATING BUDGET PRIORITIES (Ongoing Increase)¹	\$66,428,000
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1. Compensation (75%) ^{2,3,4}		\$32,878,200
A. 3% Performance Based Compensation	24,710,800	
B. 7% Health & Dental Premium Increases	8,167,400	
2. Student Growth & Market Demand		23,570,800
A. New Student Growth ⁵	4,117,400	
B. Market Demand Programs	19,453,400	
3. Performance Funding	9,979,000	9,979,000
Subtotal - USHE Operating Budget Priorities		\$66,428,000
USHE Operating Budget Priorities Percent Increase		7.5%

Regent Scholarship Programs (Ongoing Increase)⁶	\$11,205,800
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1. Regent Scholarship		\$11,205,800
A. Fully Fund the Scholarship Programs	11,205,800	
B. Partially Fund the Scholarship Program (reduce exemplary award to \$1,000)	8,275,800	

Total USHE FY18 Budget Request

1. Operating Budget Priorities	\$66,428,000
2. Regent Scholarship Program	\$11,205,800
Total - USHE FY18 Budget Request	\$77,633,800
USHE FY18 Budget Request Percent Increase	8.8%

Notes:

¹ If fully funded, tuition increase match would require 2% tuition increase for FY18.

² State funded portion (75%) of a 1% salary and related benefits is \$8,236,800 and a 1% increase in health and dental is \$1,166,800

³ The Tuition funded portion (25%) required for requested compensation package is estimated at \$10,316,800

⁴ USHE would also request any state retirement increases approved by Legislature for employees on the URS plans

⁵ Growth Estimate based on Aug 1 2016 estimates and previous year cost study. Will be adjusted when actuals are available

⁶ The Regent Scholarship estimate will be revised in February as student applications and award amounts are finalized

⁷ If the Regent Scholarship is not funded, the exemplary award for FY18 would be reduced to \$290 per semester vs. \$1,250 per semester

UTAH SYSTEM OF HIGHER EDUCATION 2017-2018 OPERATING BUDGET REQUEST

Growth Funding

Total USHE \$4,117,400

This on-going budget request is to fund new student growth (Fall 2017 over Fall 2016) at their institution. These funds will be used to ensure that new students receive a quality educational experience from application to graduation by expanding capacity for teaching and support functions associated with growing student needs and demand.

University of Utah	\$ 769,800
Utah State University	\$ 859,600
Weber State University	\$ -
Southern Utah University	\$ 784,100
Snow College	\$ 420,900
Dixie State University	\$ 276,400
Utah Valley University	\$1,006,600
<u>Salt Lake Community College</u>	<u>\$ -</u>
Total	\$4,117,400

UNIVERSITY OF UTAH

Total \$769,800

Student Support for Access, Retention and Completion

\$400,000

Description – The University will use these funds to focus on recruiting, admitting, and supporting undergraduate students through to graduation. This will include support for advisors, student services programs such as financial aid, orientation and student outreach. Strategic scheduling and focus on increasing access to bottleneck and high demand classes will also receive funding.

Rationale – The University is committed to providing a rigorous and quality education at a very high research institution at a reasonable cost for Utah students.

Outcomes – Students successfully engaged and completing degrees prepared for pursuing quality advanced education and careers that will benefit both the students and the State of Utah.

Assessment – Tracking our students’ progression through their undergraduate degrees by measuring progress in classwork and engaged experiences on campus and in the community. Primary measurement will be on retention and completion.

Budgetary Plan – Salaries, Wages & Benefits	\$ 200,000
Operating Expense	<u>\$ 200,000</u>
Total	\$ 400,000

Technology Support for Academics

\$369,800

Description – Implement and sustain strategic technology and systems to provide a more seamless experience for students throughout their education at the University.

Rationale – Efficient and automated processes can increase the student experience. We are focused on automating the registration and billing process providing a portal for student information and a single bill. This will help students more easily manage logistics and finances and discuss with parents when necessary. We believe this will result in more time to focus on academics and campus life and help ensure completion.

Outcomes – Students spend less time registering and figuring out costs for each semester.

Assessment – Completion of portal and single bill and positive approval from students.

Budgetary Plan – Salaries, Wages & Benefits	\$100,000
Operating Expense	<u>\$269,800</u>
Total	\$369,800

UTAH STATE UNIVERSITY

Total \$859,600

Access to General Education and Quantitative Literacy Courses \$280,000

Description – Increasing enrollments have put significant pressure on high-demand classes that are required for general education and major requirements across numerous university programs. In order to increase access to these high-demand courses, ongoing funding is requested for new instructors and teaching assistants in four colleges (Arts, Education and Human Services, Humanities and Social Sciences, and Science). New sections of the bottleneck classes will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the full USU system.

One serious impediment to timely graduation not just at Utah State but across the United States has been the “math quagmire.” In short, there is a disconnect between traditional long-held math requirements and the math skills needed for particular majors. To address this issue, USU’s Math and Statistics faculty will design new quantitative literacy (QL) courses based on the appropriate math and science requirements within meta-majors and degree programs. In FY18, new QL courses will be developed for Business, Education and Engineering students and then delivered in FY19. Additional QL courses may be developed for other majors, depending on the success of these pilot courses.

Rationale – Increased enrollments in high-demand courses have created bottlenecks that must be alleviated in order for students to progress through their college degree programs in a timely manner. Funding for increased instructional capacity in bottleneck courses was requested by four college deans in their Spring, 2016 budget hearings. Unfortunately, there was insufficient new ongoing funding in FY17 to address these documented oversubscribed courses.

In order to provide major-specific QL courses, additional faculty and teaching assistants will be needed within the USU Department of Mathematics and Statistics.

Outcomes – Programs receiving ongoing funds will gain instructional capacity. Students will have increased access to the courses, including more seats and more sections to choose from, beginning in Fall Semester 2017. Thus, students will be able to complete general education and major requirements at the appropriate point in their degree pathways.

Quantitative literacy courses that are specifically targeted to a major will improve students' comprehension and retention of math and statistics concepts. This in turn will result in higher pass rates and students willing to take the QL course(s) early in their degree program. The end result will be an increase in math completion rates.

Assessment – Number of faculty and teaching assistants hired, number of QL courses developed, number of students enrolled in new QL courses, number of students completing QL requirements in the first year, number of students passing QL requirements on their first attempt, number of students enrolled, number of student credit hours per academic year.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$280,000</u>
Total	\$280,000

Student Safety and Wellbeing	\$400,000
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Description – The safety and wellbeing of students is of paramount importance to USU. Therefore, it is critical that the university has sufficient staffing for mental health and wellness programs, as well as the offices responding to sexual assault and the programs designed to prevent assaults from happening. In order to meet these objectives, funding is requested by USU to provide additional staffing as needed in USU Counseling Services, the Title IX office, Student Conduct, University General Counsel and the Sexual Assault & Anti-Violence Information (SAAVI) office.

Rationale – Universities across the country are experiencing exploding demands from students for mental health assistance. Various strategies are being developed to help students such as supplementing face-to-face services with online support in certain situations. Face-to-face interactions with mental health professionals continues to be the primary service for critical cases. These services must be available in a timely manner. Access to these resources must be broadly disseminated across the student body.

Universities are also experiencing heightened awareness and pressure for prevention of sexual assault and violence. The incidences of sexual assault and violence are increasing, putting pressure on university resources. Successfully handling these incidences requires a timely report intake, investigation and sanctions, as well as effective services for the victims. USU must also provide appropriate training to faculty, staff and students on sexual assault and harassment prevention, reporting obligations and the policies that govern these issues.

Outcomes – Additional staff in the Student Health and Wellness Center and the Counseling and Psychological Services (CAPS) office will enhance mental health services that are available to students regardless of their location in the USU system. Additional staff and operating support in several offices that are involved in the prevention and response to sexual assault will improve the safety and wellbeing of all USU students.

Assessment – Number of staff hired, number of students served, waitlist for services, turnaround time for services, number of prevention programs delivered.

Budgetary Plan – Salaries, Wages & Benefits	\$350,000
Operating Expenses	<u>\$ 50,000</u>
Total	\$400,000

Information Technology Initiatives **\$179,600**

Description – Enrollment growth at USU continues to place ever-increasing demands on information technology (IT) available to students, as well as to faculty who instruct the students and staff who serve the students. There are also technological advances that need to be adopted in order for the university to stay current and safe in today's electronic age. For example, "2-factor authentication", an identity theft prevention tool, is an absolute necessity in today's technology environment. Other tools, such as the university's travel and expense module in Banner, will need to be replaced or upgraded in the near future in order to continue meeting student, faculty and staff needs.

Outcomes – The USU IT unit has an obligation to maintain existing licensing commitments and service levels for critical network infrastructure, including site licenses. In addition, increased security is needed to protect the university against credential-related hacking and fraud. New software is needed regularly, such as a replacement for the Banner travel and expense module that has reached end-of-life. It is also critical that USU IT provides a reliable off-site backup system for Banner HR, Finance, Student, and Financial Aid data.

Assessment – Development of a database backup solution, number of customers including faculty and staff served by USU IT, number of new software and software upgrades.

Budgetary Plan – Operating Expenses	<u>\$179,600</u>
Total	\$179,600

SOUTHERN UTAH UNIVERSITY

Total \$784,100

This on-going budget request is to fund new student growth (Fall 2017 over Fall 2016 at their institution). These funds will be used to ensure that new students receive a quality educational experience from application to graduation by expanding capacity for teaching and support functions associated with growing student needs and demand.

General Education

\$784,100

Description – With a growing freshman class and an already compressed set of General Education (GE) courses, additional faculty and support services are needed to ensure accessibility to entry level coursework and sustain student advancements toward completion.

Outcomes – Add up to 10 FTE faculty members to support GE and entry level coursework in English, Life Science, Physical Science, Mathematics, Computer Science & Information Systems, Psychology, Communications, Fine Arts, etc. Establish SUU's GE Task Force and GE Academy to deepen SUU's culture of integrated curriculum and project based learning.

Assessment – Increase in student enrollment and completion within General Education coursework

Budgetary Plan – Salaries, Wages & Benefits	\$745,750
Operating Expenses	<u>\$ 38,350</u>
Total	\$784,100

SNOW COLLEGE

Total \$420,900

Wellness Counselor

\$70,000

Description – Each year, the demand for student mental health counseling increases significantly. We have added counseling professionals and have increased student access to counseling services. We are in need of an additional trained counselor to meet the needs of students. Mental health is a leading cause of student drop-out rates and we know that we can increase student retention and improve the quality of life for other students who wrestle with mental health worries by providing an additional counselor.

Outcomes – By providing more counseling opportunities, we expect to serve more students in our Wellness Center. Our qualitative assessment of our wellness program has shown we make a significant impact on students' abilities to stay in school and succeed in their courses. We are certain that with the addition of another counselor, we will be able to meet demand as it grows.

Assessment – Demand for counseling resources is always high, but we have no way to formally measure how many students we are able to keep at Snow who would otherwise have left the College or dropped courses in order to deal with their stress. The Wellness Center will, however, be able to give us data on the number of students we serve, and how many of those students are retained at the College compared to previous years. In addition, we have a CARE Team consisting of the Vice President for Student Success, wellness counselors, public safety officers, and faculty who regularly meet to assess our outreach, challenges and successes in working with needy students.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$70,000</u>
Total	\$70,000

IT Security **265,900**

Description – Studies are showing that academia has some of the most unprotected computer networks in America today. Not only are student academic records in danger of malicious acts, but private financial and health information is at risk as well. College employees' private information is equally accessible as is private electronic communications and scholarly work. We seek funds to shore-up our IT security by purchasing software protection and hardware systems that protect student and employee information.

Outcomes – It has long been a discussion within the Utah System of Higher Education that more needs to be done to protect IT systems. These programs and protocols that will be implemented with this money will help us secure student records, from application to graduation, and employee records, be they financial, health, or personnel files.

Assessment – With the new software and protocols we put in place, our IT Department will be able to monitor attempts to breach security and to project potential gaps in security in the future. They will provide regular reports to the Vice President for Finance and Administration.

Budgetary Plan – Operating Expenses	<u>\$265,900</u>
Total	\$265,900

Lifting the Burden of the College Advising Office **\$85,000**

Description – Our current advising staff is overworked. We have 500 students for every adviser. The national average for institutions of higher learning is 300 students for every adviser. We want to hire an addition adviser and purchase a new software advising/transfer platform to manage student advising. We have an acute need for a full-time adviser to work with students who have difficulty getting into courses because of work schedules, family demands, health needs, and transportation difficulties. The software will allow us to track students by taking information directly from banner and applying it to completion requirements and transfer requirements to the four-year USHE institutions.

Outcomes – The additional adviser position will help us work with students who need the assistance of a full-time professional adviser. Some students work well with peer advisers or occasional visits with professional advisers. The additional adviser will help us work with students who need very careful advising in the engineering sciences and other programs where the requirements create difficulties for students to complete on time. The software will allow us to be much more efficient with our advising sessions as it will collect information automatically so we will not have to enter information in manually into the computer system.

Assessment – Our advisers currently keep records of visits made to the advising office, as well as the content of the meetings and the outcomes of those meetings. We will be able to tell how we are doing with our new adviser and with the new software by comparing the data we

gather from advising sessions and compare it to our work in the past. This will help us know what we are doing well and where we still struggle to deliver service in the most efficient way.

Budgetary Plan – Salaries, Wages & Benefits	\$60,000
Operating Expenses	<u>\$25,000</u>
Total	\$85,000

DIXIE STATE UNIVERSITY **Total \$276,400**

General Education Faculty **\$276,400**

Description – DSU seeks to add new full-time faculty in key areas of general education, including mathematics, English, art, and biology. The available supply of qualified adjunct instructors in these disciplines has been exhausted and additional full-time faculty are needed as quickly as possible in order to increase course section availability and facilitate continued enrollment growth.

Outcomes – New faculty positions (3-4 FTE) created to address general education enrollment constraints.

Assessment – Total enrollment in targeted general education course sections after new faculty positions have been added.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$276,400</u>
Total	\$276,400

UTAH VALLEY UNIVERSITY **Total \$1,006,600**

Student Progress Toward Timely Program Completion **\$1,006,600**

Description – Since 2000, 50 percent of K-12 enrollment growth has occurred in Utah County. While this K-12 growth continues to fuel UVU's enrollment growth, the largest segment of UVU's growth is continuing students (students persisting toward graduation). Significant growth is occurring in the Woodbury School of Business, College of Science and Health, and the College of Technology and Computing. In order for these continuing students to successfully complete their programs of study in a timely manner, additional sections of "bottleneck" and program majors' courses must be offered. While UVU students are well-served by qualified adjunct faculty, certain disciplines (particularly in STEM and Business) are unable to recruit the increasing number of adjunct faculty needed to meet growing student demand. Funding would allow UVU to hire 6-8 new faculty to teach in high demand courses in programs such as Personal Financial Planning, Management, Finance & Economics, Computer Science, Information Systems and Technology, Biology, and Chemistry. Academic and student support staff play key roles in assisting students in laboratory courses and in accessing key student services. Funding would allow UVU to hire 2-4 new instructional/student support staff.

Outcomes – UVU will be able to expand course offerings to sufficiently meet the needs of a growing continuing student population thus enabling more timely degree completion.

Assessment – Percent of instruction taught by salaried faculty; student retention rates; number of graduates; student completion rates; reduced length of time to graduation

Budgetary Plan – Salaries, Wages & Benefits	\$ 974,600
Operating Expenses	<u>\$ 32,000</u>
Total	\$1,006,600

UTAH SYSTEM OF HIGHER EDUCATION 2017-2018 OPERATING BUDGET REQUEST

Market Demand Funding

Total USHE \$19,453,400

This on-going budget request is to fund market demands, including program development and enhancement, as well as advising, counseling, IT needs, and other critical operational needs.

University of Utah	\$ 6,003,200
Utah State University	\$ 4,691,600
Weber State University	\$ 1,918,800
Southern Utah University	\$ 845,500
Snow College	\$ 547,200
Dixie State University	\$ 789,300
Utah Valley University	\$ 2,432,500
Salt Lake Community College	\$ 2,225,300
Total	\$19,453,400

UNIVERSITY OF UTAH

Total \$6,003,200

Professional & Graduate Program Growth – High Demand Areas \$3,000,000

Description – The University of Utah educates many of the students who receive professional and graduate degrees in fields which are in high demand by Utah businesses and industries. At the present time we cannot meet the demand for admission to many of these programs. The primary purpose of this funding is to allow the University to hire additional faculty to increase the number of students who can be admitted into fields like nursing and other health science fields, data science, software engineering, media arts, and other STEM fields.

Outcomes – Students in higher demand STEM and Health Sciences disciplines will graduate prepared to enter the workforce.

Assessment – Success will be measured by recruitment of faculty and the increased number of qualified students who enroll and successfully graduate in these strategic, high demand professional fields.

Budgetary Plan - Salaries, Wages & Benefits	\$ 2,500,000
Operating Expense	\$ 500,000
Total	\$ 3,000,000

Transformative Excellence - Research Excellence

\$2,000,000

Description – The Transformative Excellence Program (TEP) is a program to recruit and retain faculty in strategic interdisciplinary areas that will enhance our academic and research strengths. These faculty are the key to successful education of future researchers. They also will carry out the discoveries needed for innovation and commercialization. The areas we are focusing on are Society, Water and Climate, Lifespan Health and Wellness, Big Data,

Biodiversity, Health Policy and Economics, Biophysics, Neural basis of Learning, and Resilient Places.

Outcomes – Recruitment in these areas will increase the ability of faculty to collaborate, educate students, and obtain additional funding. As Utah's only university currently classified as a very high research institution, it is important that we not only maintain the quality of our research faculty and education programs as compared to peer institutions, but that we strive to increase our prestige and research funding.

Assessment – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

Budgetary Plan -	Salaries, Wages & Benefits	\$ 1,500,000
	Operating Expense	<u>\$ 500,000</u>
	Total	\$ 2,000,000

Graduate Program Expansion and Support **\$600,000**

Description – As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves us at a disadvantage for recruiting the caliber of graduate students we need both to maintain the prestige of our programs and to retain quality faculty. We need to be able to recruit talented students and expand student recruitment in key areas, such as STEM, to meet needs of the workforce including the next generation of STEM faculty. The additional graduate students in key areas will also help us to be able to increase the support for undergraduate students as these graduate students fulfill the teaching part of their training.

Outcomes – The quality of graduate students in STEM fields should increase and the time to graduation should be competitive with national standards.

Assessment – Success will be measured by our ability to recruit top student talent for key Ph.D. programs as well as student graduation and job placement.

Budgetary Plan -	Salaries, Wages & Benefits	<u>\$ 600,000</u>
	Total	\$ 600,000

Undergraduate Research Opportunity Program (UROP) **\$403,200**

Description – UROP provides undergraduate students the opportunity to assist with faculty members' research or to carry out a project of his/her own under the supervision of a faculty member. The chance to engage in research as an undergraduate is a unique experience that a research intensive university can offer. This program provides undergraduate students financial assistance for up to two semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial constraints.

The funding requested would be used to increase the number of students that can be accepted into the program and participated in these engaged learning experiences.

Outcomes – Students have the opportunity to gain research experience that will help them to be academically successful as well as build valuable life skills. Students can present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

Assessment – Success of UROP students is indicated by their ability to refine the areas of their research interests which translate into greater methodological sophistication, all of which can be measured by presentation of papers at conferences, publications, and admission to selective graduate schools. Completion and graduation rates of students participating in UROP will also serve as a measure of success in this program.

Budgetary Plan – Salaries, Wages & Benefits	\$375,000
Operating Expense	<u>\$ 28,200</u>
Total	\$403,200

UTAH STATE UNIVERSITY	Total \$4,691,600
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Development of Demand Driven Programs	\$4,091,600
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Description — Funding will be used to recruit faculty and graduate students who will be directly tied to new educational and research programs such as Data Science, Social Work, Nursing, Neuroscience, Aerospace Engineering, Performing Arts, Outdoor Products Design and Development, and Public Health.

Data Science. Utah State University has recently initiated a Data Science program with new and existing faculty across five colleges (Agriculture, Business, Engineering, Natural Resources and Science). We intend for the university to become a regional leader in the development of new ways to analyze massive data structures. These methods of analysis will be applied to several areas of research including the biomolecular analyses of organisms, geospatial analyses of earth and high resolution temporal analyses of data strings. The ability to advance basic research and application in large data science will be complemented by the development of a graduate certificate program, a professional master's degree in data science and research projects for master's and doctoral graduate students. Graduate assistantship funding will be used to recruit students into the Data Science program. Once graduated, these students will find employment in businesses along the Wasatch Front, providing critical state-of-the-art data science expertise to the Utah business community. While in the graduate program, students will work side-by-side with faculty in the Utah Data Consulting Center, which will provide services to Utah businesses that have large datasets that need cleaning and analysis. Not only will this center aid Utah businesses, it will provide real-life experience to students.

Social Work. Utah House Bill 185 provided funds that made it possible for USU to offer the Bachelor of Social Work (BSW) degree on the USU Tooele, Brigham City, Price, and Moab campuses and we are pleased to report that USU graduates are now filling a workforce gap of

social workers in these communities. However, the need for social workers is particularly urgent in other communities served by USU including the Uintah Basin and Blanding. State and federal human services agencies such as the Division of Child and Family Services (DCFS), Juvenile Justice Services (JJS), and Head Start are not able to fill vital positions in these areas with qualified individuals. This is also true for schools, hospitals, and mental health services organizations in the surrounding areas. Tribal agencies tasked with providing these services also face workforce shortages. New faculty members in the BSW program will be located at USU campuses in Blanding and the Uintah Basin where they will form partnerships with human services providers and establish internships. Student interns will have an immediate positive impact on workforce shortages. This impact will continue as graduates fill positions, oftentimes with the agencies that provided the internship experiences. These new faculty members will be expected to work closely with Native American communities to recruit Native American students to the program and mentor them through the professional development process. USU's Social Work program is eager to expand into these communities and is prepared to begin the process as soon as funding is secured.

Nursing. Utah State University is offering one-year or two-year Registered Nursing (RN) degrees on five regional campuses (Uintah Basin, Price, Moab, Blanding and Tooele). These programs are meeting local demand for nurses. However, there is also a state-wide demand for four-year nursing program graduates. USU would like to add faculty to the Nursing program who are qualified to teach in a four-year nursing degree program delivered on the Logan campus. This program will be housed in the new Clinical Services building. Training of the nursing students will be greatly augmented by their co-localization with several clinical services programs such as those focused on autism, Alzheimer's and speech-language pathology. USU anticipates graduating twenty to thirty students in the four-year nursing program, which will contribute significantly to addressing the state's shortage in nursing professionals.

Neuroscience. The goal of the doctoral program in Neuroscience is to provide students with a strong educational and research foundation in cellular, cognitive and behavioral neuroscience. Students in the program will apply critical concepts in neuroscience to understanding normal and disordered processes of sensation, movement, cognition, language and communication across the lifespan. Students in the Neuroscience program will be trained by faculty who are engaged in research related to sensation, information, processing, memory, decision-making, language development, cognitive development, motor development and aging. Graduates of the program will have opportunities to contribute to health and wellness programs, in research programs looking at and treating cognitive disorders, and in educational and clinical settings.

Aerospace Engineering. USU would like to expand its Aerospace Engineering program which offers master's and doctoral degrees through the College of Engineering. The USU Aerospace Engineering program trains students so that they will be able to develop new technologies in the field of aviation, space exploration, and defense systems. Graduates of the program can pursue careers in areas such as aircraft manufacturing, spacecraft manufacturing, commercial airlines, the defense and space industries, and federal agencies such as NASA, Department of Defense and all branches of military, with specializations in design, development, testing, and maintenance. This program will contribute significantly to filling market demand for highly skilled technicians and researchers in the space and defense sectors within Utah.

Performing Arts. The mission of the Caine College of the Arts (CCA) is to “serve the people of the State ... by cultivating artistic and academic excellence, by preparing our students to realize their full creative potential as artist and citizens, by increasing the visibility of the college and university, and by fostering professionalism and collegial relationships in all aspects of our operations”. To better prepare students as artists in their area of interest, CCA is moving forward with accreditation of the three college departments (Arts and Design, Music and Theatre). Numerous performances and creative art events which display art, theatre and music outputs of faculty and student are held in several venues within the college. The number and quality of performances and events delivered by both faculty and students is included in the evaluation of accreditation. Additional resources for both operating and staffing the performance venues of CCA are needed in order to ensure timely and quality support.

Outdoor Products Design and Development. Utah State University has responded to the demand for a trained workforce from the outdoor product design and development (OPDD) industry by creating an innovative and industry-inspired career pathway program. Not only is the industry calling for a trained workforce, but also the demand continues to rise for new and innovative outdoor products. According to the Outdoor Industry Association (2014), more than 140 million Americans make outdoor recreation a priority, making this industry a growing and diverse economic super sector. The USU program has been designed through consultation with leading technical designers, fabric manufacturer and outdoor product companies. The demand for the program has overwhelmed USU’s resources; initial estimates projected moderate student interest but within the first year, over 90 students have declared a major in OPDD. Thus, more faculty and teaching assistants are needed in order to provide appropriate instruction. In addition, USU plans to create a new Family and Consumer Science Pathway that is delivered through secondary schools. High school graduates who complete the pathway will be able to enter the OPDD degree program at USU with several learning objectives already completed. This partnership will improve recruitment, retention and time to graduation for OPDD students.

International Languages. Utah employers are increasingly competing in global markets. They therefore require employees with competence in global communication, including advanced proficiency in languages other than English. For many Utah employers, China is an especially important market, and China-based firms are significant competitors. As a result, they need to recruit and retain employees with strong Chinese language skills as well as an understanding of Chinese culture and economic/political systems. Currently, USU has two tenured faculty members who teach Chinese. Together, they offer students minor concentrations in both Chinese language and Chinese language teaching, and they support the major and minor in Asian Studies. By adding a third faculty member in Chinese, USU could build majors in both Chinese language and Chinese language teaching. This would increase the pool of workers in Utah with Chinese language skills while enhancing the teaching of Chinese at the high school level, laying the groundwork for a future increase of Utah job-seekers with Chinese language skills. It would also bolster USU’s major and minor in Asian Studies, broadening the awareness of China among many future Utah employees.

Master of Public Health. Healthcare in the U.S. is a major industry, with a growing need to provide quality services to an aging population. Associates for Public Health Education

estimates 250,000 more public health workers will be needed by 2020. USU is designing and implementing a new Masters of Public Health (MPH) degree to meet the demand of this expanding industry. New faculty lines will be created in four colleges (Agriculture, Education and Human Services, Humanities and Social Sciences, and Science) to direct and deliver curriculum and training in the MPH program. The average salary for MPH graduates in the industry is \$68,000 per year. Possible positions of employment include health services administration, biostatistics, epidemiology, health education and communication, environmental health and community health. The MPH program will be delivered across the USU campuses, thereby filling an important workforce need in many rural Utah communities.

Rationale – Utah State University has identified several programs that will meet work-force demands in specific areas. These programs are ideally suited for USU, building on research and educational strengths that already exist within the institution. The Data Science program will operate a Data Consulting Center, which will bring services to Utah companies as well as provide students with real-life experiences. The Bachelors in Social Work will ensure that rural communities, including Native American populations, will have an appropriately-trained workforce to fill positions in agencies, hospitals and schools. USU's four-year Nursing program will address critical shortages of nurses across the state. Graduates of the Neuroscience program will possess clinical experience and training to address cognition learning and disorders across all ages. The USU Aerospace Engineering program will produce graduates who can fill positions in highly technological businesses along the Wasatch Front. Graduates in the performing arts can add culture and performances in whatever community they live in, with credentials for teaching in local schools and in private lessons. The OPDD program will address one of the Board of Regents "Complete College" initiatives, specifically a stackable credential that builds on CTE curriculum offered in high schools. In addition to building capacity on the Logan campus, the Masters of Public Health program will also serve needs across the state.

Each program will require new faculty and graduate students, as well as academic advisors who can guide undergraduate and graduate students through the degree requirements. Increased capacity in these market demand programs will also have associated operational needs such as library access to online published information and specialized archived resources.

Outcomes – Investment in faculty, graduate instructors and operational costs within these high-demand programs will facilitate the educational success of students who in turn will address work-force needs identified by Utah businesses and rural communities.

Assessment - Number of faculty hired, number of undergraduate and graduate student enrolled, number of undergraduate and graduate students receiving degrees.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$4,091,600</u>
Total	\$4,091,600

Enhancements in Academic Advising

\$600,000

Description – Academic advising is a key component of a student’s success in college. By increasing the number of academic advisors across the university, USU can decrease the number of students per advisor which will result in more targeted and timely advisement. Additional advisors have been requested by five USU colleges (Agriculture, Arts, Education and Human Services, Engineering, and Humanities and Social Services) in order to advise students in the market demand programs described above.

Rationale - An improved student-to-advisor ratio makes it possible for more students to meet with an advisor. Given the critical role that advisors play in a student’s academic career, investment in advisement is an investment in student success.

Outcomes – An increase in the number of University advisors will result in enhanced and timely academic information distributed to students. The end result will be an increase in student retention rates by FY20 and student graduation rates by FY21.

Assessment – Increased number of students served by advisors starting in the 2017-18 academic year compared to previous years. Improved quality of advisement based on student surveys conducted in the 2017-18 academic year compared to previous years.

Budgetary Plan – Salaries, Wages & Benefits	\$550,000
Operating Expenses	<u>\$ 50,000</u>
Total	\$600,000

WEBER STATE UNIVERSITY

Total \$1,918,800

Eleven Additional Faculty in High-Market-Demand Areas

\$1,294,202

Description – Additional faculty are needed to provide coursework in the following High-Market-Demand areas: Computer Science (2); Radiologic Sciences; Respiratory Therapy; Nursing; Math Education; Microbiomics; Chemistry; Physics; Digital Film Studies; Integrated Design.

Rationale – Students graduating with degrees in the areas listed above are in high demand in Utah, regionally, and nationally. As a university, we have been unable to keep up with market demands in these areas because we have not had a sufficient number of tenure-line faculty to offer required courses. We turn to adjuncts or to overload course-work on the part of tenure-line faculty. Neither of these options is tenable over the long term.

Given how challenging it is to hire qualified faculty in these areas, and that faculty in the sciences, computer science and digital media generally need equipment to start-up their labs and studios, we also request some start-up funding here.

Outcomes – A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage

in teaching and research necessary to sustain departmental productivity, and will bolster WSU's capacity to provide well-educated employees in these high-demand areas.

Assessment – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

Budgetary Plan – Salaries, Wages & Benefits	\$1,100,400
Operating Expenses	<u>\$ 193,802</u>
Total	\$1,294,202

Student Success Initiatives

\$188,098

Description – To ensure that all our students have opportunities for positive, powerful, and real-world learning experiences that prepare them to participate in high demand employment areas, we need to do a better job in our recruiting, advising, and mentoring. The following four initiatives aim at improving student success at and beyond WSU by: recruiting a diverse student population; ensuring our students move through their curriculum in a timely, efficient manner; supporting students at risk, as well as those receiving academic scholarships (Aletheia) with appropriate advising and course offerings; and, in general, professionalizing our students' experiences. We plan to achieve these initiatives by adding personnel and operating funds to our Student Recruiting budget; increasing the instructional budget for Honors to provide more interdisciplinary and innovative General Education courses (to keep pace with growth in the Aletheia program) and to promote success in less-prepared students by strengthening their academic skills; hiring an Internship Manager and adding support for the Walker Institute's internship program.

Rationale – Increasingly, employers expect our graduates not only to have completed coursework in the required discipline area, but also to have experiences that mirror what they will do once they are employed (creative thinking, team-work, effective communication skills, and so on). The very best such experiences we can offer our students are internships and high-impact practices. To ensure that students at all levels have opportunities for such positive, powerful, and real-world learning experiences, we need to do a better job in our recruiting, advising, and mentoring. All personnel and programs requested here will contribute to that end.

Assessment – Expected increase in numbers of enrolled students, internships, student-faculty research projects, students graduating in High-Market-Demand areas, and students graduating in a timelier manner.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$188,098</u>
Total	\$188,098

E-Resources-Annual Maintenance on Student Tracking Systems \$165,000

Description – WSU is in the process of purchasing new programs to expand communication with and tracking of students, make it easier for students to determine efficient course

schedules, and to provide timely predictive analytics to identify students in need of additional assistance/intervention. Each of these products comes with on-going maintenance costs.

Rationale – The following programs will assist WSU to track and communicate with students, improve academic programs to meet student demand, and increase student success:

1. Customer Relationship Management (CRM) - Ellucian's *Advise* Product.

This product is a communication/tracking tool for all prospective students.

Annual on-going maintenance cost: \$58,000

2. *Visual Schedule Builder* (VSB) software. This product allows students to plug in their desired courses, time of day, campus location, work schedule, and other commitments, then VSB displays all options at a glance. It also integrates with Banner registration. Annual on-going maintenance cost: \$25,500

3. Retention and predictive analytics software. This product is both a communication and analytics tool. It will allow WSU to identify, communicate, and track interventions for at-risk students. It will also allow multi-variable regression analysis and predictive machine analytics to identify indicators that foster or hinder student success and progress toward graduation.

\$81,500

Outcomes – Streamline the admissions process for students to get them off to a positive and productive start and facilitate communication with students. Help students arrange their schedules in order to facilitate their completing degree requirements as efficiently as possible. Identify students that need intervention and the best intervention methods for those students to increase completion rates for at-risk populations.

Assessment – Comparison of student retention and degree completion rates.

Budgetary Plan – Operating Expenses	<u>\$165,000</u>
Total	\$165,000

Library Electronic Resources **\$271,500**

Description – Increase the budget for academic electronic resources and thereby expand the number of resources and databases to provide sufficient materials for graduate students in high-demand areas.

Rationale – Over the past several years, WSU has introduced several high-quality, professionally-oriented graduate programs in High-Market-Demand areas: Nurse Practitioner, Computer Engineering, Respiratory Therapy, Taxation, Professional Communication, and so on. These programs require database resources currently unavailable from the Stewart Library. Examples: UpToDate, evidence-based clinical support; IEEE IEL database; Wharton Research Data Service and Compustat.

Outcomes – The library will continue to provide and increase access to timely and program-specific electronic resources for students and faculty. This funding will allow the library to expand the number of electronic resources and databases to provide sufficient online academic resources.

Assessment – Comparative data on the number of visitors to the WSU Library online site.

Budgetary Plan – Operating Expenses	<u>\$271,500</u>
Total	\$271,500

SOUTHERN UTAH UNIVERSITY

Total \$845,500

Integrated Curriculum and Project-based Learning **\$343,900**

Description – SUU is in the process of realizing significant gains in student success and persistence through curriculum integration and project-based learning. Ongoing funding is needed to expand and sustain piloted initiatives that are proving in concept to accelerate transformative student learning and are becoming hallmarks to the SUU experience.

Outcomes – Strengthen and deepen integrated curriculum and project based learning programs (e.g. SUU's JumpStart, Semester in the Parks, Curriculum Innovation Initiative) as well as student wages supporting TA's for high DWF courses, larger sections, peer-to-peer tutoring, and project based learning.

Assessment – Increase in Retention and Completion Rates.

Budgetary Plan – Salaries, Wages & Benefits	\$220,400
Operating Expenses	<u>\$123,500</u>
Total	\$343,900

Teaching & Learning Support Services **\$248,640**

Description – Academic support services including the Center of Excellence for Teaching and Learning (CETL), dedicated peer-to-peer tutoring centers, and in-class student mentors are pressed to meet growing demand with contingent funding. While temporary funding has been providing minimal support, these essential services supporting faculty development and student learning remain at risk and offer only limited access. Eight Library database renewals and limited student research funds essential to student learning remain retrenched without base funding from prior iterations of budget reductions.

Outcomes – Establish an ongoing financial commitment to essential teaching and learning support services that enhance faculty instruction and directly support student learning through employment, peer-to-peer tutoring, access to scholarly material and student research funding.

Assessment – Increase in student satisfaction surveys and essential learning outcomes (ELOs)

Budgetary Plan – Salaries, Wages & Benefits	\$180,140
Operating Expenses	<u>\$ 68,500</u>
Total	\$248,640

Summer Semester Expansion

\$252,960

Description – SUU is seeking to establish the necessary infrastructure to support an expanded summer semester providing greater opportunities for students to remain engaged in their academic learning year-round and to provide a more relevant entry-point for students who are not able to begin their education during the prior Fall/Spring semesters. As SUU's freshmen class and general student body continues to grow, its summer programs become paramount in alleviating constrained campus resources during the traditional academic year.

Outcomes – This initiative is to provide base funding for SUU's first dedicated staff line as a coordinator for summer programs; will establish an operating budget to expand outreach and student activities; will expand relevant course offerings to a larger percentage of the general student body; will influence greater student participation in coursework offered summer semester.

Assessment – Increase in summer semester and annualized enrollments.

<i>Budgetary Plan</i> – Salaries, Wages & Benefits	\$175,960
Operating Expenses	<u>\$ 77,000</u>
Total	\$252,960

SNOW COLLEGE

Total \$547,200

Developing “Soft Skills” for Student Career Development

\$420,000

Description - We need to do more to promote “soft skills” in our General Education Program. Soft Skills are those intellectual and interpersonal attributes that contribute to workplace teamwork and problem solving. These skills encourage innovative thinking, critical writing and communications skills, original thinking, and abilities to turn workplaces challenges into opportunities. Soft Skills are in even higher demand in the workplace nationally and in the state of Utah than STEM skills or any other skills taught in higher education. In order to help students better develop these soft skills, we need to make significant changes to our General Education Program by implementing two new courses, a Foundations Course and a Capstone Course. The Foundations course focuses on general problem solving, critical thinking, intensive writing and oral communications, and teamwork, all within a team-taught, interdisciplinary format. The Capstone Course will focus on specialized oral and written communications within a specialized subfield. Six new faculty members will help give us the ability to teach enough sections of both the Foundations and Capstone courses for every Snow College student to take the course.

Outcomes - Colleges and universities have been implementing courses such as the ones described here with great success. Institutions with these programs have demonstrated high employer demand for their graduates and have recognized improved thinking and communications skills in existing undergraduate programs. We expect the outcomes will be a much better prepared student that will be transferring to other USHE institutions, and students who possess the skills most desired by their employers.

Assessment - We have implemented an academic year-end assessment program of our students that all faculty participate in during the month of May. This will provide qualitative and quantitative data that will help us understand what impact the program is having on our students. We also participate in the Community College Survey of Student Engagement (CSSE) which will provide us of data that assesses the impact our program is having on soft skill development.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$420,000</u>
Total	\$420,000

Computer Software Engineering Professor and Program Development \$127,200

Description – Snow College has met with our six-county economic development officials, and we are interested in expanding the opportunities in computer science, especially in computer software engineering. The computer technology industry in Utah is significant and grows by leaps-and-bounds every year. Our economic developers are interested in bringing more of that industry into our area, and after careful study and discussions with industry officials, have determined the greatest need is for software engineers. In order to meet this demand, we will need to hire two professors and develop and state-of-the-art computer software engineering laboratory.

Outcomes – Students who are trained in software engineering will fill a huge gap that currently exists in the state of Utah. Every year, between 40% and 60% of positions in software engineering are filled with students who have completed their degrees out of state. We have been told by companies such as Oracle and Adobe that they are anxious for colleges to begin training students in software engineering to fill growing needs in that subfield. We can train over 30 students a year in our software program provided we grow the computer engineering program by two professors. We are committed to using college funds to hire one professor and want to use Market Demand funds to hire the second professor. In addition, we will use money to buy computers, high-tech printers, and other supplies to set up a computer software engineering laboratory.

Assessment – Our Registrar’s Office knows exactly how many students we graduate and transfer in each academic field and our Career Services Office keeps accurate information of student job placement. We are confident we can have very accurate information on students who graduate from this program.

Budgetary Plan – Salaries, Wages & Benefits	\$ 90,000
Operating Expenses	<u>\$ 37,200</u>
Total	\$127,200

DIXIE STATE UNIVERSITY	Total \$789,300
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Nursing Program Expansion	\$500,000
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Description – Healthcare providers in Washington County and the surrounding region have requested additional nursing graduates to meet the growing needs of the local population. Due to low student/faculty ratios and high operating expense requirements, nursing programs are very resource-intensive and difficult to support from tuition and fees alone.

In order to expand the DSU nursing program, additional discipline-specific faculty are needed, as well as faculty to teach prerequisite courses such as anatomy and physiology (4-5 new FTE faculty in total). Additional supplies and equipment will also be necessary.

Outcomes – Increase capacity for new entrants to nursing program from 80 to 116 annually.

Assessment – (1) Number of students accepted annually into nursing program, and (2) number of nursing graduates per year.

Budgetary Plan – Salaries, Wages & Benefits	\$425,000
Operating Expenses	<u>\$ 75,000</u>
Total	\$500,000

Academic Program Support **\$289,300**

Description – Over the last decade, Dixie State University has added more than 25 new baccalaureate majors, as well as many minors, associate’s degrees, and certificates. While these programs have been successfully launched with limited resources, additional funding for support personnel and operating expenses is needed to support continued expansion of new and existing programs.

Outcomes –
 (1) Increased hours and availability of Tutoring Center, Writing Center, and other supporting resources; (2) Operating funds for faculty to stay current with technology and scholarship trends (10 percent average increase to base operating budgets for academic departments); (3) New position to oversee campus-wide academic budgetary planning and coordination.

Assessment – (1) New academic support positions successfully created and filled, and (2) daily number of students served by Tutoring Center, Writing Center, and other supplemental academic programs.

Budgetary Plan – Salaries, Wages & Benefits	\$174,300
Operating Expenses	<u>\$115,000</u>
Total	\$289,300

UTAH VALLEY UNIVERSITY **Total \$2,432,500**

Expand Technology & Computing Programs for Access and Timely Completion
\$730,000

Description – Within the College of Technology & Computing, three high market demand programs require additional resources in order to expand access and/or facilitate more rapid progress toward completion.

UVU's Mechatronics Engineering Technology program currently accepts students each Fall. Sufficient student demand exists for UVU to also accept students each Spring but enrollment is limited by available faculty and equipment. Graduates of this program are in high demand. Requested funding would allow UVU to hire faculty needed to expand admissions of a cohort each Spring semester.

Both the Computer Science and Information Systems and Technology programs serve a significant number of students who are working in the field while attending UVU. Increased course offerings during summer semester supported by additional summer semester faculty and/or the extension of existing faculty appointments would allow students to more rapidly progress to completion.

Outcomes – The Mechatronics program would realize a doubling of enrollments and graduates. Students would not need to wait a year to enter the Mechatronics program and industry would have a greater supply of skilled workers. Students in Computer Science and Information Systems and Technology will have additional course offerings available to them during Summer semesters which will allow them to graduate in less time. This expansion during Summer semester will more effectively utilize existing space, labs, and equipment.

Assessment – Reduce/eliminate waiting list for Mechatronics program; increase annual number of graduates in Mechatronics; reduced time-to-completion for students in Computer Science and Information Systems & Technology programs.

Budgetary Plan – Salaries, Wages & Benefits	\$713,800
Operating Expenses	<u>\$ 16,200</u>
Total	\$730,000

Develop New Healthcare Programs

\$676,600

Description – Growth in UVU's service region is creating a surge in the healthcare facilities and entities with healthcare positions representing 10 percent of all job openings in the region. Access to quality healthcare plays an important role in the economic development of the region. UVU is working closely with local healthcare providers to identify, align, develop, and implement certificate and degree programs to meet their needs. For example, Weber State is planning to discontinue its respiratory therapy offerings in Utah County. A portion of this funding would allow UVU to continue to this offering in cooperation with IHC. New associate degree level healthcare programs are under development; these new programs would require additional faculty. As healthcare programs expand at UVU, additional Biology and Chemistry faculty and lab instructors are needed to provide the foundational science courses.

Outcomes – New healthcare program offerings to meet regional healthcare employer needs; adequate offering prerequisite healthcare program courses in Biology and Chemistry.

Assessment – Number of graduates from new healthcare programs; successful placement of students in healthcare fields.

Budgetary Plan – Salaries, Wages & Benefits	\$631,500
Operating Expenses	<u>\$ 45,100</u>
Total	\$676,600

Graduate Programs in Computer Science and CyberSecurity \$256,000

Description – UVU will implement five new Master's Degree programs beginning Fall 2017. Both the Masters of Computer Science and Masters of CyberSecurity programs are high market demand programs within UVU's service region. While graduate tuition revenue will provide the majority of support for these new graduate programs, an additional full-time faculty member is needed in Computer Science and CyberSecurity. These two faculty positions will ensure the quality of the existing undergraduate programs and support the new graduate programs.

Outcomes – Implementation of high quality, industry aligned graduate programs in Computer Science and CyberSecurity; graduates prepared at the Master's level to support the region's high tech companies

Assessment – Number of graduates in each program; placement/advancement of graduates in program-related positions

Budgetary Plan – Salaries, Wages & Benefits	\$241,600
Operating Expenses	<u>\$ 14,400</u>
Total	\$256,000

Academic/Administrative Information Technology Access and Security \$769,900

Description – Faculty, staff, and students rely on access to and the security of UVU's academic and administrative information technology systems. At UVU, three critical areas of concern exist.

1. The network of both wired and wireless is experiencing a rapidly growing demand for instructional pedagogy, learning management systems, student support services, data analysis, HVAC controls, communication, financial operations, and other critical academic and administrative operations.
2. While UVU has achieved significant cost savings through institutional software licenses, the cost of software licenses increases each year for both inflation and number of users (increasing number of faculty, staff, and students).
3. Cyber security demands are increasing due to the number and methods of attacks on our growing data systems. Hackers and miscreants are increasing their sophistication including phishing, web-based, e-mail based, and social engineering.

Additional funds are requested to support software, hardware, network, product licensing, and staffing to ensure faculty, staff, and student access to secure information technology systems.

Outcomes – Continuation of key software systems/products for instruction and support services; expansion of network bandwidth to meet demand of users and critical core systems (such as HVAC) that previously did not rely on the network; improve wireless density to handle 3 devices per person, 25MB per person of data, and peak of 10,000 concurrent users; reduce security incidents and improve visibility to security incidents to improve mitigation of such events.

Assessment – Satisfactory alignment of software systems/products in meeting instruction and operational needs; measurement of wireless density and bandwidth usage; decrease numbers of successful phishing attacks and other security incidents; reduction in time to detection of threats to UVU systems and information.

Budgetary Plan – Salaries, Wages & Benefits	\$107,900
Operating Expenses	<u>\$662,000</u>
Total	\$769,900

SALT LAKE COMMUNITY COLLEGE **Total \$2,225,300**

Market Demand Academic Programs

Competency Based Education (CBE Program Support) \$425,700

Description – Salt Lake Community College is currently developing a state-of-the-art Competency Based Education model for instruction. This model allows students to advance at their own pace to gain mastery of essential knowledge and skills in specific workforce areas. Student who have prior learning in these areas will be able to validate competencies at an accelerated pace as they progress toward completion and certification. Instructional design, continuous analysis and assessment expertise is essential for effective course development for this learning environment, and for sustainable implementation, continuous improvement and program alignment with industry and career expectations. The needed positions are as follows:

Data analyst (CBE)	\$ 90,000
Instructional Designers (3 positions) will support CBE e-learning	\$251,775
Assessment Designer (CBE 18-19?)	\$ 83,925

Outcomes – Hiring a data analyst, instructional designers and assessment designer will accelerate completion and faculty implementation of CBE curriculum, program assessment and industry alignment. This will result in increased enrollment, completion and certification rates for workforce training for SATTs students

Assessment – Improved program quality, clear CBE pathways, increased completions and certifications

Budgetary Plan – Salaries, Wages & Benefits	<u>\$425,700</u>
Total	\$425,700

Information Systems/Technology CBE Pathways **\$516,100**

Description – SLCC is exploring various CBE programs which will allow students flexibility in working at their own pace to complete competencies in certain academic program areas. An IT CBE program would be responsive to both students and industry. This would expand and sustain efforts of the current Utah Cluster Acceleration Partnership (IT) consortium grant to close skill gaps in the critical IT coding job sector.

Overall Program Model Design: 1) Pathway development; 2) Outcome metrics and evaluation tracking dashboard (placement and retention in Utah companies)

This CBE model maintains flexibility, adaptability and responsiveness for the students and also workforce needs.

Outcomes – Successful implementation should result in increased student participation in IT programs.

Assessment – IT CBE will be assessed via student enrollments and completions.

Budgetary Plan – Salaries, Wages & Benefits	\$416,100
Operating Expenses	<u>\$100,000</u>
Total	\$516,100

Hospitality Management AAS Program **\$220,000**

Description – The AAS Hospitality Management program is intended to meet this high market demand area. It will be designed to help incumbent workers gain the knowledge and skills necessary to move into higher-level management positions, thereby increasing their earning power. In addition, the program will be attractive to those interested in entering the hospitality management industry. To address the broad skill range that incoming students may bring, the program will be designed with theoretical foundations of critical aspects of hospitality management and will include industry-embedded learning opportunities in the form of job shadowing, cooperative work placements, and internships. The program will have a capstone requirement where students will work directly with industry partners.

Hospitality Management is a high market demand area in Northern Utah. In 2014 there were 16,795 jobs including food service management, lodging management, meeting, convention and event planning, supervisors in food preparation and serving, and hotel, motel, and resort desk clerks. There were 944 openings in these occupations in 2014. These occupations have an average hourly wage of \$14.59 with the salary range from \$9.89 (hotel, motel, and resort desk clerks) to \$17.46 for lodging management positions. The following table shows the detail for each of the occupations.

Description	2014 Jobs	2024 Jobs	Increase in Jobs	% Change	Avg. Hourly	Annual Openings
Food Service Managers	3,794	4,637	843	22%	15.38	162
Lodging Managers	1,180	1,246	66	6%	17.46	57
Meeting, Convention, Event Planners	1,581	2,195	614	39%	21.66	88
First-line Supervisors of Food Preparation and Serving Workers	7,314	9,052	1,738	24%	14.07	416
Hotel, Motel and Resort Clerks	2,925	3,551	626	21%	9.89	221
Total	16,795	20,680	3,887			944

Outcomes -

- Establish partnerships with at least 6 businesses in the SLCC service area where students can engage in job shadowing, cooperative work placements, and internships. Partnerships will be established in the following sectors:
 - 2 large-scale catering operations (Cuisine Unlimited, Utah Food Services)
 - 2 major hotels (Grand America, Little America)
 - 2 major resorts (Park City Mountain Resort, Deer Valley Resort)
- Develop partnerships with local business who support employee education so that a minimum of 50 incumbent workers enroll in the program each year.
- Involve representatives from the hospitality industry to participate in the Program Advisory Committee
- Deliver courses through online, on-ground, and hybrid delivery modes

Assessment -

- At least 10 students will have an embedded learning experience with one of the industry partners.
 - At least 20 students will complete the program by the end of the 2018-19 academic year.
 - The number of students who complete an embedded learning experience (job shadow, cooperative work experience, internship) will increase each year.
- Of the students who graduate from the program, within 6 months of graduation, 75% will be employed in a hospitality-related occupation.

Budgetary Plan – Salaries, Wages & Benefits	\$170,000
Operating Expenses	<u>\$ 50,000</u>
Total	\$220,000

Physical Therapy Assistant **\$80,000**

Description – The Physical Therapist Assistant Associate of Applied Science program is a nationally accredited program which prepares students for careers using a cohort-based education and training model at SLCC. In order to maintain accreditation standards and meet

the ongoing demand for physical therapist assistants in the Salt Lake area SLCC requires an additional full-time faculty position.

Outcomes – Compliance with accreditation standards and better, more consistent program management. Department management of external clinical student internships will become easier with full-time faculty liaisons.

Assessment – Accreditation interim reports, student surveys, and feedback from clinical site partners will be used to assess program improvement based upon addition of full-time faculty.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$80,000</u>
Total	\$80,000

Construction Management Position **\$80,000**

Description – The SLCC Construction Management program trains students for careers in the construction industry through hands-on, project-based learning. Students participate in building project houses under faculty supervision. We are currently limited in our capacity to accommodate more students (1 faculty member/19 students). In order to grow this program to meet student demand and the needs of the industry we need an additional full-time faculty position.

Outcomes – This faculty position will enable Construction Management to train more students in project house construction projects, thereby accelerating completion pathways in this area and meeting student demand.

Assessment – Student enrollment and completion data, transfer and employment data will be used to assess the impact of this new position upon Construction Management productivity.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$80,000</u>
Total	\$80,000

General Education Instruction Faculty **\$540,000**

Description – SLCC student demand for General Education courses continually strains the capacity to supply quality full-time and adjunct faculty support. This strain is especially exacerbated when the local economy improves due to shortages of qualified adjunct instructors. To fully meet student demand, minimize shortages of qualified faculty and thereby stabilize our ability to facilitate student completion SLCC requests full-time faculty positions in Mathematics (1), English (1), English Support (1); History (1), Biology (1), Humanities (1), Fine Arts (1) and Communication (1).

Outcomes – Student demand will be met for key General Education courses, thereby facilitating and accelerating student course completion and eliminating the need to cancel classes due to the inability to staff with qualified faculty.

Assessment – Enrollment data, class fill rates, cancellation data, ratio of full-time adjunct faculty credit hour data, Gen Ed completion and transfer data per faculty FTE, and faculty load data will be used to assess the impact of adding faculty to address student demand.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$540,000</u>
Total	\$540,000

Market Demand Student Support Services

SLCC provides services to many first-generation and minority students. As we make efforts to address academic programs with high market demand, it is also essential to provide the support network to assist SLCC's students along their academic pathway.

Admissions Office Staffing	\$363,500
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Description – A Director of Admissions was hired to manage the newly formed Office of Admissions that was launch at SLCC in January 2016. The purpose of the newly formed office was to channel new students through intentional design with the objectives of improving the ability to introduce academic programs to prospective students, to become the clear face of the College in all efforts for recruitment, to relieve pressure of new student entry on other Student Affairs departments, and to better position the College to compete in the Utah higher education market.

The Office of Admissions needs additional funding to accomplish its mission and goals to implement a comprehensive strategy for the college's recruitment initiatives. This request includes three additional Admissions Advisors (\$210,000) to enhance online recruitment and recruitment for workforce programs including competency based education, a Manager 2 for Recruitment (\$79,500), an Administrative Assistant for the Director (\$59,000), and upgrading two full-time current employees who are working out-of-class (\$15,000).

Outcomes – The goal is to ensure Salt Lake Community College enrollment objectives are met and/or exceeded. Increase enrollment in targeted populations including first generation college students, adult students, students who have applied but not registered at the College, returning LDS missionaries, and Salt Lake County's Hispanic college-age population.

Assessment – In collaboration with the greater college community, the Director of Admissions will lead the development of the college's Recruitment Plan for 2017-2018 with the purpose to grow enrollment at SLCC. Assessments will be conducted to identify enrollments by service area sectors and by student type data will also be extracted from online applications for admission and our customer relationship management system to determine if the college is on target to meet or exceed enrollment goals. Campaigns will be measured by enrollment data captured during the enrollment management process. Additionally, metrics from the media buys will be monitored to gauge the frequency and reach of the messaging.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$363,500</u>
Total	\$363,500

UTAH SYSTEM OF HIGHER EDUCATION 2017-2018 OPERATING BUDGET REQUEST

Performance Based Funding \$9,979,000

This on-going budget request is to support Senate Bill 232 (2015) that established performance based funding for: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (Graduation) efficiency; and 5) Graduate research for research universities.

University of Utah	\$2,784,600
Utah State University	\$2,128,600
Weber State University	\$1,265,800
Southern Utah University	\$ 451,900
Snow College	\$ 270,700
Dixie State University	\$ 497,700
Utah Valley University	\$1,397,000
<u>Salt Lake Community College</u>	<u>\$1,182,700</u>
Total	\$9,979,000

UNIVERSITY OF UTAH **Total \$2,784,600**

Online Education Infrastructure **\$1,200,000**

Description – This initiative will help build the infrastructure to support course and degree development. As the demand for online courses has grown, it is clear that there are efficiencies that can be gained by providing centralized technology services and processes for course development. Funds are needed to expedite this process. Ongoing support will be funded through successful online degree programs.

Rationale – The University of Utah has seen steady, robust growth in online offerings and enrollments over the past decade. However, demand from students has escalated over the last 3 years. We anticipate this demand will continue to grow. In order to meet student needs as well as remain competitive, especially in graduate professional programs among our PAC12 peers, we need to strategically focus on the development, support and marketing of fully online courses and degrees.

Outcomes – The intended outcomes are to ensure that we do not lose our current student base and that we are able to meet the needs of an expanded student base that cannot be present on campus. Promoting graduation and student success, particularly in new degree programs that meet employer demands, aligns well with Prosperity 2020.

Assessment – We will measure success and persistence of students who enroll in online classes. For undergraduate students, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional graduate students, this will help address a market need to increase trained professionals for strategic areas of the Utah business community.

Budgetary Plan – Salaries, Wages & Benefits	\$ 950,000
Operating Expenses	<u>\$ 250,000</u>
Total	\$1,200,000

Sophomore Year Support **\$1,100,000**

Description – The University of Utah is working to promote undergraduate student success through completion of baccalaureate degrees. The next step which complements the first-year initiative will focus on improving second to third year retention rates which will ultimately impact graduation rates. The Sophomore Experience provides support, opportunities and resources to help second year students solidify their direction by choosing a major, identifying career opportunities, and continuing to focus on a Plan to Finish. The focus of the sophomore year is developing academic competencies. This will also have a significant impact on transfer students, many of whom arrive on campus as sophomores.

Rationale – Funds are needed to support the infrastructure for this initiative that includes mandatory advising, identifying early alert factors and intervention plans, enhancing career services, and engaging faculty ambassadors for student success.

Outcomes – Retention of students from the sophomore to junior year should increase as well as student selection of majors and understanding of career opportunities. Ultimately, this will have a positive impact on graduation rates and employment.

Assessment – We will measure success by looking at retention between the sophomore and junior years, sophomore selection of majors, and having met with an advisor.

Budgetary Plan – Salaries, Wages & Benefits	\$ 850,000
Operating Expenses	<u>\$ 250,000</u>
Total	\$1,100,000

Library Databases and Resources **\$484,600**

Description – Ready access to scientific databases and publications is critical to the success of faculty and students. As libraries transform the way they provide access to information, there is a need to upgrade equipment as well as to support subscriptions to online databases.

Outcomes – The information that students and faculty need for education and creation of new knowledge should be more readily available which should increase productivity.

Assessment – Success will be evaluated by upgraded tools for accessing information as well as increased use by faculty and graduate students.

Budgetary Plan - Operating Expense	<u>\$ 484,600</u>
Total	\$ 484,600

Services for Underserved Populations**\$875,000**

Description – USU is committed to improving student retention and time to graduation. However, the University is experiencing significant enrollment increases which are placing ever-increasing pressure on student-based services such as career advisement, first-year orientation, tutoring and early-alert intervention. These types of services and resources are essential for timely and efficient progress of students through their course of study and they are especially important for high-risk students such as first generation college students and traditionally underserved populations such as Latinos and Native Americans. Funding under this initiative will allow expansion of several services that are known to influence successful completion of a college degree.

Rationale – Increasing access to services and resources such as advising, tutoring, remediation, access/diversity and career advisement will significantly improve student academic success. Retention and time to graduation will also be improved through frequent interactions with advisors and program staff. Special programs targeted towards minority and first generation college students will ensure their recruitment and retention at Utah State University.

Specifically, we will add advisors in Exploratory Advising, which handles undeclared students, University Honors, which advises high-achieving students in the Honors program, and University Advising, which advises high-risk students identified at time of first-enrollment or by academic advisors once enrolled at the university. Increasing advising capacity will decrease the number of students per advisor which will result in more targeted and timely advisement.

There are also several software packages that will improve communication with students and provide them answers in a timely manner. For example, we will purchase software that allows the FAFSA (Free Application for Federal Student Aid) verification process to be conducted electronically. Improvements in FAFSA processing will increase access to financial aid, which is so critical for disadvantaged and first-generation college students. As another example, early-alert software will identify those students who could benefit from intervention, tutoring and/or remediation. Those students needing extra help, or who appear to be at risk, will be contacted by staff in offices such as the USU Academic Success Center, the Student Health and Wellness Center, the Access and Diversity Center and the Veterans Resource Office.

Enhanced career advisement will provide students with degree options that are in their best interests and are enrolled in classes that will result in a timely completion. The USU Career Advisement Center works closely with Exploratory Advising so that students understand career opportunities that are available through degrees of interest.

Outcomes – Additional staff in several offices that serve students, as well as software that helps staff identify and resolve issues, will be added across the USU campus system, including the Blanding and Uintah Basin campuses, where a large proportion of Native Americans students is served. Students will have access to the types of help and assistance they need when they need it.

Assessment – Number of program staff hired, number of students served by advisors, number of students assisted by student service offices, student retention rate, number of student credit hours per semester.

Budgetary Plan – Salaries, Wages & Benefits	\$600,000
Operating Expenses	<u>\$275,000</u>
Total	\$875,000

Improving Time to Graduation by Added Capacity in High-Demand Courses \$753,600

Description – Increasing enrollments have put significant pressure on high-demand classes that are required in several majors across numerous university programs. In order to increase access to these high-demand courses, ongoing funding is requested for new instructors and teaching assistants in four colleges (Arts, Education and Human Services, Humanities and Social Sciences, and Science). New sections of the bottleneck classes will be offered through a combination of face-to-face, broadcast and on-line delivery methods, leveraging content expertise across the full USU system.

Improved access to high-demand classes will enhance student retention and timeliness of completion because students will be able to enroll in classes at the appropriate time in their degree pathways, rather than postponing a class because of limited course offerings or capped enrollments.

Rationale – Increased enrollments in high-demand courses have created bottlenecks that must be alleviated in order for students to progress through their college degree programs in a timely manner. Funding for increased instructional capacity in bottleneck courses was requested by four college deans in their Spring, 2016 budget hearings. Unfortunately, there was not sufficient new ongoing funding in FY17 to address these documented oversubscribed courses.

Outcomes – Programs receiving ongoing funds will gain instructional capacity. Students will have increased access to the courses, including more seats and more sections to choose from, beginning in Fall Semester 2017. Thus, students will be able to complete major requirements at the appropriate point in their academic pathways, thereby ensuring timely completion of their degrees.

Assessment – Number of faculty and teaching assistants hired, number of students enrolled, number of student credit hours per academic year.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$753,600</u>
Total	\$753,600

USU Libraries Support Graduate Research - \$500,000

Description – The research success of faculty and graduate students is strongly aligned with a broad access to online published information and specialized archived resources. The USU Libraries system plays a lead role in providing both faculty and students with access to the

publications and resources they need. In order to maintain access to publicly available datasets and publications across the USU campus system, USU Libraries must have ongoing funding to cover annual subscription increases designated by publishers.

Unrestricted access to both publications and data is now a requirement of many federal funding agencies. In meeting this requirement, USU Libraries is playing an increasing role in archiving publications and datasets generated by USU personnel. A staff position is needed for developing, maintaining and cataloging these archived materials.

Rationale – Annual inflation of subscription rates charged by publishers of educational publications, including refereed journals, is a world-wide issue that has no foreseeable solution. Providing additional ongoing funding to USU Libraries will ensure access across all USU campuses to publicly available datasets and publications that are subject to these annual inflationary costs. In addition, the additional staff position assigned to digital repositories will ensure institutional compliance with federal requirements for public access to research publications and data created by faculty and students.

Outcomes – Annual increases to the USU Libraries budget is necessary in order to maintain access to published databases and refereed journals. A careful analysis of publication usage will be conducted before renewal of any subscription is approved.

Electronic access to publications and datasets will increase awareness and application of outcomes generated through USU teaching, research and outreach activities.

Assessment – Number of public databases and publications maintained by USU Libraries, number of downloads of publications through USU Libraries, number of USU-generated publications and datasets available through USU Libraries, number of downloads of USU-generated publications and datasets.

Budgetary Plan – Salaries, Wages & Benefits	\$200,000
Operating Expense	<u>\$300,000</u>
Total	\$500,000

WEBER STATE UNIVERSITY **Total \$1,265,800**

Need Based Completion Scholarship **\$100,000**

Description – Funding of scholarships to facilitate degree completion for students who have run out of financial aid or have other financial hurdles and who are close to graduation.

Rationale – Students who stop out short of degree completion because of financial concerns can be incentivized to expediently finish required coursework.

Outcomes – Completion rates will increase as students will complete their degree.

Assessment – Number of students who use the completion scholarship to finish degrees.

students from underrepresented groups; and increased knowledge and engagement of parents and family members, particularly those of first generation college students.

Assessment – College participation rates, learning outcomes, surveys, focus groups, interviews, and retention of parents and students involved in workshops, outreach events, transition programs, and family programming.

Budgetary Plan – Salaries, Wages & Benefits	\$100,000
Operating Expenses	<u>\$ 55,000</u>
Total	\$155,000

Enhanced Advising

\$367,400

Description – This initiative involves hiring four Academic Coaches/Advisors to promote success in less-prepared students by providing more intrusive advising, strengthening their academic skills, and connecting them to mentors. A related student success initiative is to hire a Research Internship Coordinator to provide research opportunities and internships that improve students' chances on the job market and, in general, professionalize their experiences.

Rationale – One critical element of student success is quality academic advising, which is a proven way to help students move through their curriculum in a timely, efficient manner and perform at higher levels. This is particularly important for students at risk. Currently, our advisor/student ratio is insufficient for our students' needs. Second, by hiring a Research Internship Coordinator, we can more effectively meet employer expectations by providing experiences for our students that mirror what they will do once they are employed (creative thinking, teamwork, effective communication skills, and so on).

Assessment – Expected increase in number of student-faculty research projects, student internships, students graduating in a timelier manner.

Budgetary Plan - Salaries, Wages & Benefits	\$295,900
Operating Expenses	<u>\$ 71,500</u>
Total	\$367,400

Student Mental Health

\$95,000

Description – Additional mental health support is needed to enhance student success. With additional funds, we plan to establish an APA-accredited psychology doctoral internship program, which would provide expanded services for our students at significantly lower costs than adding additional licensed psychologists/counselors.

Rationale – Consistent with national trends, the increase in students seeking counseling at WSU has far surpassed overall enrollment increases. In the last five years, while student enrollment has increased 2.58%, the number of counseling clients seen by the Counseling and Psychological Services Center (CPSC) has increased 14% and the number of scheduled counseling appointments has increased 21%. The recommended counseling staff-to-student

ratio is 1:1500. Our current ratio is 1:1914. The average wait time for a counseling appointment is more than two weeks. As mental health is an area of sustained concern on college campuses nationwide, this program will allow us to serve campus mental health needs to an even greater extent. In addition, campus mental health is the top priority of the Utah Student Association for this year.

Outcomes – Additional intern staff would provide an economical way to reduce our staff-to-student ratio, reduce our counseling wait time, and provide quicker, more efficient help to our students who need counseling services.

Assessment – Outcomes related to wait times, numbers of students served, and even therapeutic change are directly accessible through the scheduling database used by CPSC. Client satisfaction is assessed every two years.

Budgetary Plan – Salaries, Wages & Benefits	\$78,000
Operating Expenses	<u>\$17,000</u>
Total	\$95,000

Outreach and Retention Initiatives **\$353,400**

Description – Funds are needed to enhance our strategic approach to recruiting and retaining a diverse student body. Cohorts of interest include first-generation, economically disadvantaged students, out-of-state students and those who may need extra support to be successful. Proven strategies/initiatives we plan to enhance include targeted recruitment, learning communities, meaningful on-campus student employment, enhanced orientation programming, and administration of the College Student Inventory to incoming students working with retention advisors. Funding will also provide for the continuation of the Wildcat Scholars program, which supports underrepresented students.

Rationale – Weber State has conducted research both quantitatively and qualitatively to examine ways to improve institutional graduation rates. In this process, we have identified key variables that both increase and decrease the odds of students graduating in a timely manner. As we continue to collect and analyze data regarding efforts that improve the success of our students, these funds will be used to fund retention based initiatives including student scholarships, student employment, high impact programming and other support programs that demonstrate student success through data and assessment.

Outcomes – The intended outcomes for students include increased retention from semester to semester, a greater overall sense of belonging, and increased graduation rates as well as specific learning outcomes articulated for each program.

Assessment – We will assess these programs through surveying and conducting focus groups with program participants and through tracking retention and graduation rates, GPA, time to degree completion, and specific learning outcomes.

Budgetary Plan – Salaries, Wages & Benefits	\$200,000
Operating Expenses	<u>\$153,400</u>
Total	\$353,400

Undergraduate Research Early Scholars **\$50,000**

Description – In an effort to improve retention and graduation rates of WSU students, the Office of Undergraduate Research is developing a new program designed to embed undergraduate research experiences earlier into the college careers of WSU students.

Rationale – Undergraduate research is a high impact practice that is proven to increase both student retention and graduation rates. Students who participate in undergraduate research work closely with a faculty mentor, gain skills in academic research and writing, and gain learning outcomes such as interpersonal communication skills, critical thinking, teamwork, and time management.

Outcomes – The intended outcomes for students participating in undergraduate research will have improved retention rates and have quicker time to completion while gaining specific learning outcomes.

Assessment – Student reflections and evaluations, retention and graduation rates

Budgetary Plan – Salaries, Wages & Benefits	<u>\$50,000</u>
Total	\$50,000

SOUTHERN UTAH UNIVERSITY **Total \$451,900**

Proactive Advising **451,900**

Description – The University has begun to gather data from the Education Advisory Board predictive analytics software to help better focus our limited advising and student success resources on those students who need it most. In addition to analyzing the data, we will continue our efforts to ensure that each of our students thrives in their experience at SUU through a revamped transition and orientation experience, Student Success Advisors, and peer Assistant Coaches for Excellence (ACEs). ACEs are current experienced SUU students who will work as mentors to our newer students and refer them to resources and activities providing them with support and opportunities for success.

Rationale – As SUU continues to strive for increased completion rates and stronger student success, the analytical data will allow the University to focus its limited time and resources on the students who are identified by these software packages as being "at-risk" for not persisting or graduating. Combined with the personal touch advising and mentoring we can provide our students with the tools they need to transition to and be successful in the university setting.

Outcomes – Increased student retention and completion rates; Increased student academic performance; Increased use of University resources; Increased use of data to inform decision-making.

Assessment – Fall-to-Fall retention rates; 6-year graduation rate; Average GPA

Budgetary Plan – Salaries, Wages & Benefits	<u>\$451,900</u>
Total	\$451,900

SNOW COLLEGE

Total \$270,700

Snow Block-Addressing Bottle-Neck Courses **\$35,000**

Description – We want to allocate \$25,000 to the development of more second block courses in both the Fall and Spring Semesters and provide more evening courses to accommodate student schedules. Every semester, we experience large waitlists of students trying to get into general education courses. Reducing the bottleneck problem in course enrollment will help address the demand for general education courses, and allow students who drop a class to sign up for a class during the second block to keep up with the 15-to-finish goal for student completion. In addition, it will provide more sections of high demand courses that are attractive to students.

Outcomes – Our plan is to provide 20 sections of high demand courses on a regular basis, taught second block and in the evenings. We expect students who have stumbled academically early in the semester to be able to use the program to recover credits they have lost earlier in the semester and we expect to accommodate students who wish to enroll in courses during the semester rather than at the beginning of the semester.

Assessment – Student advising will monitor participation in the program and determine if students wishing to replace courses they previously dropped and students who enroll at the College after the beginning of the semester, have been served well by this program.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$35,000</u>
Total	\$35,000

Money Smart-Helping Students Complete 30 Credits per Year **\$69,000**

Description – Our Money Smart program will receive \$50,000 to support students with tuition costs during Maymester and summer sessions. Full or partial tuition will be awarded to students who need up to six credits in order to reach 30 credits in the academic year. Students receiving this support must have a G.P.A. of 2.0 or greater. Our scholarship director will administer these funds. Our Maymester and summer programs have been underutilized by students. The summer sessions provide excellent opportunities for students to take courses in the face-to-face or online format and be able to complete 30 credits in a year. We will emphasize online course delivery so students can go home during the summers and work, but still have access to high-demand courses.

Outcomes – We expect students will take advantage of tuition and partial tuition scholarships by enrolling in the Maymester or one of the summer sessions. In addition, we think it will increase the popularity of the summer courses in general, thus leading to greater completion rates overall. We are putting additional resources into advertising our summer programs and providing faculty with funding to convert existing courses into online courses as our online offerings in the summer are the most popular format for students to enroll.

Assessment – Our Institutional Research director monitors completion rates closely. She will be able to determine the increase in student participation in summer courses and the percentage increases of students reaching the 30 credit per year threshold.

Budgetary Plan – Current Expense	<u>\$69,000</u>
Total	\$69,000

Hiring an Additional English Professor **\$70,000**

Description – Composition courses are the highest demand courses we offer in the general education program. Students need a good academic start in their first year of college. We believe being able to take English 1010 in the first year is essential to develop good writing skills that will benefit students throughout their college and professional career. We have been unable to register all first year students for English 1010. Occasionally, students have to put off taking English 1010 until their second year, thus creating a bottleneck for English 2010 in the second year. Hiring an additional full-time faculty member will help us ease this problem.

Outcomes – The creation of this new position in our English Department will address student demand, lead to completion of English 1010 for first-year students and lead to better completion rates of English 2010 for second-year students.

Assessment – Student advising will be able to provide data that will inform us on how many students were served by the new position and whether we are closing the gap in students who were unable to take English 1010 in their first year of college.

Budgetary Plan – Current Expense	<u>\$70,000</u>
Total	\$70,000

Peer Mentoring Program **\$44,400**

Description – We are going to pilot a peer mentoring program to help increase the reach and quality of our advising program. Student mentors will help students with academic pathways, transfer information, and course planning and scheduling. Peer mentoring programs have been exceptionally successful at many institutions, including USHE institutions. Studies have shown that peer mentors are competent, helpful and encouraging when they are trained properly. Our current student to adviser ratio at Snow College is 500:1. This makes it difficult to properly care for students and guide them towards a completion path and get them transferred to another institution to complete their four-year degree on time. Music students in our four-year program need special care in advising in order to have them complete on time.

This program will help us do a better job of advising and giving students clear direction in planning their courses of study.

Outcomes – We believe students will have greater and quicker access to good advising and will make better use of advising resources with the peer mentoring program. We also believe the program will give full-time advisers more time to work with students with special needs and challenges.

Assessment – Only about a third of current students make regular use of professional advising. Every time a student visits an adviser, an electronic record is kept of that visit. This program will allow us to track all students who visit with full-time or peer advisers and we will be able to determine how many students are making use of the program. In addition, electronic monitoring will allow us to know how many students make repeat visits and advising notes can record the content of the visits and the work that was done. This will allow us to know the quality of the advising program and the progress we are making and how we can improve.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$44,400</u>
Total	\$44,400

Update Music Equipment and Technology for the Commercial Music Program \$52,300

Description – Snow College has one of the finest bachelor's degree programs in commercial music in the Western United States. A major challenge with this program is to continue to address the changing technologies in the music recording industry and to upgrade aging instruments. We propose to purchase new instruments and provide our students with the latest sound and studio equipment so they will always be prepared for the job market.

Outcomes – When we first created our four-year degree in commercial music, we anticipated that most students would go on to graduate schools, earn teaching certificates and work in the music industry as sound engineers. What we have learned is our graduates are in even more demand than we anticipated. Our graduates are skilled performers and music technology specialists and have found careers working in music studios, business, and at entertainment venues such as cruise ships and stage productions. In order to keep up with demand, we need to provide the same kinds of products to be trained on as they work with in industry. These funds will enable us to keep up with demands and provide training in the latest and best equipment.

Assessment – Our music department faculty are very adept at assessing the needs of the industry since they regularly consult with graduate school faculty, professional musicians, and industry experts. We are confident that we can stay atop important trends and market demands because of these close connections.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$52,300</u>
Total	\$52,300

Student Success and Retention

\$497,700

Description – The continued development of student success and retention efforts is a key component of Dixie State University’s strategic plan. Additional performance based funding would help DSU to accelerate the implementation of many student success initiatives already underway, via the following enhancements:

- Additional advisors (3-5 FTE) to support academic program growth
- Increased availability of supplemental instruction and tutoring resources (including additional tutors and extended Tutoring Center hours) to assist the new structured enrollment program and recently expanded Student Success Center
- Expanded orientation and advisement programs for first-year students, including creation of a dedicated first-year experience position
- A new position to oversee coordination and availability of high impact learning opportunities, including internships, undergraduate research, study abroad, peer mentoring, and community service

Outcomes – Additional positions and continued successful implementation of student success enhancement programs as outlined above.

Assessment – (1) Ratio of FTE students per academic advisor, and (2) total number of students served by student success programs.

<i>Budgetary Plan</i> – Salaries, Wages & Benefits	\$447,700
Operating Expenses	<u>\$ 50,000</u>
Total	\$497,700

UTAH VALLEY UNIVERSITY

Total \$1,397,000

STUDENT SUCCESS AND COMPLETION ADVISEMENT TECHNOLOGY AND INFRASTRUCTURE

\$565,000

Description – While UVU is realizing improvement in student completion rates, UVU’s completion rate lags peers. Through a significant investment in technology to use existing data in integrated data analytics, UVU will be able to proactively intervene with students at risk of not persisting to completion. Through the use of the technology, advisors will be able to identify and monitor student performance in milestone courses and student progress. The strategic use of this technology by advising is expected to allow UVU to scale up retention and completion efforts in more effective and efficient ways. While elements of this project have begun through the use of one-time performance-based funding, ongoing funds are needed to sustain the project.

Outcomes – Improved communication with students leading to improved student academic success and shorter time to completion; more efficient use of advising resources

Assessment – Increased student retention, graduation, and completion rates; reduced time and credits to graduation.

Budgetary Plan – Salaries, Wages & Benefits	\$255,500
Operating Expenses	<u>\$309,500</u>
Total	\$565,000

Learning Support and Tutoring Services for STEM & Healthcare Programs \$285,000

Description – Students majoring in STEM and healthcare programs are required to complete challenging coursework not only within their majors but also in their general education and prerequisite courses. Through data analysis, UVU has identified several roadblock courses and has been piloting supplemental instruction support and embedded tutoring services. Assessment data indicates that students who participate in these support services are more likely to complete and achieve higher grades in these courses. Further, UVU has been piloting ALEKS as an additional individualized placement instrument and in-course resource for math. Initial assessment of the pilot indicates improvement in overall math success thus reducing the number of semesters in developmental math. Increasing student success in math and roadblock courses will reduce bottleneck courses and improve student retention, persistence, and time to graduation.

Outcomes – Decreased dropout/failure rates in roadblock courses; increased student success in courses leading to increased number of students continuing in and graduating from STEM and healthcare programs.

Assessment – Comparison of dropout, failure, and student grades in roadblock courses supported by supplemental instruction and embedded tutoring services; reduction in number of semesters students participating in ALEKS are enrolled in developmental math; follow rates of persistence and time to completion in STEM and healthcare programs.

Budgetary Plan – Salaries, Wages & Benefits	\$182,000
Operating Expenses	<u>\$103,000</u>
Total	\$285,000

Completion Scholarships \$547,000

Description – Through the use of one-time Performance-based funds, UVU expanded the Wolverine Completion Grant to provide financial incentive to students who were nearing degree completion and demonstrated unmet financial need. During its initial year, over 85 percent of students receiving this grant graduated by the end of the academic year for which they received the grant. Another successful UVU completion grant program is the Summer Completion Grant which provides students nearing completion with demonstrated financial need the opportunity to continue their progress by attending summer semester. Requested

funding will allow UVU to continue and expand these successful degree completion grant programs.

Outcomes – Reduce time to completion; retain nearing degree completion; increased completion and graduation rates

Assessment – Reduced time to completion; increased completion and graduation rates; reduced number of students stopping out just prior to graduation

Budgetary Plan – Operating Expenses	<u>\$547,000</u>
Total	\$547,000

SALT LAKE COMMUNITY COLLEGE **Total \$1,182,700**

Guided Pathways (Access and Completions)

Overview - SLCC's performance based funding request is based on an integrated, structured, and planned approach to guide a student from the point of entry into the College to obtaining a certificate or degree (Community College Research Center).

Chemistry Faculty **\$110,000**

Description – This new Chemistry faculty position will alleviate a growing student demand for Chemistry courses, which are essential for effective Meta-majors pathways for students in STEM fields and for Gen Ed for students in non-STEM Meta-majors. STEM degrees are highly desirable and highly marketable in the state of Utah. Additional STEM faculty also provide added experience in advising students in science majors.

Outcomes – Additional STEM educators such as the Chemistry faculty member will help SLCC better prepare students for a STEM degree and career. Offering more classes and providing clearer pathways for our students in the STEM fields we expect to see an increase in FTE students in this field.

Assessment – Comparative data (pre-hire/post-hire) on number of students enrolling in Chemistry courses and STEM Meta-majors will be used to assess effectiveness. Further, with better advising and lower faculty to student ratios, we will be able to assess the number of students graduating in STEM fields.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$110,000</u>
Total	\$110,000

Academic Advising Guided Pathways **\$140,000**

Description - Case management advising will provide directed advising across meta-majors (clustered courses designed to guide a student's decision-making). Research indicates that intrusive academic advising utilizing a case management approach significantly improves student academic success, retention and persistence, and degree/credential attainment.

SLCC's Department of Academic Advising will implement an intrusive case management approach utilizing Starfish Retention Solution's Early Alert and Connect modules. Additional academic advisors are needed to move in this direction, 2 Advisor II positions @ \$70,000.

Rationale - The National Academic Advising Association recommends a student to advisor ratio of approximately 300 students to 1 full-time academic advisor. Currently, SLCC's student to advisor ratio is approximately 1100:1.

Outcomes - Decrease the ratio of students to advisor. Increase student persistence.

Assessment: Identify ratio improvements between students and advisors. Increase SLCC student persistence and graduation rates in the database.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$140,000</u>
Total	\$140,000

PACE Program	\$200,000
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Description - PACE (Partnerships for Accessing College Education) is a college access and scholarship program created to increase college participation rates for low-income, first generation, and underrepresented high school students. The project was created through a partnership between local high schools, businesses, and SLCC. Eligible high school freshmen at participating schools are invited to enroll in the four-year program that provides resources, support systems, career exploration opportunities, and parent college knowledge information to ensure that high school students graduate from high school ready to succeed in college. Students who successfully complete the program in high school are awarded a two-year scholarship to SLCC. The scholarships are funded through our business partners. This funding will support a PACE advisor, hourly support, and operating expenses.

Rationale -Currently, operational expenses for PACE are being covered through one-time performance funding from 16-17 Fiscal Year. Therefore, the College will need to absorb its current operating expenses, as well as operating expenses for future growth into two (2) additional high schools if new funding is not acquired.

Outcomes - 1) 60% of PACE students will graduate from high school and enroll at SLCC; 2) 70% of PACE freshmen at SLCC will persist from freshman to sophomore year; and 3) 50% of PACE students will graduate from SLCC with an associate degree within two years.

Assessment - SLCC with the cooperation of the high schools maintains an extensive database monitoring student progress. Student grades, attendance, course taking patterns, and student and parent participation in PACE activities are monitored. We can track high school graduation rates, SLCC student persistence rates, and SLCC graduation rates in the database and compare those rates to non-participating peers in the high school and at SLCC.

Budgetary Plan – Salaries, Wages & Benefits	\$128,000
Operating Expenses	<u>\$ 72,000</u>
Total	\$200,000

College Funding Advisors for FAFSA Completion

\$100,000

Description - SLCC hired two part-time College Outreach Advisors to assist the Director of School Relations and other College staff members with outreach efforts to educate the community and potential college students. These efforts include how to pay for college by accessing federal financial aid, institutional aid, and/or scholarships as a funding source. The advisors target first-generation, underrepresented, and low-income prospective college students and their families. Advisors offer workshops and coaching sessions on understanding federal financial aid, financial college planning, and scholarship opportunities. Advisors will collaborate with internal college partners, community agencies, UHEAA, and K-12 schools to promote workshops on paying for college.

Rationale - These positions were funded with one-time performance dollars in 15-16 and they were able to see over 300 students in the FAFSA completion pipeline. The institution has also implemented the SLCC Promise, which incentivizes prospective and current students to apply for federal financial aid. Moreover, Utah has the lowest FAFSA completion rates in the nation. As an example, four key feeder high schools for Salt Lake Community College have FAFSA completion rates as low as 25%. Meaning only 25% of their graduating high school seniors complete the FAFSA. Additionally, according to 2015-16 Salt Lake Community College Non-Returning Student Survey results, 20% of non-returning students left for financial reasons. Our goal is to ensure that students are not missing out on financial aid in which they are eligible.

Outcomes - Our goal is to raise the FAFSA completion rates at our feeder high schools to 40%.

Assessment - Our high school partners receive FAFSA completion rates for their high school seniors from the U.S. Department of Education. The high school partners are willing to share that data with us. We will compare 2016/17 academic year data with 2015/16 academic year to measure effectiveness

Budgetary Plan – Salaries, Wages & Benefits	<u>\$100,000</u>
Total	\$100,000

Multicultural Student Success Coordinators

\$152,700

Description – SLCC data shows that students who identify as Hispanic Latino/Latina, African-American, Pacific Islander, or Native American are retained/complete at significantly lower rates than the general student population. Beginning in July 2016, SLCC realigned staff positions and transitioned three full-time staff members to the newly created Multicultural Student Success Coordinator position. The Multicultural Student Success Coordinators provide wrap-around support services to under-represented students by providing intentional outreach during the admissions process, mentoring, community development, intentional programing that supports personal and academic success workshops, and implement early academic interventions during their time at SLCC, while also providing ongoing mentorship and helping the student create connections to the college. As a result, SLCC has identified the need for two additional Multicultural Student Success Coordinators.

National data also indicates that students who identify as LGBTQ+ have lower persistence and completion rates than their non-LGBTQ+ peers; frequently experience a lack of connection with their institution; and experience higher rates of depression and suicide. In addition to the challenges experienced by students who identify LGBTQ+, SLCC data also demonstrates that students who identify as Native American persist and complete certificate and associate degree programs at significantly lower rates than the general student population. Despite some of the known challenges for these students, SLCC has been unable to create a Multicultural Student Success Coordinator position for these populations.

Over the past few years, SLCC has made progress in achieving equity in its student enrollment. Specifically, the institution has experienced significant growth in the number of enrolled students who identify as Hispanic Latino/Latina who now account for 16.7% of the college's enrollment. Currently, SLCC has one Multicultural Student Success Coordinator, but do to the success of the initiative an additional position is needed.

The addition of two additional Multicultural Student Success Coordinators would allow the college to expand support services to students who identify as Hispanic Latino/Latina, as well as begin to provide support services to our students who identify as Native American and to our students who identify as LGBTQ+.

Rationale – The student success coordinators will assist our multicultural students that either may have experienced marginalization in society and/or are first-generation, underrepresented, and low-income to persist at the College.

Outcomes – The goal is increased student persistence and completion rates for our multicultural students.

Assessment – Increase our underserved, underrepresented student demographic to mirror that of our surrounding communities and to increase the persistence and completion rates of underrepresented students. We will compare 2017/18 academic year data with 2016/17 academic year to measure effectiveness.

Budgetary Plan --	Salaries, Wages, & Benefits	<u>\$ 152,700</u>
	Total	\$ 152,700

Veterans Services Coordinator	\$70,000
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Description – An additional veteran services coordinator is needed to service South City Campus and Westpointe Center. Both the South City Campus and Westpointe Center serve large student veteran populations and it is important that SLCC provide appropriate levels of support to veteran students. This position will be responsible for ensuring veteran students are certified based upon requirements from the Veterans Administration for the flight program, and programs offered in the School of Applied Technology. The request for this positions is in response to increased number of veteran students attending class at satellite campuses and the need to provide high-quality, high-touch outreach support services that have a positive

impact on persistence and completion. The Veteran Services Coordinator will provide services to veteran students at the South City Campus and the Westpointe Center.

Outcomes – With the addition of a Veterans Services Coordinator to the South City Campus and Westpointe Center, there will be increased support services for veteran students. Support services are needed to assist veterans in the educational processes and personal and academic success. The expected outcome is an increase in persistence and completion rates for veteran students.

Assessment – SLCC will track number of veteran students who receive support services at the South City Campus and Westpointe Center and will also measure their persistence and completion rates.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$70,000</u>
Total	\$70,000

Guided Pathways Support Structure **\$410,000**

Description - A support structure is needed to augment the success of the Guided Pathways model. These support structures will impact overall student completion and success; moreover, they are part of a collective effort to achieve this overarching goal.

Digital Marketing Manager \$90,000

The digital marketing manager is needed for developing the SLCC website to inform and guide students. This position will research and assess national education websites to determine the most effective SLCC website architecture and design to deliver guided pathway information to students. The manager will also work across academic disciplines, student affairs, institutional effectiveness, and other areas of the college to collect attributes (content and images) for the website layout. The manager will also design website functionality to communicate and also implement the guided pathways initiative to students including website layout, design and search features.

IT Specialists \$320,000

Three positions are needed to help implement the technological tools, software, and infrastructure to support student progression through guided pathways. The integration of software applications that connect faculty, students, and advisors about a student's progress is a core aspect of guided pathways. These applications can be used to alert key players of whether a support/intervention is needed. Two technical project leads to manage software programs as part of guided pathways. One position for Data Governance and Security.

Rationale: As part of the guided pathways efforts, there is a need to better align institutional resources to help increase student success at the community college. These positions will support the overall goals of the institution.

Outcomes: The institution's goals are to increase student persistence and graduation rates. In doing so we allow for greater success for our students.

Assessment: Increase SLCC student persistence and graduation rates in the database.

Budgetary Plan – Salaries, Wages & Benefits	<u>\$410,000</u>
Total	\$410,000

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Revision of Policy R345, *Information Technology Resource Security*

Issue

The Audit Subcommittee of the Board of Regents requested that the Commissioner's Office work with Presidents to help strengthen cyber-security at each of the USHE institutions. To respond to this request Regents are asked to review and approve the proposed changes to Regent Policy R345, *Information Technology Resource Security*.

Background

Information security and student data protection, also known as cyber security, continues to be a top issue for higher education institutions including in USHE. The potential financial risks associated with a cyber-security attack are astounding. In 2014, the average cost of a data breach at a U.S. educational institution was \$225 per record lost, according to the Ponemon Institute. At that rate, even an institution the size of Snow College — with 5,000 current students, but 300,000 records in Banner — would suffer a loss in the tens of millions of dollars. A significant breach at any institution of any size could be staggering in its scope and cost. USHE institutions have been relatively lucky up to this point to not have suffered a major data breach; however, our institutions are vulnerable. As technology continues to evolve, the vulnerability to experience a data breach or system hack increases daily. Cyber-criminals' level of sophistication has outpaced the resources that are currently available in our institutions.

With that said, the Commissioner, Presidents and CIOs are committed to protecting the institutions from data breaches. In a proactive effort, the Commissioner and Presidents asked the Chief Information Officers of each USHE institution to work together to develop a recommendation and implementation plan for a standard security platform for cyber security and to update Regent Policy R345 to reflect the security platform and general updates to the language in the policy. To help establish a uniform security platform, each USHE institution will be required to have/implement the following:

- Multi Factor Authentication for all faculty and staff. This is considered the best proactive practice and most cost-effective solution for addressing the possibility of a data breach on campus.
- Breach insurance for an institution. If a breach does occur, these insurance policies help institutions to cover the cost of "cleanup and damage control" related to the breach.

Information security is of paramount importance to all of our colleges and universities. The open, collaborative nature of higher education creates unique challenges to protect our institutional assets and data. The cyber security game has changed significantly, and our institutions need to update their “tool kits” to keep pace.

Commissioner’s Recommendation

The Commissioner recommends that the Regents approve R345, *Information Technology Resources Security*, as amended, effective immediately.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/SH
Attachments

R345-1. Purpose: To provide ~~policy to secure the~~ minimum security standards for protecting USHE institutions' private sensitive information Personally Identifiable Information of faculty, staff, patients, students, and others affiliated with USHE institutions, and to prevent the loss of information that is critical to the operation of the institutions and USHE. ~~USHE Information Technology Resources are at risk~~ from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. Specific institutional policies may be more restrictive depending on the security requirements of the institution.

R345-2. References

- 2.1. Policy and Procedures R132, Government Records Act Access and Management Act Guidelines
- 2.2. Policy and Procedures R341, Computing Systems Programs
- 2.3. Policy and Procedures R343, Information Management

R345-3. Definitions

- 3.1 **Acceptable Use Policy:** Defines User conduct for appropriate use of the Institution's IT Resources.
- 3.2 **Administrative Access:** Any account or other access mechanism that permits a Data Steward, Data Custodian, IT Resource administrator, or User to control an IT resource and/or grants functional access to multiple records of Confidential Data.
- 3.3 **Critical IT Resource:** An IT Resource which is required for the continuing operation of the institution and/or its colleges and departments, including any IT Resource which, if it fails to function correctly and/or on schedule, could result in a major failure of mission-critical business functions, a significant loss of funds, or a significant liability or other legal exposure. For example, General Ledger monthly financial reporting may be considered non-Critical IT Resources by the institution, but financial reporting at fiscal year-end may be considered a Critical IT Resource.
- 3.4 **Disaster:** Any event or occurrence that prevents the normal operation of a Critical IT Resource(s).
- 3.5 **Disaster Recovery Plan:** A written plan including provisions for implementing and running Critical IT Resources at an alternate site or provisions for equivalent alternate processing (possibly manual) in the event of a disaster.
- 3.6 **Information Security Office(s) (ISO):** The Information Security Office ~~(s) is (are) responsible for the development and maintenance of~~ develops and maintains security ~~strategy~~ strategies for the institution's IT Resource systems, risk assessments, compliance with ISO policies and guidelines, and for the resolution of campus IT security incidents. The institution may have ISO functions performed by one or more individuals or offices. If multiple individuals or offices are involved, their respective roles and assignments should be clearly delineated.
- 3.7 **Incident Response Team:** ~~Directed by the ISO and made up~~ A team composed of appropriate campus personnel, including an ISO representative; the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and ~~preventative~~ preventive measures that develop as a result of

responding to and resolving security breaches.

3.8 Information Technology Resource (IT Resource): A resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This definition includes but is not limited to electronic mail, voice mail, local databases, externally accessed databases, [Internet-based storage](#), [mobile devices](#), [removable storage](#), CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.

3.9 IT Resource Steward: The individual who has policy level responsibility for determining what IT Resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of Information Resources.

3.10 IT Resource Custodian: The organization or individual who implements the policy defined by the IT Resource Steward and has responsibility for IT systems that store, process or transmit IT resources.

3.11 IT Resource Administrator: Institutional staff that, under the direction of the IT Resource Steward and with operational instructions from the IT Resource Custodian, have day-to-day operational responsibility for data capture, maintenance and dissemination.

3.12 ~~Private Sensitive Information~~ [Personally Identifiable Information](#): ~~Private information retained by or accessible through IT Resources such as networks and/or computers, including any information that identifies or describes an individual (Information Owner), including but not limited to, his or her name, Social Security number, medical history, and financial matters. Access to such data is governed by state and federal laws, both in terms of protection of the data, and requirements for disclosing the data to the individual to whom it pertains.~~ [Personally Identifiable Information \(PII\) is protected by federal and state laws and regulations, including federal regulations administered by the U.S. the Department of Homeland Security \(DHS\), and is defined by DHS as "any information that permits the identity of an individual to be directly or indirectly inferred, which if lost, compromised, or disclosed without authorization could result in substantial harm, embarrassment, inconvenience, or unfairness to an individual." PII must be protected prior to release in accordance with the Utah Government Records Access Management Act \(GRAMA\) or other disclosures required by law. PII includes but is not limited to the following:](#)

[3.12.1 Full Social Security Number \(SSN\)](#)

[3.12.2 Driver's license or State ID number](#)

[3.12.3 Passport number](#)

[3.12.4 Visa number](#)

[3.12.5 Alien Registration Number](#)

[3.12.6 Fingerprints or other biometric identifiers](#)

[3.12.7 Full name in combination with:](#)

[3.12.7.1 Mother's maiden name](#)

[3.12.7.2 Date of birth Last 4 digits of SSN](#)

3.12.7.3 Citizenship or immigration status

3.12.7.4 Ethnic or religious affiliation

3.12.8 Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA)

3.13 ~~Private Sensitive Information~~ Personally Identifiable Information does not include “public information” as defined by the Utah Government Records Access and Management Act (GRAMA), or in the case of student records, “directory information” as defined by the Family Education Rights and Privacy Act (FERPA).

3.14 **Security:** Measures taken to reduce the risk of (a) unauthorized access to IT Resources, via either logical, physical, managerial, or social engineering means; and/or (b) damage to or loss of IT Resources through any type of disaster, including cases where a violation of security or a disaster occurs despite ~~preventative~~ preventive measures.

3.15 **Server:** A computer used to provide information and/or services to multiple Users.

3.16 **Unauthorized Access to IT Resources:** Access to ~~Private Sensitive Information~~ Personally Identifiable Information or Critical IT Resources by a User(s) that does not need access to perform his/her job duties.

3.17 **User:** Any person, including faculty members, staff members, students, patients and anyone else such as contractors, consultants, interns, and temporary employees, who accesses and uses institutional IT Resources.

R345-4. Policy: ~~Protecting Private Sensitive Information on Institution or Departmental IT Resources:~~ Each institution and its colleges, departments, and divisions, ~~must~~ shall take measures to protect ~~Private Sensitive Information~~ Personally Identifiable Information that is stored, processed or transmitted using IT Resources under their control. Institutions should adopt ~~These these~~ measures ~~should be taken~~ as needed and ~~reviewed~~ review their security methods with the ISO at regular intervals to ensure they are using best practices ~~designated by the campus-ISO~~.

4.1 Institutions shall design reasonable and appropriate security procedures ~~must be designed~~ to prevent unauthorized individuals or organizations from accessing IT Resources which store, process, or transmit ~~Private Sensitive Information~~ Personally Identifiable Information.

4.1.1 Institutions shall design security procedures ~~must be designed~~ for IT Resources that do not store, process or transmit ~~Private Sensitive Information~~ Personally Identifiable Information if access to such IT Resources provides ~~the possibility a possible vector or avenue to~~ a breach of security of ~~Private Sensitive Information~~ Personally Identifiable Information or critical IT ~~infrastructure~~ resource.

4.1.2 Institutions and departments shall maintain appropriate controls for administrative or functional access to IT resources containing Personally Identifiable Information and shall regularly audit administrative accounts to ensure only currently valid users and administrators have access.

4.1.3 Institutions shall implement multi-factor authentication for all administrative and functional access to IT resources that store, process or transmit Personally Identifiable Information.

4.1.4 Institutions shall implement industry-standard encryption that renders the storage media of the device reasonably unrecoverable by a third-party, or other reasonable controls, on any mobile computing or removable storage device that processes, stores, or transmits Personally Identifiable Information.

4.1.5 Institutions and departments that entrust Personally Identifiable Information to third-parties (e.g. hosted and/or "cloud" IT Resources) shall review contracts and/or terms of service to ensure the third-party will implement reasonable protections for Personally Identifiable Information in all stages of its lifecycle, including creation, storage, processing, transmittal and destruction.

4.1.6 Institutions shall maintain an inventory of all internal or third-party IT Resources that store, process or transmit Personally Identifiable Information.

4.2 Preventing the Loss of Critical Institution or Departmental IT Resources: At regular intervals using best practices designated by ISO, each institution ~~and its colleges, departments, and divisions, must~~ shall take measures to identify and prevent the loss of Critical IT Resources that are under their control, and to include Critical IT Resources in college, department or division Disaster Recovery Plans.

~~4.2.1—Reasonable and appropriate security procedures must be implemented to ensure the availability of institution or departmental Critical IT Resources.~~

4.3 Protecting ~~Private Sensitive Information~~ Personally Identifiable Information on Users' (Faculty, Staff, Students) IT Resources: Users of IT Resources ~~must~~ shall not knowingly retain on personal computers, servers, or other computing devices, ~~Private Sensitive Information~~ Personally Identifiable Information, such as Social Security Numbers; financial information including credit card numbers and bank information; or protected health information, including health records and medical information, except under the following conditions:

4.3.1 The User ~~must have such needs~~ Personally Identifiable Information to perform duties that are necessary to conduct the business of the institution;

4.3.2 The appropriate dean, department chair, or vice president must have granted permission to the User; ~~and~~

4.3.3 The institutions have installed industry-standard encryption that renders the storage media of the device reasonably unrecoverable by a third-party, or other reasonable controls, on the user's mobile computing or removable storage device that processes, stores, or transmits Personally Identifiable Information; and

4.3.4 The User must take reasonable precautions to secure the ~~Private Sensitive Information~~ Personally Identifiable Information that resides on his/her personal computer or other computing device. ~~, e.g., implement an encryption method to protect documents that contain sensitive information.~~

4.3.5 Permission is not required to retain student grades, letters of recommendation, RPT documents, patentable research findings, etc., that are used regularly in the performance of faculty and staff duties. However, if a computer containing such data is readily accessible to unauthorized individuals, the User must take reasonable precautions to secure the data.

4.4 Preventing the Loss of Critical IT Resources on Users' (Faculty, Staff, Students) IT Resources: A User must take reasonable precautions to reduce the risk of loss of Critical IT Resources that

reside on his/her personal computer or other computing device, i.e., at regular intervals backup critical documents on CDs or other media, or back up documents to a storage device or system which is administered by the User's IT Systems Administrator or otherwise approved by the campus for such use.

4.5 Identification of ~~Private Sensitive Information~~ Personally Identifiable Information and Critical IT Resources: If uncertain whether or not an IT Resource contains ~~Private Sensitive Information~~ Personally Identifiable Information or is a Critical IT Resource, a User ~~must shall~~ seek direction from the IT Resource Steward, the IT Resource Custodian, the campus HIPAA Health Insurance Portability and Accountability Act (HIPAA) Privacy Office, or the institution's Information Security Officer.

4.6 Reporting of Security Breaches: All suspected or actual security breaches of institutional or departmental systems must immediately be reported to the institution's Information Security Officer. IT Systems Administrators should report security incidents to the IT Resource Steward and IT Resource Custodian for their respective organization. If the compromised system contains personal or financial information (e.g. credit card information, Social Security Numbers, etc.), the organization must report the event to the institution's legal office.

4.6.1 If ~~Private Sensitive Information~~ an unauthorized person or organization has been accessed or compromised ~~by unauthorized persons or organizations~~ Personally Identifiable Information:

4.6.1.1 The IT Resource Steward or User who is responsible for the information must consult with the vice president, dean, department head, supervisor, ISO and the legal office to assess the level of threat and/or liability posed to the institution and to those whose ~~Private Sensitive Information~~ Personally Identifiable Information was accessed.

4.6.1.2 The Institution shall notify and direct individuals whose ~~Private Sensitive Information~~ Personally Identifiable Information was accessed or compromised ~~will be notified and referred~~ to ISO for instructions regarding measures ~~to be taken~~ they should take to protect themselves from identity theft.

4.7 Reporting Loss of Critical IT Resource: If Critical IT Resources are lost, the Data Steward or User must notify those individuals and organizations that are affected by the loss of the resource.

4.8 Insurance against Data Loss or Breach: Institutions shall maintain an insurance policy covering loss or breach of Personally Identifiable Information.

4.9 Physical Security: Users are responsible for assuring that all electronic information, hard copy information, and hardware devices in their possession are physically protected in accordance with their classification level at all times. Users ~~must assure that~~ shall follow at all times the security controls for each work area ~~are followed~~ and that they comply with access restrictions, sensitive data handling procedures, and the security plan for each area ~~are adhered to.~~

4.10 Destruction or "Wiping" of Electronic Media: Departments and Users shall destroy ~~private and sensitive information~~ Personally Identifiable Information as well as other personal or financial information in a campus IT Resource or on personal computers, servers, or other campus computing devices, when such information is no longer needed to conduct the business of the institution, using established institutional procedures.

R345-5. Roles and Responsibilities: Each institution shall clearly define the roles and responsibilities of persons charged with the security of institutional information resources. The institution may organize the ISO office(s) as one person or multiple groups to fit its needs. Also the institution may choose to use designations other than "IT Resource Steward, IT Resource Custodian, and IT Resource Administrators" to describe the persons charged with the

following roles and responsibilities.

5.1. Institutional Information Security Office(s) (ISO): The ISO reports directly to a senior institutional administrator. The ISO is responsible for the coordination, review and approval of procedures used to provide the requisite security for ~~Private Sensitive Information~~ Personally Identifiable Information or Critical IT Resources. The ISO is responsible for coordinating compliance with this policy and shall:

5.1.1. Develop and maintain security policies, plans, procedures, strategies, architectures, best practices, and minimum requirements.

5.1.2. Educate and provide assistance in complying with this policy to IT Resource Stewards, IT Resource Custodians, IT Resource Administrators, and Users. Provide guidelines consistent with institutional policies, consultation, and assistance to campus departments and individuals regarding the proper use of computer workstations, servers, applications, group networks and other IT Resources.

5.1.3. Implement and enforce baseline perimeter security practices endorsed for institutions by federal, state, and local government agencies, and national organizations such as Educause, the SANS Institute, and the National Institute of Standards and Technology.

5.1.4. Monitor and analyze campus network traffic information to ensure compliance with institutional security and acceptable use policies, and evaluate, identify, and resolve security vulnerabilities, breaches and threats to the institution's IT Resources.

5.1.5. ~~Conduct security audits as requested by campus departments.~~ Conduct security audits ongoing, periodically to confirm compliance with this policy.

5.1.6. Direct the campus Incident Response Team, incident response activities, and incident resolution at institutional, departmental, and individual levels. Take appropriate and reasonable remedial action to resolve security incidents.

5.1.7. Assist institutional or third-party auditors in the analysis of campus IT Resources to further ensure policy compliance.

5.1.8. Monitor compliance with security policies and procedures and report compliance violations to the relevant cognizant authority.

5.2. IT Resource Custodian: IT Resource Custodians (Computer Services and other IT Resources related work units or individuals) ~~are charged with the responsibility of managing and maintaining~~ the campus backbone network and other IT systems and resources and, as related to their security roles and responsibilities, shall:

5.2.1. Monitor the campus network traffic flows, primarily for the purpose of network maintenance and optimization.

5.2.2. Inform the Information Security Officer of traffic patterns, which pursuant to best practices, procedures and standards, may indicate a potential or actual threat to the network backbone and campus IT Resources.

5.2.3. Apply security policy and procedures to campus network devices as directed by the ISO.

5.3. Incident Response Team: Under the direction of the Information Security Officer, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that

develop as a result of responding to and resolving security breaches.

5.4. IT Resource Steward: The IT Resource Steward is designated by the cognizant authority of the relevant group or work unit, is familiar with data issues, laws and regulations, and shall:

5.4.1. Determine the purpose and function of the IT Resource.

5.4.2. Determine the level of security required based on the sensitivity of the IT Resource.

5.4.3. Determine ~~the level of criticality of an~~ how critical the IT Resource.

5.4.4. Determine accessibility rights to IT Resources.

5.4.5. Determine the appropriate method for providing business continuity for Critical IT Resources (e.g., performing Service Continuity at an alternate site, performing equivalent manual procedures, etc.).

5.4.6. Specify adequate data retention, in accordance with the institution's policies, and state and federal laws for IT Resources consisting of applications or data.

5.4.7. Monitor and analyze network traffic and system log information for the purpose of evaluating, identifying and resolving security breaches and/or threats to the IT Resources of the organization for which they have responsibility.

5.4.8. An IT Resource Steward in a work unit, ~~which~~ that lacks the professional IT staff or expertise to accomplish items 5.4.1 through 5.4.7, or to fulfill the responsibilities of the IT Resource Administrators, may request assistance from the Information Security Officer.

5.5. IT Resource Administrator: The IT Resource Administrator(s) ~~is responsible for the performance of~~ performs security functions and procedures as directed by the IT Resource Steward, implementing and administering the security of IT Resources in accordance with institutional and industry best practices and standards.

R345-6. Sanctions and Remedies

6.1. Emergency Action by the ISO: The ISO may discontinue service to any User who violates this policy or other IT policies when continuation of such service threatens the security (including integrity, privacy and availability) of the institution's IT Resources. The ISO may discontinue service to any network segment or networked device if the continued operation of such segments or devices threatens the security of the institution's IT Resources. The ISO will notify the IT Resource Steward or his/her designee to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.2. Emergency Action by the IT Resource Steward: The IT Resource Steward may discontinue service or request that the ISO discontinue service to network segments, network devices, or Users under his or her jurisdiction, which are not in compliance with this policy. IT Resource Stewards will notify or request that the ISO notify affected individuals to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.3. Restoration of Access: A User's access may be restored as soon as the direct and imminent security threat has been remedied.

6.4. Revocation of Access: USHE institutions shall reserve the right to revoke access to any IT

Resource for any User who violates the institution's policy, or for any other business reasons ~~in~~
~~conformance with~~ [as allowed by](#) applicable institutional policies.

6.5. Disciplinary Action: Violation of the institution's policy may result in disciplinary action, including termination of employment. Staff members may appeal revocation of access to IT Resources or disciplinary actions taken against them pursuant to institutional policy.

R345-1. Purpose: To provide minimum security standards for protecting USHE institutions' Personally Identifiable Information from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. Specific institutional policies may be more restrictive depending on the security requirements of the institution.

R345-2. References

- 2.1. Policy and Procedures R132, Government Records Access and Management Act Guidelines
- 2.2. Policy and Procedures R341, Computing Systems Programs
- 2.3. Policy and Procedures R343, Information Management

R345-3. Definitions

- 3.1 **Acceptable Use Policy:** Defines User conduct for appropriate use of the Institution's IT Resources.
- 3.2 **Administrative Access:** Any account or other access mechanism that permits a Data Steward, Data Custodian, IT Resource administrator, or User to control an IT resource and/or grants functional access to multiple records of Confidential Data.
- 3.3 **Critical IT Resource:** An IT Resource which is required for the continuing operation of the institution and/or its colleges and departments, including any IT Resource which, if it fails to function correctly and/or on schedule, could result in a major failure of mission-critical business functions, a significant loss of funds, or a significant liability or other legal exposure. For example, General Ledger monthly financial reporting may be considered non-Critical IT Resources by the institution, but financial reporting at fiscal year-end may be considered a Critical IT Resource.
- 3.4 **Disaster:** Any event or occurrence that prevents the normal operation of a Critical IT Resource(s).
- 3.5 **Disaster Recovery Plan:** A written plan including provisions for implementing and running Critical IT Resources at an alternate site or provisions for equivalent alternate processing (possibly manual) in the event of a disaster.
- 3.6 **Information Security Office(s) (ISO):** The Information Security Office develops and maintains security strategies for the institution's IT Resource systems, risk assessments, compliance with ISO policies and guidelines, and for the resolution of campus IT security incidents. The institution may have ISO functions performed by one or more individuals or offices. If multiple individuals or offices are involved, their respective roles and assignments should be clearly delineated
- 3.7 **Incident Response Team:** A team composed of appropriate campus personnel, including an ISO representative; the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventive measures that develop as a result of responding to and resolving security breaches.
- 3.8 **Information Technology Resource (IT Resource):** A resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This

definition includes but is not limited to electronic mail, voice mail, local databases, externally accessed databases, Internet-based storage, mobile devices, removable storage, CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.

3.9 IT Resource Steward: The individual who has policy level responsibility for determining what IT Resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of Information Resources.

3.10 IT Resource Custodian: The organization or individual who implements the policy defined by the IT Resource Steward and has responsibility for IT systems that store, process or transmit IT resources.

3.11 IT Resource Administrator: Institutional staff that, under the direction of the IT Resource Steward and with operational instructions from the IT Resource Custodian, have day-to-day operational responsibility for data capture, maintenance and dissemination.

3.12 Personally Identifiable Information: Personally Identifiable Information (PII) is protected by federal and state laws and regulations, including federal regulations administered by the U.S. the Department of Homeland Security (DHS), and is defined by DHS as "any information that permits the identity of an individual to be directly or indirectly inferred, which if lost, compromised, or disclosed without authorization could result in substantial harm, embarrassment, inconvenience, or unfairness to an individual." PII must be protected prior to release in accordance with the Utah Government Records Access Management Act (GRAMA) or other disclosures required by law. PII includes but is not limited to the following:

3.12.1 Full Social Security Number (SSN)

3.12.2 Driver's license or State ID number

3.12.3 Passport number

3.12.4 Visa number

3.12.5 Alien Registration Number

3.12.6 Fingerprints or other biometric identifiers

3.12.7 Full name in combination with:

3.12.7.1 Mother's maiden name

3.12.7.2 Date of birth Last 4 digits of SSN

3.12.7.3 Citizenship or immigration status

3.12.7.4 Ethnic or religious affiliation

3.12.8 Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA)

3.13 Personally Identifiable Information does not include "public information" as defined by the Utah

Government Records Access and Management Act (GRAMA), or in the case of student records, "directory information" as defined by the Family Education Rights and Privacy Act (FERPA).

3.14 Security: Measures taken to reduce the risk of (a) unauthorized access to IT Resources, via either logical, physical, managerial, or social engineering means; and/or (b) damage to or loss of IT Resources through any type of disaster, including cases where a violation of security or a disaster occurs despite preventive measures.

3.15 Server: A computer used to provide information and/or services to multiple Users.

3.16 Unauthorized Access to IT Resources: Access to Personally Identifiable Information or Critical IT Resources by a User(s) that does not need access to perform his/her job duties.

3.17 User: Any person, including faculty members, staff members, students, patients and anyone else such as contractors, consultants, interns, and temporary employees, who accesses and uses institutional IT Resources.

R345-4. Policy: Each institution and its colleges, departments, and divisions, shall take measures to protect Personally Identifiable Information that is stored, processed or transmitted using IT Resources under their control. Institutions should adopt these measures as needed and review their security methods with the ISO at regular intervals to ensure they are using best practices.

4.1 Institutions shall design reasonable and appropriate security procedures to prevent unauthorized individuals or organizations from accessing IT Resources which store, process, or transmit Personally Identifiable Information.

4.1.1 Institutions shall design security procedures for IT Resources that do not store, process or transmit Personally Identifiable Information if access to such IT Resources provides a possible vector or avenue to a breach of security of Personally Identifiable Information or critical IT resource.

4.1.2 Institutions and departments shall maintain appropriate controls for administrative or functional access to IT resources containing Personally Identifiable Information and shall regularly audit administrative accounts to ensure only currently valid users and administrators have access.

4.1.3 Institutions shall implement multi-factor authentication for all administrative and functional access to IT resources that store, process or transmit Personally Identifiable Information.

4.1.4 Institutions shall implement industry-standard encryption that renders the storage media of the device reasonably unrecoverable by a third-party, or other reasonable controls, on any mobile computing or removable storage device that processes, stores, or transmits Personally Identifiable Information.

4.1.5 Institutions and departments that entrust Personally Identifiable Information to third-parties (e.g. hosted and/or "cloud" IT Resources) shall review contracts and/or terms of service to ensure the third-party will implement reasonable protections for Personally Identifiable Information in all stages of its lifecycle, including creation, storage, processing, transmittal and destruction.

4.1.6 Institutions shall maintain an inventory of all internal or third-party IT Resources that

store, process or transmit Personally Identifiable Information.

4.2 Preventing the Loss of Critical Institution or Departmental IT Resources: At regular intervals using best practices designated by ISO, each institution shall take measures to identify and prevent the loss of Critical IT Resources that are under their control, and to include Critical IT Resources in college, department or division Disaster Recovery Plans.

4.3 Protecting Personally Identifiable Information on Users' (Faculty, Staff, Students) IT Resources: Users of IT Resources shall not knowingly retain on personal computers, servers, or other computing devices, Personally Identifiable Information, such as Social Security Numbers; financial information including credit card numbers and bank information; or protected health information, including health records and medical information, except under the following conditions:

4.3.1 The User needs Personally Identifiable Information to perform duties that are necessary to conduct the business of the institution;

4.3.2 The appropriate dean, department chair, or vice president must have granted permission to the User

4.3.3 The institutions have installed industry-standard encryption that renders the storage media of the device reasonably unrecoverable by a third-party, or other reasonable controls, on the user's mobile computing or removable storage device that processes, stores, or transmits Personally Identifiable Information; and

4.3.4 The User must take reasonable precautions to secure the Personally Identifiable Information that resides on his/her personal computer or other computing device.

4.3.5 Permission is not required to retain student grades, letters of recommendation, RPT documents, patentable research findings, etc., that are used regularly in the performance of faculty and staff duties. However, if a computer containing such data is readily accessible to unauthorized individuals, the User must take reasonable precautions to secure the data.

4.4 Preventing the Loss of Critical IT Resources on Users' (Faculty, Staff, Students) IT Resources: A User must take reasonable precautions to reduce the risk of loss of Critical IT Resources that reside on his/her personal computer or other computing device, i.e., at regular intervals backup critical documents on CDs or other media, or back up documents to a storage device or system which is administered by the User's IT Systems Administrator or otherwise approved by the campus for such use.

4.5 Identification of Personally Identifiable Information and Critical IT Resources: If uncertain whether or not an IT Resource contains Personally Identifiable Information or is a Critical IT Resource, a User shall seek direction from the IT Resource Steward, the IT Resource Custodian, the campus Health Insurance Portability and Accountability Act (HIPAA) Privacy Office, or the institution's Information Security Officer.

4.6 Reporting of Security Breaches: All suspected or actual security breaches of institutional or departmental systems must immediately be reported to the institution's Information Security Officer. IT Systems Administrators should report security incidents to the IT Resource Steward and IT Resource Custodian for their respective organization. If the compromised system contains personal or financial information (e.g. credit card information, Social Security Numbers, etc.), the organization must report the event to the institution's legal office.

4.6.1 If an unauthorized person or organization has been accessed or compromised Personally Identifiable Information:

4.6.1.1 The IT Resource Steward or User who is responsible for the information must consult with the vice president, dean, department head, supervisor, ISO and the legal office to assess the level of threat and/or liability posed to the institution and to those whose Personally Identifiable Information was accessed.

4.6.1.2 The Institution shall notify and direct individuals whose Personally Identifiable Information was accessed or compromised to ISO for instructions regarding measures they should take to protect themselves from identity theft.

4.7 **Reporting Loss of Critical IT Resource:** If Critical IT Resources are lost, the Data Steward or User must notify those individuals and organizations that are affected by the loss of the resource.

4.8 **Insurance against Data Loss or Breach:** Institutions shall maintain an insurance policy covering loss or breach of Personally Identifiable Information.

4.9 **Physical Security:** Users are responsible for assuring that all electronic information, hard copy information, and hardware devices in their possession are physically protected in accordance with their classification level at all times. Users shall follow at all times the security controls for each work area and that they comply with access restrictions, sensitive data handling procedures, and the security plan for each area.

4.10 **Destruction or "Wiping" of Electronic Media:** Departments and Users shall destroy Personally Identifiable Information as well as other personal or financial information in a campus IT Resource or on personal computers, servers, or other campus computing devices, when such information is no longer needed to conduct the business of the institution, using established institutional procedures.

R345-5. Roles and Responsibilities: Each institution shall clearly define the roles and responsibilities of persons charged with the security of institutional information resources. The institution may organize the ISO office(s) as one person or multiple groups to fit its needs. Also the institution may choose to use designations other than "IT Resource Steward, IT Resource Custodian, and IT Resource Administrators" to describe the persons charged with the following roles and responsibilities.

5.1. **Institutional Information Security Office(s) (ISO):** The ISO reports directly to a senior institutional administrator. The ISO is responsible for the coordination, review and approval of procedures used to provide the requisite security for Personally Identifiable Information or Critical IT Resources. The ISO is responsible for coordinating compliance with this policy and shall:

5.1.1. Develop and maintain security policies, plans, procedures, strategies, architectures, best practices, and minimum requirements.

5.1.2. Educate and provide assistance in complying with this policy to IT Resource Stewards, IT Resource Custodians, IT Resource Administrators, and Users. Provide guidelines consistent with institutional policies, consultation, and assistance to campus departments and individuals regarding the proper use of computer workstations, servers, applications, group networks and other IT Resources.

5.1.3. Implement and enforce baseline perimeter security practices endorsed for institutions by federal, state, and local government agencies, and national organizations such as Educause, the SANS Institute, and the National Institute of Standards and Technology.

5.1.4. Monitor and analyze campus network traffic information to ensure compliance with institutional security and acceptable use policies, and evaluate, identify, and resolve security vulnerabilities, breaches and threats to the institution's IT Resources.

- 5.1.5. Conduct security audits ongoing, periodic to confirm compliance with this policy.
- 5.1.6. Direct the campus Incident Response Team, incident response activities, and incident resolution at institutional, departmental, and individual levels. Take appropriate and reasonable remedial action to resolve security incidents.
- 5.1.7. Assist institutional or third-party auditors in the analysis of campus IT Resources to further ensure policy compliance.
- 5.1.8. Monitor compliance with security policies and procedures and report compliance violations to the relevant cognizant authority.

5.2. IT Resource Custodian: IT Resource Custodians (Computer Services and other IT Resources related work units or individuals) the campus backbone network and other IT systems and resources and, as related to their security roles and responsibilities, shall:

- 5.2.1. Monitor the campus network traffic flows, primarily for the purpose of network maintenance and optimization.
- 5.2.2. Inform the Information Security Officer of traffic patterns, which pursuant to best practices, procedures and standards, may indicate a potential or actual threat to the network backbone and campus IT Resources.
- 5.2.3. Apply security policy and procedures to campus network devices as directed by the ISO.

5.3. Incident Response Team: Under the direction of the Information Security Officer, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

5.4. IT Resource Steward: The IT Resource Steward is designated by the cognizant authority of the relevant group or work unit, is familiar with data issues, laws and regulations, and shall:

- 5.4.1. Determine the purpose and function of the IT Resource.
- 5.4.2. Determine the level of security required based on the sensitivity of the IT Resource.
- 5.4.3. Determine how critical the IT Resource.
- 5.4.4. Determine accessibility rights to IT Resources.
- 5.4.5. Determine the appropriate method for providing business continuity for Critical IT Resources (e.g., performing Service Continuity at an alternate site, performing equivalent manual procedures, etc.).
- 5.4.6. Specify adequate data retention, in accordance with the institution's policies, and state and federal laws for IT Resources consisting of applications or data.
- 5.4.7. Monitor and analyze network traffic and system log information for the purpose of evaluating, identifying and resolving security breaches and/or threats to the IT Resources of the organization for which they have responsibility.
- 5.4.8. An IT Resource Steward in a work unit that lacks the professional IT staff or expertise to accomplish items 5.4.1 through 5.4.7, or to fulfill the responsibilities of the IT Resource

Administrators, may request assistance from the Information Security Officer.

5.5. IT Resource Administrator: The IT Resource Administrator(s) performs security functions and procedures as directed by the IT Resource Steward, implementing and administering the security of IT Resources in accordance with institutional and industry best practices and standards.

R345-6. Sanctions and Remedies

6.1. Emergency Action by the ISO: The ISO may discontinue service to any User who violates this policy or other IT policies when continuation of such service threatens the security (including integrity, privacy and availability) of the institution's IT Resources. The ISO may discontinue service to any network segment or networked device if the continued operation of such segments or devices threatens the security of the institution's IT Resources. The ISO will notify the IT Resource Steward or his/her designee to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.2. Emergency Action by the IT Resource Steward: The IT Resource Steward may discontinue service or request that the ISO discontinue service to network segments, network devices, or Users under his or her jurisdiction, which are not in compliance with this policy. IT Resource Stewards will notify or request that the ISO notify affected individuals to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to the institution's IT Resources.

6.3. Restoration of Access: A User's access may be restored as soon as the direct and imminent security threat has been remedied.

6.4. Revocation of Access: USHE institutions shall reserve the right to revoke access to any IT Resource for any User who violates the institution's policy, or for any other business reasons as allowed by applicable institutional policies.

6.5. Disciplinary Action: Violation of the institution's policy may result in disciplinary action, including termination of employment. Staff members may appeal revocation of access to IT Resources or disciplinary actions taken against them pursuant to institutional policy.

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional Non-State Funded Projects and Land Bank Requests for 2017-18

Issue

Regent Policy R710, *Capital Facilities*, requires the Board of Regents to review and authorize institutional requests for non-state funded capital development projects that require legislative approval and land bank projects seeking legislative appropriations.

Background

The following three non-state funded projects are being submitted for Regent consideration for the 2017 General Legislative Session and will require legislative authorization for bonding. These projects are not eligible to receive state-appropriations for design, construction, or operation and maintenance (O&M):

- University of Utah – University Guest House Expansion
- Dixie State University – Legend Solar Stadium
- Salt Lake Community College – Jordan Campus Student Center

Regents should be aware that two of the requests for state-funded capital development projects are also asking for legislative authorization for bonding to assist with financing through construction of the projects. These two projects are being presented separately with the state-funded requests.

- University of Utah – Medical Education & Discovery (MED)/ Rehabilitation Hospital
- Dixie State University – Human Performance Center

The following land banking request for state appropriations is submitted for consideration by the Regents:

- Snow College – Ephraim Campus Property

Additional information about these projects may be found in the following attachments.

Commissioner's Recommendation

The Commissioner recommends that the Regents authorize institutions to present these projects for Legislative review and action during the 2017 General Session.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

UNIVERSITY OF UTAH – UNIVERSITY GUEST HOUSE EXPANSION

Revenue Bond	Donations/ Other	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Bond Repayment
\$8,250,000	\$0	\$8,250,000	27,365	\$0	Operating Revenues

The University of Utah Guest House and Conference Center is located at Fort Douglas and currently accommodates 180 sleeping rooms and 30,000 square feet of meeting space. The Guest House currently runs at capacity providing housing for patients and guests visiting the adjacent hospital facilities as well as the Utah Summer Conference Program. This project would expand the University Guest House by 30 to 35 rooms designed for longer term stays with amenities including handicap restrooms and kitchens particularly suited for hospital patients. The site for the expansion is adjacent to the existing facility on property owned by the University.

Operating revenues from the expanded University Guest House will support the bond for this project. Demand for housing at this location continues to exceed the supply and the University projects that revenues will cover bond payments, operations, and maintenance of the facility. Operation and maintenance costs associated with the new facility are estimated at \$125,000. Patient visits to the University Hospital continue to increase and the Hospital estimates that approximately 34 percent of patients live outside of Salt Lake County, many of which require multi-day stays for cancer treatments, transplants, or trauma incidents. The University Hospital is supportive of this project to provide housing adjacent to the Hospital for patient and familial convenience.

DIXIE STATE UNIVERSITY – LEGEND SOLAR STADIUM

Revenue Bond	Donations/ Other	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Bond Repayment
\$4,700,000	\$3,907,400	\$8,607,400	44,130	\$0	Institutional Funds and Donations

This project will add a 5,000 seat aluminum bleacher system to the east side of the existing stadium as well as four new locker rooms, two large public restrooms, and a ticketing and concessions area located underneath the new bleachers. A canopy structure with solar panels will cover the seating area and will offset the utility demand for the new facility. The existing west side structure was constructed in 1982 and provides restroom and locker facilities for the home team. Visiting teams currently use locker and shower facilities off-site as well as portable bleachers on the east side for fans. This project would create a permanent facility for visiting teams and allow the University to host more sporting and community events such as high school athletics and city concerts and fireworks.

Legend Solar LLC has committed \$10 million to the stadium project: \$5 million in cash and \$5 million in electricity savings over a 25-year period. In addition, the University has identified over \$2.4 million in non-appropriated institutional funds and Washington County has committed \$1.5 million for this project. Estimated operation and maintenance on the expanded facility is estimated to be \$113,135 annually that will be covered through ticket fees, concession revenues, rental fees, and athletics student fees. Bonding for this project would likely come through General Revenue system bonds, which leverage various sources of institutional funds to pay the debt and would be reimbursed from donations specific to this project.

SALT LAKE COMMUNITY COLLEGE – JORDAN CAMPUS STUDENT CENTER

Revenue Bond	Donations/ Other	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Bond Repayment
\$46,390,000	\$0	\$46,390,000	80,000	\$0	Student Fees

The SLCC Jordan Campus (located at 9000 South 3500 West in West Jordan) has experienced growth in students from approximately 650 in 2006 to more than 1,500 today. Student space on the campus is limited and has been accommodated in other primarily academic facilities. The addition of a multi-use student center on the campus will provide space for a student bookstore, food services and dining area, student government, printing services, advising services, and financial aid. The new facility will include space for student life and leadership to provide gather space for student organizations and study groups as well as access to a recreational fitness center. It will also allow space currently used for student services in other Jordan campus facilities to be reclaimed for academic uses.

Debt service payments on the \$46.4 million facility will be paid primarily through student fees. SLCC recently paid off their only outstanding bonds (the 2010 Auxiliary System and Student Fee Revenue Refunding Bonds) in June 2016 freeing up student fee revenue and bonding capacity. Operation and maintenance for the new facility is estimated at \$279,700 and will also be funded from student fees.

*STATE FUNDED PROJECTS WITH A
NON-STATE FUNDED REVENUE BOND COMPONENT*

UNIVERSITY OF UTAH – MEDICAL EDUCATION & DISCOVERY(MED)/REHABILITATION HOSPITAL

Revenue Bond	Donations/ Other	State Funds	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Bond Repayment
\$190,000,000	\$197,000,000	\$50,000,000	\$292,000,000	500,000	\$473,400	Donations, Hospital Rev.

This state funded project requests \$190,000,000 of revenue bonding authorization of which \$145,000,000 is to cover the timing and cash flow of \$197,000,000 of donor commitments. The remaining \$45,000,000 of bonding authorization will finance a portion of the rehabilitation hospital, which will service the debt payments with hospital revenues. The rehabilitation hospital will also cover the increased operation and maintenance of the new facility with hospital revenues. Additional information on this project may be found in the state funded capital development project descriptions.

DIXIE STATE UNIVERSITY – HUMAN PERFORMANCE CENTER

Revenue Bond	Donations/ Other	State Funds	Total Cost Estimate	Gross Sq. Feet	State Funded O&M	Source of Bond Repayment
\$16,000,000	\$9,000,000	\$25,000,000	\$50,000,000	142,000	\$594,980	Student Fees

This state funded project requests \$16,000,000 of revenue bonding authorization to finance the portion of the facility that will share space between academic physical education programs and student recreation as well as student activity portions of the facility including a wellness center. Debt payments on the bonds will be serviced with student fees, which will also cover a portion of the operation and maintenance costs. Additional information on this project may be found in the state funded capital development project descriptions.

SNOW COLLEGE – EPHRAIM LAND BANK

The College seeks Regent approval to request \$555,000 from the Utah State Legislature to purchase three properties contiguous to campus that have recently become available. The three properties are located on the block containing the Snow residence halls just north of the main campus. Acquisition of these properties would allow the College to have complete ownership of the entire block and would allow for the future expansion of student housing to accommodate enrollment growth. The properties were identified in the most recent master plan for future development and acquisition. The College would pay appraised value for the properties which assessed as follows:

- 146 E. 200 N., Ephraim, UT - \$142,000
- 191 N. 200 E., Ephraim, UT - \$160,000
- 170 E. 200 N., Ephraim, UT - \$253,000

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Institutional State-Funded Capital Development Projects for 2017-18

Issue

Regent Policy R741, *Capital Development Prioritization*, requires the Board of Regents to annually review state-funded capital development project requests to identify and rank capital facility priorities based on the most pressing and critical needs in the system.

Background

At the May Board meeting, the Regents approved the Capital Development Guidelines which highlighted the priorities of Regents for evaluating an institutional request for a new capital development project. The following projects were submitted for Regent consideration and prioritization for the 2017 General Session:

- University of Utah – Medical Education & Discovery (MED)/ Rehabilitation Hospital
- Utah State University – Biology and Natural Resources Renovation
- Weber State University – Lindquist Hall Renovation (Social Sciences Building)
- Dixie State University – Human Performance Center
- Utah Valley University – New Business School Building
- Salt Lake Community College – Herriman Campus General Education Building

Attachment 1 provides a brief summary of each project and institutions will be asked to share short presentation with the Board on September 15 highlighting critical details of its request.

Immediately following the institutional presentations, the Board of Regents Capital Facilities Subcommittee will meet to deliberate the merits of each project using the following information:

- Site visits conducted in July and August
- The project scoring (Attachment 2) completed by the Commissioner's Office in accordance with Board policy (R741).

The Committee will develop a recommendation of the assignment of "Priority Points" (Attachment 3) and project rankings to be presented to the full Board. The Board will review the Committee recommendations,

deliberate, and then formally establish the final USHE project rankings for submission to the Governor, the State Building Board, and the Legislature for funding consideration.

Commissioner's Recommendation

The Commissioner recommends that the Regents:

- 1) become knowledgeable about the institutional project requests;
- 2) discuss projects requests based on the merits of each in the context of the highest and most pressing needs in USHE; and,
- 3) take final action after considering the recommendations presented by the Regents' Capital Facilities Subcommittee by establishing a priority ranking for the capital development projects for submission to the Governor, State Building Board and 2017 Legislature.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

UNIVERSITY OF UTAH – MEDICAL EDUCATION & DISCOVERY (MED)/REHABILITATION HOSPITAL

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$50,000,000	\$242,000,000	\$292,000,000	\$473,400	500,000	0	639,174

The Medical Education and Discovery (MED) and rehabilitation hospital complex will replace three medical education and clinical facilities built in the 1950s and 1960s with a state-of-the-art facility combining medical education, clinical experience, and innovative research. Updated facilities will alleviate life safety concerns in the existing buildings and the improved allocation of space will reduce approximately 20 percent of the square feet. Recent studies indicate that the existing buildings have reached the end of their useful life and should be demolished and replaced. As authorized by the 2016 Legislature, the University used institutional and non-appropriated funds to complete a program for this project and recently began architectural design.

The MED and rehabilitation hospital supports the University's mission to deliver quality healthcare education and healthcare in Utah. The MED component of the project will integrate a multi-disciplinary medical innovation program, population health sciences (using "big data"), and a global health institute with academic and administrative space for the School of Medicine. The shared space will foster increased collaboration, innovation, and use of technology in research and healthcare education. In addition, the rehabilitation hospital component (approximately 150,000 square feet and \$95 million) will provide clinical education and research opportunities as well as accommodate the demand for bed space with 75 beds. These two buildings will adjoin a third, previously approved, non-state funded, Ambulatory Care Complex (ACC) to form a three building Medical Education and Discovery Complex.

UTAH STATE UNIVERSITY – BIOLOGY AND NATURAL RESOURCES RENOVATION

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$22,000,000	\$3,000,000	\$25,000,000	\$182,400	10,000	50,000	0

In conjunction with the recently funded Life Sciences building, the renovation of the Biology and Natural Resources Building will optimize classroom and laboratory space to improve teaching, research, and collaboration among faculty and students. The current facility, built in the 1950s, is unable to provide modern laboratory needs, research opportunities for undergraduates, or research space for graduate students and faculty. The Biology Department is one of the largest academic units at USU and the renovation of this facility will allow the Department to meet current and future research and educational demands and alleviate over-crowding that is currently occurring.

The building is structurally sound and, except for seismic deficiencies which will be remedied, is conducive to renovation with a flexible floor plan and reasonable space between floors. The renovation will add 10,000 square feet of new space for a new west entrance lobby and student study space as well as a new circulation tower needed to upgrade restrooms, stairs, and elevators to meet current standards. The remodel will include seismic modifications and the addition of a modern high-performance exterior skin estimated to improve energy efficiency by at least 20 percent. Research laboratories will be optimized to encourage collaboration and provide a more efficient and flexible footprint for undergraduate research as well as for faculty and graduate students. Teaching laboratories will be reconfigured for modern pedagogy and will be updated to meet current life safety standards.

WEBER STATE UNIVERSITY – LINDQUIST HALL RENOVATION (SOCIAL SCIENCES BUILDING)

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$29,940,000	\$5,000,000	\$34,940,000	\$432,200

Project Space - Gross Square Footage		
New	Renovated	Demolished
13,000	106,322	0

The Social Sciences Building, completed in 1973, is one of the most heavily used academic instruction buildings on the Ogden campus. It currently houses the College of Behavior and Social Science which includes the Departments of History, Anthropology, Criminal Justice, Geography, Political Science and Philosophy, Psychology, Social Work, and Sociology. Beyond improving the academic space for these programs, the renovation will also provide modern classroom space for other academic departments that utilize the building's classrooms. As authorized by the 2016 Legislature, the University used institutional and non-appropriated funds to complete a program for this project and recently began architectural design.

The project will extensively renovate the interior of the facility, including all interior partitions, electrical, heating and air conditioning systems, and plumbing. It will strengthen basic structural elements to meet current seismic code requirements, address ADA deficiencies, and reconfigure the interior to more effectively meet current and projected academic requirements. Where appropriate and feasible, additional daylight will be incorporated into the design to make the facility more energy efficient and user-friendly. The project will also convert the 13,000 square foot "porch" area that currently surrounds the perimeter of the first floor into office, classroom, study and lab space. The project will include multi-media classrooms, study rooms, reconfigured faculty offices, faculty preparation rooms and workrooms, upgraded restrooms, and improved circulation.

DIXIE STATE UNIVERSITY – HUMAN PERFORMANCE CENTER

Project Cost Estimates			
State Funds	Other Funds	Total Project Cost	O&M Funds
\$25,000,000	\$25,000,000	\$50,000,000	\$595,000

Project Space - Gross Square Footage		
New	Renovated	Demolished
142,000	0	0

This project will provide needed classroom and office space for health, human performance, and other academic programs. The new facility will support academic offerings in exercise science, health promotion, community recreation and sports management, athletic training, and physical education teacher education. It will provide for future programs to meet Washington County workforce needs (hospitality and tourism, fitness and lifestyle management) and a partnership program with the University of Utah in Physical Therapy, Occupational Therapy, and Physician Assistant. Additionally, the new facility will include basketball courts, an Olympic sized swimming pool, an indoor track, locker rooms, and other fitness facilities that will be shared between academic and student use. A new health and mental wellness center will accommodate increasing student medical and mental health demands. DSU students will support these portions of the facility with an existing student building fee that will contribute \$4 million of cash and revenue to support a \$16 million bond.

The existing facilities at DSU are obsolete and inadequate to address new academic programs and health and wellness services needed to support its university status and continuing growth. The current Student Activities Center was completed in 1957 and consists of a single gymnasium floor, bleachers and locker rooms. The fitness center and small outdoor pool were completed in 1987 as part of an old convention center. The Wellness Center is an old residence built in the 1950s located several blocks from campus that will be sold as part of a pending real estate purchase contract.

UTAH VALLEY UNIVERSITY – NEW BUSINESS SCHOOL BUILDING

Project Cost Estimates				Project Space - Gross Square Footage		
State Funds	Other Funds	Total Project Cost	O&M Funds	New	Renovated	Demolished
\$69,000,000	\$1,000,000	\$70,000,000	\$1,467,000	175,000	5,000	0

The Woodbury School of Business offers some of the fastest growing coursework at UVU including business management, accounting, and finance. Students and faculty have gained national recognition from programs in sales, entrepreneurship, and finance. The School has out-grown its current home in one of the four original Utah Technical College buildings constructed in 1979. While the 78,000 square foot facility has been well-maintained over the years, it cannot accommodate the renovations desired to train future business leaders. The masonry building has a post-tensioned cable floor system that cannot be penetrated to run cables or make infrastructure upgrades.

A new 180,000 square foot facility will provide expanded classroom labs, office space, and specialty space for a Money Management Resource Center, an Innovations Center, a Smart Lab, a Digital Buzz Lab, a Bloomberg Lab, as well as graduate program space. Labs, classrooms, and shared teaching space will be used to further educate students and Utah County residents on topics such as budgeting, taxation, investments, and savings. As the existing facility is in good condition and is suitable to provide general academic classroom space, it will be retained to support other academic classrooms and offices.

SALT LAKE COMMUNITY COLLEGE – HERRIMAN CAMPUS GENERAL EDUCATION BUILDING

Project Cost Estimates				Project Space - Gross Square Footage		
Current State Funds Request	Other Funds	Total Project Cost*	O&M Funds	New	Renovated	Demolished
\$47,200,000	\$0	\$47,200,000	\$848,200	80,000	0	0

In the 2011 General Session the Utah Legislature appropriated \$3 million to purchase 90 acres in Herriman for a future SLCC campus. The first facility built on this property will be an 80,000 square foot general education building that will serve approximately 650 FTE students. Herriman and the surrounding southwest quadrant of Salt Lake County are the fastest growing areas in the County. A physical campus in Herriman will allow SLCC to prepare students with the knowledge and skills necessary to transfer to four-year institutions and gain employment and improved economic conditions. SLCC is currently working with both the University of Utah and Utah State University to offer non-competing bachelor degree programs in the Herriman facility. Such offerings will provide seamless transitions between two-year and four-year degrees and make the goal of baccalaureate degree attainment even more accessible. Targeted undergraduate degree completion programs at the SLCC Herriman site include: Nursing, Business Administration, Social Work, Economics, Psychology, and Communication.

The general education building will be the cornerstone of the Herriman campus development. Future development will accommodate increasing student population growth over the next several decades and will allow for up to 5,200 FTE students in the next half century. This property represents some of the last buildable acreage in Salt Lake County and is one of the last places that higher education institutions may build in the County.

CAPITAL DEVELOPMENT PRIORITIZATION: SUMMARY OF SCORING POINTS FOR 2017-2018

Institution	Project Name	Scoring Points					
		Analysis Points	Other Funds	Facility Condition	Institutional Priority	Function Points	Total Score
U of U	Medical Education and Discovery	44	8	11	25	0	88
USU	Biology and Natural Resources	42	2	7	25	0	76
WSU	Lindquist Hall (Social Science)	46	3	7	25	0	81
DSU	Human Performance Center	50	6	0	25	0	81
UVU	Business School	48	0	0	25	0	73
SLCC	Herriman Campus General Ed.	40	0	0	25	0	65

REGENT PRIORITY POINTS

Guideline 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, 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 <ul style="list-style-type: none"> Branch and satellite campus development Significant changes in role and mission Mergers and partnerships • Operational and programmatic efficiency <ul style="list-style-type: none"> 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 Priority Points *25 Points*

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – State Authorization Reciprocity Agreement (SARA) Institution Membership Fees

Issue

In accordance with Utah Code §63J-1-504 – Budgetary Procedures Act, the Commissioner requests Board approval to establish membership fees for USHE and non-USHE accredited Utah institutions which choose to participate in State Authorization Reciprocity Agreement (SARA). The fees will cover administrative costs incurred as the portal agency for the state of Utah.

Background

Utah Code §53B-16-109 authorizes the State Board of Regents to execute an interstate reciprocity agreement regarding interstate offering of postsecondary distance education courses and programs, known as SARA. As a SARA state, the Board of Regents, via the Commissioner's office, serves as the portal agency—the agency which administers the SARA consortium in Utah. Public and private accredited institutions may apply to the Board to be members of the consortium, thereby allowing member institutions to provide online education in any other SARA state without the cost and administrative burden of complying with each state's specific educational consumer protection and certification laws.

The statute also grants the Board authority to establish membership fees that will cover the administrative costs associated with serving as the portal agency, including staffing, travel to national SARA meetings, developing and maintaining the Utah SARA website, and annually reviewing membership applications. An estimated 20 accredited postsecondary institutions domiciled in Utah will voluntarily apply to participate as SARA institutions.

The annual fee is based on an institution's total full-time equivalent (FTE) enrollment as shown in the Integrated Postsecondary Education Data System (IPEDS); the fee amount mirrors the national SARA consortium assesses as part of the application process, and is as follows:

Enrolled FTE as reported to IPEDS	Annual Fee
under 2,500	\$2,000
2,500-9,999	\$4,000
10,000 or more	\$6,000

Staff anticipates the total fees collected each year will fund approximately .5 FTEs, which matches the expected workload for administering the consortium. Staff will annually assess if the fee is appropriately covering administrative costs and adjust the fee amount upward or downward as appropriate.

Because the fee is collected as a revenue source that pays for services, the State Budgetary Procedures Act requires the Board to approve the fee in a public meeting and submit the fee schedule annually to the Higher Education Appropriations Subcommittee for approval. Approving the above fee proposal will ensure the Board complies with the Act and will allow the Commissioner's office to move forward with receiving applications for membership in SARA.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the annual fee schedule for qualified Utah institutions to participate in SARA.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UHEAA – Amendment to Authorizing Resolution: Student Loan Backed Notes

Issue

The Commissioner requests that the Board of Regents adopt a technical amendment to the March 27, 2015 authorizing resolution for the issuance of student loan backed revenue notes for UHEAA.

Background

In March 2015, the Board authorized UHEAA to move forward with securing bond financing to transfer existing debt currently supported using a temporary financing warehouse mechanism in the aggregate of \$1.8 billion. UHEAA issued the first bond in June 2015 for \$415.5 million. Unfortunately, access to the credit markets for student loan transactions has been limited since June 2015 due to rating agency modeling criteria. However, the markets are beginning to open and allow the Board to complete its financing plan.

As a result of changes in the rating agency modeling processes since the adoption of the original parameters, the maximum maturities required by the rating agencies may exceed the previously adopted parameters approved by the Board. A technical change to increase the maximum maturity from the original 30 years for senior notes and 35 years for subordinate notes to a not to exceed maximum of 40 years (as authorized by state law) is requested. This request does not alter the financing plan or any other aspect of the authorized financing structure.

Parameters as Originally Approved

The March 27, 2015 approving resolution provided for multiple series of student loan backed notes within the following proposed parameters. It is recommended the maximum maturity be increased to a not-to-exceed parameter of 40 years.

	Not to Exceed Parameters
• Total Principal Amount	\$1,800,000,000
• Interest Rate	
Senior Notes	1M Libor + 1.0%
Subordinate Notes	1M Libor + 2.0%
In any event, not to exceed:	25%
• Discount from Par	
Senior Notes	5%
Subordinate Notes	15%
• Maximum Maturity (from date of issuance)	
Senior Notes	30 Years
Subordinate Notes	35 Years
• Underwriters Discount	.60%

Basic Documents Requiring Approval

The amendment to the March 27, 2015 Authorizing Resolution provided with this report is in final draft form. Its approval by the Board will authorize the change of the maximum maturity parameter to a not-to-exceed parameter of 40 years.

UHEAA staff, along with representatives of the Attorney General's Office and Bond Counsel, will be at the Board of Regents meeting on September 16, 2016 to review the proposed transaction and answer questions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the attached amendment to the March 27, 2015 Authorizing Resolution for UHEAA.

David L. Buhler
Commissioner of Higher Education

DLB/DAF/DSS
Attachment

Logan, Utah

September 16, 2016

The State Board of Regents of the State of Utah (the “Board”) met in regular session (including by electronic means) at Utah State University in Logan, Utah on September 16, 2016, commencing at [9:00 a.m.] The following members were present:

Daniel W. Campbell	Chair
France A. Davis	Vice Chair
Jessie B. Anderson	Member
Nina Barnes	Member
Leslie Castle*	Member
Wilford W. Clyde	Member
Ty Aller	Student Regent
Marlin K. Jensen	Member
Robert S. Marquardt	Member
Steven R. Moore*	Member
Patricia Jones	Member
Steven J. Lund	Member
Robert W. Prince	Member
Harris H. Simmons	Member
Mark R. Stoddard	Member
Teresa L. Theurer	Member
Joyce P. Valdez	Member
John H. Zenger	Member

Absent:

Also Present:

David L. Buhler	Commissioner of Higher Education
Loreen Olney	Secretary

* Non-voting member from State Board of Education

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of an amendment of a resolution with respect to the issuance and sale of the State Board of Regents of the State of Utah, Student Loan Backed Notes.

The following resolution was introduced in written form and after full discussion, pursuant to motion made by _____ and seconded by _____, was adopted by the following vote:

AYE: Unanimous (all present)

NAY:

The resolution (the "Resolution") is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING AN AMENDMENT TO A MARCH 27, 2015 STUDENT LOAN NOTE AUTHORIZING RESOLUTION.

WHEREAS, the State Board of Regents of the State of Utah (the “Board”) is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the “Act”), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

WHEREAS, in order to provide funds for such purposes, the Board is duly authorized to issue and sell bonds and notes pursuant to the provisions of the Act; and

WHEREAS, the Board has previously approved a resolution dated as of March 27, 2015 authorizing the issuance and sale from time to time of its student loan backed notes in the aggregate principal amount of not to exceed \$1,800,000,000 and establishing parameters for the issuance of such notes (the “2015 Authorizing Resolution”); and

WHEREAS, in order to provide maximum flexibility for the final maturity of such notes so as to achieve favorable ratings, the Board considers it desirable and necessary to authorize an amendment to the 2015 Authorizing Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. The Final Maturity provisions of EXHIBIT A to the 2015 Authorizing Resolution is amended as follows:

Final Maturity not to exceed	40 years from date of issuance for any Senior Notes and 40 years from date of issuance for any Subordinate Notes
------------------------------	--

Section 2. After any of the Notes are delivered and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Notes are deemed to have been fully discharged.

Section 3. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 4. As amended by this Resolution, and except as provided herein, the 2015 Authorizing Resolution is in all respects ratified and confirmed, and this Resolution and the 2015 Authorizing Resolution shall be read, taken and construed as one and the same instrument.

Section 5. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 16TH DAY OF SEPTEMBER, 2016.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

(SEAL)

Chair

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

(SEAL)

Chair

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on September 16, 2016 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 16th day of September, 2016.

Secretary

(SEAL)

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Loreen Olney, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice was given of the agenda, date, time and place of the September 16, 2016 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting, in the form attached hereto as Schedule 1, to be: (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah, on September __, 2016, said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; (ii) published on the Utah Public Notice Website (<http://pmn.utah.gov>), at least 24 hours prior to the convening of such meeting; and (iii) provided at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents;

(b) in accordance with the requirements of Section 52-4-202, Utah Code Annotated 1953, as amended, public notice of the 2016-2017 Annual Meeting Schedule of the State Board of Regents was given, specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents, in the form attached hereto as Schedule 2, to be (i) posted at the principal office of the State Board of Regents at 60 South 400 West, Salt Lake City, Utah in _____ 2016, (ii) provided in _____ 2016 to a newspaper of general circulation within the geographic jurisdiction of the State Board of Regents and (iii) published on the Utah Public Notice Website (<http://pmn.utah.gov>) during the current calendar year; and

(c) the State Board of Regents has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-207 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the State Board of Regents and to members of the public at least 24 hours before the meeting to allow members of the State Board of Regents and the public to participate in the meeting, including a description of how they could be connected to the meeting. The State Board of Regents held the meeting (the anchor location) in the building where it normally

meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 16th day of September, 2016.

(SEAL)

Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

[See Transcript Document No. 17]

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

[See Transcript Document No. 17]

SCHEDULE 3

ELECTRONIC MEETING POLICY

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2016 Taxable Research Revenue Bonds

Issue

Regent policy R590, *Issuance of Bonds for Colleges and Universities*, requires that the Office of the Commissioner prepare a report that outlines the final pricing for bonds approved by the Regents at the next scheduled meeting after the bond issuance is complete. This report is for the Utah State University (USU) Series 2016 Taxable Research Revenue Bonds.

Background

On June 23, 2016 USU sold revenue bonds to finance the construction of Phase II of the Space Dynamics Laboratory in the Logan research park as authorized by House Bill 9, *Revenue Bond Amendments* from the 2016 legislative General Session. Bonds were issued through a negotiated sale with Piper Jaffray as the underwriter. The bonds closed on July 6, 2016.

The bond sale conformed to all of the parameters approved by the Regents on May 20, 2016. The following is a brief summary of the results:

- Final Par Amount of the Bonds \$10,135,000
- True Interest Cost (TIC) 3.81%
- Maximum Coupon Rate 4.049%
- Maturity Date 30.4 years

Additional details about the bond issue may be found in the attached Financing Summary with final pricing results in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

**Utah State University
Taxable Research Revenue Bonds, Series 2016
Final Summary Sheet**

Proposed Issue: Series 2016 Taxable Research Revenue Bonds

Total Approximate Issue Size: \$12,230,000 (Final Par Amount \$10,135,000)

Use of Funds: To fund the construction of Phase II of the Research Park for the Space Dynamics Laboratory; fund a reserve fund if needed; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$12,500,000
(\$10,135,000)

Interest Rate: Not to exceed 5.5% (max coupon of 4.049% and True Interest Cost of 3.81%)

Maturity Date: Not to exceed 31 years (30.4 years)

Aggregate Discount: Not to exceed 2% (Bonds were all sold at par)

Underwriter's Discount: Not to exceed 2% (0.246%)

Bond Rating: AA from S&P (Rating confirmed, Surety Bond provided by Assured Guaranty)

Source of Repayment: Research Revenues

Timetable Considerations: Regent approval will be sought at the May 20 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with the sale tentatively scheduled for the week of May 30. The University anticipates selling bonds by negotiated sale, with Piper Jaffray having been selected as the underwriter. The anticipated closing date is Wednesday, June 22. (The bonds were sold on June 23rd to Piper Jaffray by negotiated sale. The transaction closed on July 6, 2016)

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Series 2016 Student Fee and Housing System Revenue Bonds

Issue

Regent policy R590, *Issuance of Bonds for Colleges and Universities*, requires that the Office of the Commissioner prepare a report that outlines the final pricing for bonds approved by the Regents at the next scheduled meeting after the bond issuance is complete. This report is for the Utah State University (USU) Series 2016 Student Fee and Housing System Revenue Bonds.

Background

On June 23, 2016 USU sold revenue bonds to finance the acquisition of the Blue Square apartment complex in Logan, Utah as authorized by House Bill 9, *Revenue Bond Amendments* from the 2016 legislative General Session. Bonds were issued through a competitive sale with Hutchinson, Shockey, Erley & Co. winning the bid to act as underwriter with the lowest borrowing costs out of seven bidders. The bonds closed on July 6, 2016.

The bond sale conformed to all of the parameters approved by the Regents on May 20, 2016. The following is a brief summary of the results:

- Final Par Amount of the Bonds \$19,540,000
- True Interest Cost (TIC) 2.89%
- Maximum Coupon Rate 5.00%
- Maturity Date 29.7 years

Additional details about the bond issue may be found in the attached Financing Summary with final pricing results in red type face.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

**Utah State University
Student Fee and Housing System Revenue Bonds, Series 2016
Final Summary Sheet**

Proposed Issue: Student Fee and Housing System Revenue Bonds

Total Approximate Issue Size: \$19,150,000 (Final par amount: \$19,540,000)

Use of Funds: To provide up to \$20,000,000 to acquire the Blue Square apartment complex; satisfy any reserve fund requirements; and pay associated costs of issuance.

Detail of Proposed Series 2016 Bonds:

Principal Amount: Not to exceed \$20,500,000
(\$19,540,000)

Interest Rate: Not to exceed 5.5% (max coupon of 5% and True Interest Cost of 2.89%)

Maturity Date: Not to exceed 31 years (29.7 Years)

Aggregate Discount: Not to exceed 2% (Premium bid of 103.3%)

Underwriter's Discount: Not to exceed 2% (0.954%)

Bond Rating: AA from S&P (Rating confirmed, Insurance and Surety Bond provided by Assured Guaranty)

Source of Repayment: Housing System Revenues

Timetable Considerations: Regent approval will be sought at the May 20 meeting. The University is proceeding with plans to sell bonds soon after Regent approval is received, with a tentative sale date planned for June 1, 2016. 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 University may also sell its Taxable Research Revenue Bonds by negotiated sale close to or on the same day. The anticipated closing date is Wednesday, June 22. (The bonds were sold on June 23rd to Hutchinson, Shockey, Erley & Co. by competitive sale. The transaction closed on July 6, 2016)

09:48:03 a.m. MDST	Upcoming Calendar	Overview	Compare	Summary
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Bid Results

Utah BOR
\$19,150,000 Utah State University Student Fee and Housing System Revenue Bonds, Series 2016

The following bids were submitted using **PARITY**[®] and displayed ranked by lowest TIC. Click on the name of each bidder to see the respective bids.

Bid Award*		Bidder Name	TIC
<input checked="" type="checkbox"/>	Reoffering	Hutchinson, Shockey, Erley & Co.	2.899848
<input type="checkbox"/>		Robert W. Baird & Co., Inc.	2.914197
<input type="checkbox"/>		Jefferies LLC	2.943817
<input type="checkbox"/>		Morgan Stanley & Co, LLC	2.966134
<input type="checkbox"/>		Wells Fargo Bank, National Association	2.999999
<input type="checkbox"/>		Janney Montgomery Scott LLC	3.073403
<input type="checkbox"/>		Citigroup Global Markets Inc.	3.170649

*Awarding the Bonds to a specific bidder will provide you with the Reoffering Prices and Yields.

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September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Southern Utah University – Aviation Program Capital Asset Report

Issue

Southern Utah University (SUU) requests the opportunity to inform the Board of Regents on the progress of the transition of its aviation program from a private provider to the institution; including providing a report on the recent acquisition of capital assets associated with the aviation program.

Background

In July, 2014 the Board of Regents' Executive Committee approved a lease agreement between SUU and a private aviation program provider to enable SUU to continue a degree program in aerospace and aviation. In recent months, SUU has evaluated the program and associated lease agreement and has determined that termination of the agreement was in the best interest of the University and its students. In an effort to finalize the transition of the program fully to SUU, the institution agreed to acquire several capital assets from the private provider. SUU has worked with its Board of Trustees and has received approval to move forward with the purchase. Regent approval is not required.

Those assets include:

- Two hangers totaling 21,800 square feet
- Two flight simulators

In addition, SUU has agreed to purchase tools, parts, and equipment associated with the operation and maintenance of the aviation program, including short-term dry leases of 21 aircraft. Additional information about this item may be found in the attached letter from the University and representatives from SUU will be in attendance at the meeting to answer questions if needed.

Commissioner's Recommendation

This is an information item; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

September 1, 2016

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

Dear Commissioner Buhler,

As an information item for the September 16, 2016, Board of Regents meeting, this letter is provided as an update on recent changes to SUU's Aviation Program, including the cancellation of its contract with Upper Limit Aviation (ULA). In 2013, SUU engaged ULA as a contract provider under FAA Part 141 certification for flight instruction, aircraft, and ground support necessary for a new aviation program primarily focused on rotor wing (helicopter) aircraft. This program has been successful for SUU but has not been without challenges.

In late summer 2014, SUU received notice from the U.S. Department of Veteran's Affairs (VA) that ULA was not authorized to receive VA funding for students in Cedar City, even though they had been doing so for the previous year. At that time SUU engaged its Board of Trustees and the Board of Regents in seeking approval to bring all flight instruction in-house and to enter into a damp lease agreement with ULA. This damp lease, which was approved, engaged ULA to provide aircraft, maintenance, fuel, insurance, and ground support for SUU's aviation program. All flight instructors were hired by SUU, which then began providing all flight instruction under rules approved by the VA as part of a degree seeking program within an "institution of higher learning."

Earlier this year, SUU conducted a comprehensive review of its contract with ULA and the services they were providing under the damp lease arrangement. As a result of this review, SUU determined it could run the aviation program more efficiently and effectively by bringing the entire program in-house. Potential cost savings tied to SUU directly leasing aircraft from vendors, other than ULA, appeared sufficient enough to warrant cancellation of ULA's damp lease. As a result, a 60-day termination notice was formally provided by SUU to ULA on June 22, 2016, as allowed under the terms of the contract.

In the weeks since termination notice was provided, SUU has engaged its own legal counsel, as well as other legal consultants headed by former Regent David Jordan, to negotiate an amicable exit strategy free from further legal action.

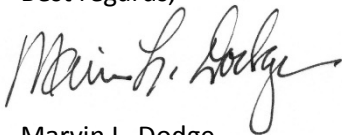
As of the writing of this letter a negotiated settlement agreement, and associated agreements, have been signed by both parties and implementation is underway. Included within the terms of the agreement, SUU has acquired a number of ULA assets deemed necessary to continue the aviation program uninterrupted. These items include the following:

1. Purchase of two (2) hangars at the Cedar City Municipal Airport including a total of 21,800 square feet of space, to be financed with a 10 year term note. These hangars are improvements to real property but do not include ownership of the real property under them.
2. Transfer of long-term leases on the real property under the hangars (.89 acres). Based on FAA regulations, airports retain ownership of all land within their boundaries.
3. Assumption of a ULA purchase agreement for two (2) flight simulators (one fixed wing and one rotor wing) to be delivered to Cedar City upon payment by SUU. These will be financed through a lease-purchase agreement.
4. Purchase of specialty and general tools, aircraft parts inventory, office equipment/supplies, and miscellaneous items within the hangars.
5. Dry leases of nine (9) rotor and fixed wing aircraft owned by ULA through December 31, 2016, or until ULA secures other leases for the same.
6. Twelve (12) direct dry lease agreements for aircraft from two additional vendors in order for ULA to cancel their leases on aircraft currently used by the SUU program. These lease agreements are at a savings over what ULA has historically billed the program.
7. And finally, SUU has hired approximately forty (40) full and part-time Cedar City based ULA employees to ensure maintenance, ground support, and office operations continue.

SUU and its staff are working diligently to fully integrate all aspects of the Aviation program into ongoing university operations. Insurance coverage for all aviation related equipment and operations has been secured. Duplicate responsibilities and functions will be assessed for further consolidation; and contracts for parts, services, fuel, and other aviation related functions are being arranged for by the SUU purchasing office.

We express confidence this transition will ensure continuation of SUU's aviation program in the most efficient and cost effective manner. President Wyatt and I are available to answer any questions regarding this transition and will be prepared to respond to questions at the September 16th meeting, should there be any.

Best regards,



Marvin L. Dodge

cc: President Scott Wyatt
Provost Brad Cook
Ann Marie Allen, in-house Legal Counsel
Michael Carter, Assistant Attorney General
Michael Mower, Executive Director, SUU Aviation

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2015-2016 End-of-Year Enrollment Report

Issue

Regents have asked that the Commissioner provide an annual enrollment report that highlights the previous year's enrollment activity for each of the eight USHE colleges and universities. This report is used to help inform decisions related to budget and resource allocation within the USHE system.

Background

The End-of-Year Enrollment report provides an account of the enrollment activity that occurred on the USHE campuses during the prior year's academic cycle. The report highlights the 2015-16 year and provides enrollment for summer term 2015, fall semester 2015, and spring semester 2016.

In FY16, the USHE system reported a 1.5% increase (1,942.54 additional FTE) in its total annualized FTE student count. When looking only at budget-related annualized FTE, the system reported a 1.8% increase (2,074.67 additional FTE) when compared to last year. A sample page from the full report has been included for Regents to review showing the annualized FTE counts for 2015-16.

The actual FY16 increases in enrollment puts the system on track with the Regent approved May 2016 Enrollment Projection report. The FY16 enrollment levels exceeded projections by 0.3% (391 additional FTEs). In order for institutions to remain on track with the enrollment projections, USHE institutions will need to continue to increase course enrollments to meet the projected average 2.3% growth over the next ten years.

The full End-of-Year report can be accessed at <http://higheredutah.org/data/>. The report provides Regents a number of different looks at the 2015-16 enrollment data including:

- USHE enrollments by Headcount
- Academic Year FTE
- Annualized FTE
- FTE by Level of Instruction
- FTE for Utah Residency only
- FTE by Budgetary line items (locations)

Commissioner's Recommendation

This is an information item only; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/JAC
Attachment

Definitions:

Annualized FTE Students: To calculate a full-time equivalent (FTE) student during a 12-month period, an institution shall divide the student's attempted credit hours by 30 for an undergraduate student, or by 20 for a graduate student.

Annualized FTE

Institution	Budget Related & Self Support			Budget Related		
	2015-16 FTE	Change from 2014-15	% Change from 2014-15	2015-16 FTE	Change from 2014-15	% Change from 2014-15
University of Utah	30,033.84	- 4.09	0.0%	29,212.39	- 26.63	-0.1%
Utah State University	23,548.94	945.29	4.2%	21,399.33	935.51	4.6%
Weber State University	17,243.78	- 34.88	-0.1%	14,396.01	- 62.21	-0.4%
Southern Utah University	7,676.79	665.00	9.5%	6,828.74	653.00	10.6%
Snow College	3,842.15	217.24	6.0%	3,636.46	203.58	5.9%
Dixie State University	6,388.09	31.80	0.5%	6,011.86	18.66	0.3%
Utah Valley University	24,121.00	1,386.98	6.1%	21,535.03	1,269.04	6.3%
Salt Lake Community College	17,639.81	- 1,264.80	-6.7%	15,672.91	- 916.28	-5.5%
USHE Total	130,494.40	1,942.54	1.5%	118,692.73	2,074.67	1.8%

Student FTE Enrollments by Level of Instruction - Budget Related

USHE	C.E. Vocational	Vocational	Lower Division	Upper Division	Beginning Graduate	Advanced Graduate	Total
Summer	.99	3,756.02	11,207.99	6,393.91	2,869.77	723.76	24,952.44
Fall	24.02	15,712.42	56,774.51	26,760.04	7,138.53	3,407.66	109,817.18
Spring	183.45	15,261.55	49,545.34	27,501.45	6,733.82	3,390.42	102,616.03
Annualized	104.23	17,365.00	58,763.92	30,327.70	8,371.06	3,760.92	118,692.83

September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: USHE – Annual Report on Foreign Gifts and/or Donations

Issue

State statute, UCA 53B-1-202, requires the Board of Regents to submit an annual report to the Legislature that discloses donations or gifts made to USHE institutions from a foreign person or entity greater than \$50,000 per year or \$250,000 if the donation is from a permanent resident of the United States. This report fills that requirement for Fiscal Year 2016.

Background

In 2010, the Legislature enacted HB 114, entitled "Disclosure of Donations to Higher Education Institutions," which went into effect on May 11, 2010. The law requires the Board of Regents report to the Legislature any donations or gifts made to USHE institutions from a foreign person or entity in the form of an endowment, scholarship, gift, donation, or grant of money or property of any kind that are of \$50,000 or more in a fiscal year. If the gift is from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act and who has been a resident for 10 years or more the reporting requirement is increased to \$250,000 or more. This is the seventh annual report as required by law.

The required foreign donations report is included as an attachment to this memorandum. The report shows the University of Utah and Utah State University receiving a total of \$520,000 in foreign donations; no other USHE institution received a foreign donation that fit the statutory requirements.

Commissioner's Recommendation

This is an information item; no action is needed.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

Overview

In 2010, the Legislature enacted HB 114, entitled "Disclosure of Donations to Higher Education Institutions," which went into effect on May 11, 2010. The law (Utah Code 53B-1-202) requires that the Board of Regents report annually to the Legislature: any donations that are of \$50,000 or more in a given year made to USHE institutions from a foreign person or entity. The \$50,000 is increased to \$250,000 or more if the gift is from a permanent resident of the United States as defined by Section 245 of the Immigration and Nationality Act and who has been a resident for 10 years or more. This is the seventh annual report as required by law.

Summary

As per Regent's Policy R545— Disclosure of Foreign Donations— all higher education institutions have reported to the Commissioner's Office on foreign donations or gifts received. For the 2015-16 fiscal year, only the University of Utah and Utah State University have reportable donations to disclose. The table below summarizes these donation totals. Also attached is the detailed information provided by the University of Utah and Utah State University.

USHE Institution	Reportable Foreign Donations FY 2015-16
*University of Utah	\$ 260,000
*Utah State University	\$ 260,000
Weber State University	None
Southern Utah University	None
Snow College	None
Dixie State University	None
Utah Valley University	None
Salt Lake Community College	None
Total	\$ 520,000

*A Gift from a Foreign Person Aggregating \$50,000 or More - OR - from a Permanent Resident of the U.S. for at Least 10 Years Aggregating \$250,000 or More. Details are found in the following table.

**Disclosure of Foreign Donations FY 2015-16
University of Utah and Utah State University**

University of Utah

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
Lassonde Family Foundation	Canada	12/17/15	\$ 160,000	\$ 160,000	Lassonde New Venture Development Fund
Nihon Medi-Physics Co., LTD	Japan	1/29/16	\$ 100,000	\$ 100,000	Neuroimaging and Biotechnology Lab
Total			\$ 260,000	\$ 260,000	

Utah State University

Name of the Foreign Person/Individual	Country of Citizenship or Principal Residence	The Date Received	\$ Amount of Each Gift	Aggregate \$ Amount per Foreign Person	If a Gift is Conditional - Describe Conditions/Restrictions
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Ardeshir Zahedi	Switzerland	9/25/15	\$ 30,000	\$ 260,000	Ardeshir Zahedi Endowment
		9/25/15	\$ 20,000		President Stan L. Albrecht Agriculture Endowment
		2/26/16	\$ 70,000		Ardeshir Zahedi Endowment
		2/26/16	\$ 20,000		President Stan L. Albrecht Agriculture Endowment
		5/2/16	\$ 100,000		Ardeshir Zahedi Endowment
		5/2/16	\$ 20,000		President Stan L. Albrecht Agriculture Endowment
Total			\$ 260,000	\$ 260,000	

September 7, 2016

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 July 15, 2016, Southern Utah University, Cedar City, Utah (Attachment).

B. Grant Proposals

1. University of Utah – National Science Foundation; “SAFER”; \$2,998,608. Amanda Denson Smith, Principal Investigator.
2. University of Utah – NIH Natl Inst Neurology Disorders Stroke; “Large Scale 3D Recording”; \$2,974,067. Florian Solzbaheer, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; “HSU R01”; \$1,902,816. Edward W Hsu, Principal Investigator.
4. University of Utah – DOE Advanced Research Projects Agency-Energy; “Smart Single-Pane Window Coat”; \$1,506,842. Kent S Udell, Principal Investigator.
5. University of Utah – National Science Foundation; “Ammonia Production”; \$1,500,000. Milind Deo, Principal Investigator.
6. University of Utah – National Science Foundation; “Infews-Goel-Blaney”; \$1,223,919. Ramesh Goel, Principal Investigator.
7. University of Utah – National Science Foundation; “CPS”; \$1,000,000. Thomas C Henderson, Principal Investigator.
8. University of Utah – National Science Foundation; “BSF CNH”; \$1,799,995. Brenda Bowen, Principal Investigator.

9. University of Utah – DHHS National Institutes of Health; “NIDDK R18 Nexus-DM”; \$3,045,000. Carrie McAdam Marx, Principal Investigator.
10. University of Utah – NIH National Inst Allergy & Infectious Disease; “Fungal Drug Discovery”; \$2,455,062. Louis R Barrows, Principal Investigator.
11. University of Utah – NIH National Institute of Mental Health; “Gene-Environment Aggression”; \$1,902,816. Markus Babst, Principal Investigator.
12. University of Utah – DHHS National Institutes of Health; “Lysosome Regulation”; \$1,520,000. Julie Hollien, Principal Investigator.
13. University of Utah – National Aeronautics & Space Admn; “Carbon Emissions”; \$1,320,154. Diane E Pataki, Principal Investigator.
14. University of Utah – Columbia University – “Engineering Synthetic Metaboli”; \$1,040,762. Shelley D Minter, Principal Investigator.
15. University of Utah – DHHS National Institutes of Health; “Sexual Orientation Disparities”; \$1,876,181. Bethany G Everett, Principal Investigator.
16. University of Utah – DHHS National Institutes of Health; “Reaction to Novelty”; \$1,430,081. Yana Suchy, Principal Investigator.
17. University of Utah – University of Wisconsin-Madison; “PCORI Subaward”; \$2,527,734. Eric L Garland, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Camp – R01 – 06.06.2016”; \$8,105,897. Nicola J Camp, Principal Investigator.
19. University of Utah – Columbia University; “Numom2be Echo”; \$6,179,999. Robert M Silver, Principal Investigator.
20. University of Utah – NIH National Cancer Institute; “Synovial Sarcome”; \$1,975,316. Kevin Bruce Jones, Principal Investigator.
21. University of Utah – NIH National Institute on Drug Abuse; “Nicotine and Methamphetamine”; \$1,902,814. Annette E Fleckenstein, Principal Investigator.
22. University of Utah – NIH National heart Lung & Blood Inst; “Remodeling IN HF and After CRT”; \$1,862,500. Frank Sachse, Principal Investigator.

23. University of Utah – DHHS National Institutes of Health; “Atanackovic – R01 – 06.06.2016”; \$1,521,566. Djordje Atanackovic, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “Deninger – Hemmal – T32”; \$1,249,222. Michael W. N. Deninger, Principal Investigator.
25. University of Utah – US Department of Energy; “Geothermal Fault Dilantency”; \$1,040,507. Philip E Wannamaker, Principal Investigator.
26. University of Utah – NIH National Library of Medicine; “NLM T15 2017-2022”; \$6,484,810. Wendy W Chapman, Principal Investigator.
27. University of Utah – DHHS Centers for Disease Control & Prevention; “Antimicrobial Prescribing”; \$4,252,020. Matthew H Samore, Principal Investigator.
28. University of Utah – DHHS National Institutes of Health; “Feschotte R35”; \$4,009,469. Cedric Feschotte, Principal Investigator.
29. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “ETS – In AVF”; \$3,799,855. Yan-Ting Shiu, Principal Investigator.
30. University of Utah – NIH national Inst Diabetes Digest Kidney Disease; “Heme Oxygenase”; \$3,719,981. Christi M Terry, Principal Investigator.
31. University of Utah – US Department of Health & Human Services; “Cook HHS May 2016”; \$3,305,709. Lawrence J Cook, Principal Investigator.
32. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Interleukin-1 Blockade”; \$3,208,064. Christi M. Terry, Principal Investigator.
33. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Utah diabetic Pacific islander”; \$3,196,225. Kalani Lukela Raphael, Principal Investigator.
34. University of Utah – DHHS National Institutes of Health; “Howard R01 6 2016”; \$3,055,785. Michael Therron Howard, Principal Investigator.
35. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Nuclear Receptors”; \$2,983,187. Tianxin Yang, Principal Investigator.

36. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Mineralocorticoid Excess”; \$2,953,771. Tianxin Yang, Principal Investigator.
37. University of Utah – DHHS National Institutes of Health; “R01 Nerve June 2016”; \$2,698,337. Jayant Agarwal, Principal Investigator.
38. University of Utah – NIH National Center for Advancing Transl Sciences; “facelli OT3 NCATS June 2016”; \$2,531,566. Julio Cesar Facelli, Principal Investigator.
39. University of Utah – DHHS National Institutes of Health; “Problematic Opioid Use”; \$2,261,655. Kurt Timothy Hegmann, Principal Investigator.
40. University of Utah – NIH National Cancer Institute; “R01 Younghee Lee”; \$1,952,434. Younghee Lee, principal Investigator.
41. University of Utah – NIH National Inst Neurology Disorders Stroke; “Dopamine Motor Development”; \$1,916,194. Joshua Leitch Bonkowsky, Principal Investigator.
42. University of Utah – NIH National Inst Neurology Disorders Stroke; “Fung R01 June 2016”; \$1,912,103. Camille Fung, Principal Investigator.
43. University of Utah – DHHS National Institutes of Health; “Real-Time Rconstruction MRI”; \$1,903,750. Gengsheng Lawrence Zeng, Principal Investigator.
44. University of Utah – DHHS National Institutes of Health; “Lysosomes and Aging”; \$1,903,122. Adam Lucas Hughes, Principal Investigator.
45. University of Utah – DHHS National Institutes of Health; “R01A1 Dr. O’Connell”; \$1,902,816. Ryan M. O’Connell, Principal Investigator.
46. University of Utah – DHHS National Institutes of health; “UHB-DWI for MS CSC Evaluation”; \$1,902,816. Eun-Kee Jeong, Principal Investigator.
47. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “protecting Glomerular Endothel”; \$1,902,816. Yufeng Huang, Principal Investigator.
48. University of Utah – DHHS National Institutes of Health; “ARC-Dependent Synaptic”; \$1,902,816. Jason Dennis Shepherd, Principal Investigator.
49. University of Utah – DHHS National Institutes of Health; “Brown R01 – Immune Modulatino”; \$1,902,816. Jessica C. S. Brown, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; “R01 Matthew Williams”; \$1,902,816. Matthew A Williams, Principal Investigator.
51. University of Utah – DHHS National Institutes of Health; “Brown R01 – Efficient Ident”; \$1,902,816. Jessica C. S. Brown, Principal Investigator.
52. University of Utah – DHHS National Institutes of Health; “Expec Survival Within the Gut”; \$1,902,816. Matthew A Mulvey, Principal Investigator.
53. University of Utah – DHHS National Institutes of Health; “Intracellular Lumen Formation”; \$1,902,816. Mark M Metzstein, Principal Investigator.
54. University of Utah – NIH National Inst of General Medical Science; “Gene Poising by Oct Trans”; \$1,902,816. Roland D Tantin, Principal Investigator.
55. University of Utah – DHHS National Institutes of Health; “Retinitis Pigmentosea”; \$1,902,816. Clement Chow, Principal Investigator.
56. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Recurrent Hypoglycemia”; \$1,902,816. Simon J Fisher, Principal Investigator.
57. University of Utah – DHHS National Institutes of Health; “Vibrio Cholerae Infection”; \$1,902,813. Daniel Ted Leung, Principal Investigator.
58. University of Utah – DHHS National Institutes of Health; “Epigenetic Regulation”; \$1,900,000. Dona A Delker, Principal Investigator.
59. University of Utah – University of Virginia; “U VA DCC”; \$1,876,760. Susan D Horn, Principal Investigator.
60. University of Utah – DHHS National Institutes of Health; “Ninds 41249 Resub. Renewal”; \$1,862,500. Thomas E Lane, Principal Investigator.
61. University of Utah – DHHS National Institutes of Health; “Newborn Lung Injury”; \$1,521,563. My Nga Helms, Principal Investigator.
62. University of Utah – DHHS Agency for Healthcare Resh & Quality; “AHRQ Antibiotic Stewardship”; \$1,500,000. Matthew H Samore, Principal Investigator.

63. University of Utah – NIH National Inst Allergy & Infectious Disease; “Synergistic Antifungal Pairs”; \$1,413,114. Jessica C. S. Brown, Principal Investigator.
64. University of Utah – DHHS National Institutes of Health; “Big Clinical Data”; \$1,337,394. Gang Luo, Principal Investigator.
65. University of Utah – The Resh Inst at Nationwide Childrens Hosp; “Cook/Szadkowski Rinch Sub 5/16”; \$1,202,917. Lawrence J Cook, Principal Investigator.
66. University of Utah – University of Kentucky; “Epigenetic Determinants”; \$1,132,988. Paul N Hopkins, Principal Investigator.
67. University of Utah – NIH National Inst Neurology Disorders Stroke; “Zebrafish VWMD”; \$1,134,963. Joshua Leitch Bonkowsky, Principal Investigator.
68. University of Utah – DOD Office of Economic Adjustment; “Utah DIA – Initial Grant”; \$3,792,278. Gregory M Jones, Principal Investigator.
69. University of Utah – DHHS National Institutes of Health; “Collagen Hybridizing Peptides”; \$2,272,382. Jeffrey A Weiss, Principal Investigator.
70. University of Utah – DHHS National Institutes of Health; “Fluorender: Multi-Channel Data”; \$1,901,875. Charles D Hansen, Principal Investigator.
71. University of Utah – US Department of Homeland Security; “Analysis Nuclear Forensicdata”; \$1,747,330. Tolga Tasdizen, Principal Investigator.
72. University of Utah – DHHS National Institutes of Health; “Shapewords: Automat Landmarks”; \$1,520,625. Shireen Youssef Elhabian, Principal Investigator.
73. University of Utah – Patient Centered Outcomes Resh Inst; “Doctor-Patient Communication”; \$1,049,867. Zac E Imel, Principal Investigator.
74. University of Utah – NIH National Inst Allergy & Infectious Disease; “Pediatric TB”; \$1,451,808. Swomitra Kumar Mohanty, Principal Investigator.
75. University of Utah – DHHS National Institutes of Health; “MBPS in Cancer”; \$1,902,816. Bethany Anne Koehntop, Principal Investigator.
76. University of Utah – DHHS National Institutes of Health; “Revised Genetic Code of Life”; \$1,902,816. Kelly T Hughes, Principal Investigator.

77. University of Utah – DHHS National Institutes of Health; “Drug Discover”; \$1,518,750. Helena Safavi-Hemami, Principal Investigator.
78. University of Utah – DHHS National Institutes of Health; “Theranostic Dendritic Wedges”; \$1,518,750. Iya Zharov, Principal Investigator.
79. University of Utah – DHHS National Institutes of Health; “A Practical Cancer Bio-Marker”; \$1,265,000. John C Conboy, Principal Investigator.
80. University of Utah – Military Suicide Research Consortium; “BCBT Replication Study”; \$3,169,280. Craig Bryan, Principal Investigator.
81. University of Utah – DHHS National Institutes of Health; “Dynamics of Regulation”; \$2,583,841. Cynthia Berg, Principal Investigator.
82. University of Utah – DHHS National Institutes of Health; “UMI – 03.21.2016”; \$3,988,600. Jason Gertz, Principal Investigator.
83. University of Utah – NIH National Human Genome Research Inst; “In SITU Evaluation”; \$2,981,748. Jason Gertz, Principal Investigator.
84. University of Utah – NIH National Cancer Institute; “Translational Control”; \$2,553,303. Bruce A Edgar, Principal Investigator.
85. University of Utah – NIH National Cancer Institute; “PQ#3 Harnessing MHC”; \$2,254,962. Katherine Elena Varley, Principal Investigator.
86. University of Utah – NIH National Cancer Institute; “Role of Macrophage Rho Kinase”; \$1,902,816. Alana Lee Welm, Principal Investigator.
87. University of Utah – DHHS National Institutes of Health; “R01 Resubmission 07.05.206”; \$1,902,816. Michael Eugene Engel, Principal Investigator.
88. University of Utah – DHHS National Institutes of Health; “Craniofacial Morphogenesis”; \$1,887,500. Rodney A Stewart Ph.D, Principal Investigator.
89. University of Utah – DOE National Energy Technology Lab; “CLC Enabling Tech DOE 2016”; \$1,276,763. Kevin J Whitty, Principal Investigator.

90. University of Utah – NIH National Cancer Institute; “U24 Scalable Support for CA”; \$4,549,493. Guilherme Del Fiol, Principal Investigator.
91. University of Utah – DHHS National Institutes of Health; “LITES”; \$3,459,814. Raminder Nirula, Principal Investigator.
92. University of Utah – DHHS Agency for Healthcare Resh & Quality; “AHRO R01 Brooke”; \$2,498,241. Benjamin S Brooke, Principal Investigator.
93. University of Utah – NIH National Institute Diabetes Digest Kidney Disease; “R01 – A1 Danny Chou”; \$1,902,816. Hung-Chieh Chou, Principal Investigator.
94. University of Utah – DHHS National Institutes of Health; “Epigenetic Effects on Alpha7”; \$1,902,813. Scott W Rogers, Principal Investigator.
95. University of Utah – American Diabetes Association; “ADA Accelerator Award”; \$1,625,000. Hung-Chieh Chou, Principal Investigator.
96. University of Utah – NIH National Library of Medicine; “Supporting Clinician’s Needs”; \$1,521,566. Guilherme Del Fiol, Principal Investigator.
97. Utah State University – Millennium Engineering and Integration Company; “Operationally Responsive Space (ORS) Open Manufacturing (OM) 6U Bus Completion”; \$1,895,116. Jim Perry, Principal Investigator.

C. Awards

1. University of Utah – Army Medical Research Acquisition Activity; “Reducing False Negatives”; \$1,190,356. Craig Bryan, Principal Investigator.
2. University of Utah – NIH National Library of Medicine; “NN/LM RML and National Offices”; \$1,787,521. Jean Pugh Shipman, Principal Investigator.
3. University of Utah – NIH National Center for Advancing Transl Sciences; “CCTS UL1”; \$4,187,697. Carrie L Byington, Principal Investigator.
4. University of Utah – NIH National Heart Lung & Blood Inst; “Reprogrammed Platelets: Effectors of Thrombosis In Metab”; \$2,526,974. Andrew S Weyrich, Principal Investigator.
5. University of Utah – NIH National Cancer Institute; “SEER”; \$1,898,059. Carol Sweeney, Principal Investigator.

6. University of Utah – DOE National Nuclear Security Admin; “PSAAPII”; \$3,888,900. Philip J Smith, Principal Investigator.
7. University of Utah – NIH National Inst of General Medical Sci; “CIBC”; \$1,237,937. Christopher R Johnson, Principal Investigator.
8. University of Utah – National Science Foundation; “Francour-Mrsec: Seed Prog”; \$2,000,001. Ajay Nahata, Principal Investigator.
9. University of Utah – NIH National Inst Child Health & Human Dev; “Postpartum Pelvic Floor”; \$1,205,815. Ingrid E Nygaard MD, Principal Investigator.
10. University of Utah – National Multiple Sclerosis Society; “Casper NMSS DCAC Renew Oct ‘15”; \$3,000,000. Theron Charles Casper, Principal Investigator.
11. Utah State University – Air Force; “Kokanee”; \$1,675,561. Jim Perry, Principal Investigator.
12. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0003- Monolith CubeSat”; \$2,000,000. Robert Burt, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
 - University of Utah – The University of Utah – Emphasis in Archaeological Science within the BA/BS in Anthropology
 - The University of Utah – Emphasis in Human Ecology within the BA/BS in Anthropology
 - Utah Valley University - Certificate of Proficiency in National Security Studies
 - Utah Valley University - Minor in National Security Studies
2. New Administrative Unit
 - Utah Valley University – Department of Organizational Leadership
3. Name Change
 - Utah Valley University – Community and Continuing Education to Center for Professional and Continuing Education
 - Utah Valley University – Department of Business Management to Department of Strategic Management and Operations
4. Discontinuation
 - Utah Valley University – Department of Legal Studies

5. CORRECTION to April 1, 2016 General Consent Calendar Item:
Program Consolidation
 - University of Utah – Bachelor of Arts/Bachelor of Science in Human Development and Family Studies and Bachelor of Arts/Bachelor of Science in Consumer and Community Studies to Bachelor of Arts/Bachelor of Science in Family, Community and Human DevelopmentTO:
 - University of Utah – Bachelor of Arts/Bachelor of Science in Human Development and Family Studies and Bachelor of Arts/Bachelor of Science in Consumer and Community Studies to Bachelor of Arts/Bachelor of Science in Family, Community and Human Development with Emphases in Child Life, Early Childhood Education, and Financial Planning

6. CORRECTION to July 15, 2016 General Consent Calendar Item:
New Program
 - Utah Valley University – Certificate of Proficiency in Health Information TechnologyTO:
 - Utah Valley University – Certificate of Proficiency in Healthcare Information Technology

7. Tenure Recommendation for Weber State University President Charles A. Wight:
In the spring of 2013, President Wight's faculty credentials were examined by the faculty in Weber State University's Department of Chemistry and by the faculty on the College of Science Rank and Tenure Committee consistent with the existing rank and tenure policies of the institution. David Matty, Dean of College of Science, forwarded a recommendation for tenure with the rank of Professor of Chemistry to Provost Michael Vaughan on May 6, 2013. The Weber State University Board of Trustees unanimously approved the tenure recommendation for Charles A. Wight at a regular Board of Trustees' meeting on November 5, 2013. This item on the General Consent Calendar affirms the decision of the Weber State University Board of Trustees, consistent with the version of Regents' policy R205 in effect in 2013

8. Tenure Recommendation for Utah Valley University President Matthew S. Holland:
On January 15, 2015, the Utah Valley University Board of Trustees approved the recommendation that Matthew S. Holland be awarded faculty tenure to the Department of History & Political Science of Utah Valley University. They also approved promotion to the rank of Professor effective July 1, 2015. The Board of Trustees acted after receiving positive recommendations for faculty tenure and rank consistent with the policies of Utah Valley University and with full review and positive recommendations from the faculty of the Department of History & Political Science's Retention, Tenure and Promotion (RTP) Committee, the department chair (David R. Connelly), and the Dean of the College of Humanities and Social Sciences (David P. Yells). This action of the Utah State Board of

Regents is to affirm the tenure and promotion recommendations of Utah Valley University for President Matthew S. Holland consistent with Regents' policy R205 effective in 2015.

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment

STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY UTAH
FRIDAY, JULY 15, 2016

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Dixie State University – Bachelor of Science in Digital Film	
Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Psychology	
Utah Valley University – Master of Accountancy	
Utah Valley University – Master of Computer Science	
Utah Valley University – Master of Public Service	
Utah Valley University – Master of Science in Cybersecurity	
Utah Valley University – Master of Social Work	
Revision of Regent Policy R205, <i>Presidential Appointment, Term of Office, and Compensation and Benefits</i>	
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USHE – 2016-17 Performance Funding Initiatives
USHE – 2016-17 Market Demand Programs Initiatives Revised
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Adjournment 7

STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
FRIDAY, JULY 15, 2016

COMMITTEE OF THE WHOLE
MINUTES

Regents Present

Daniel W. Campbell, Chair
France A. Davis, Vice Chair
Jessellie B. Anderson
Nina R. Barnes
Leslie Castle
Wilford Clyde
Marlin K. Jensen
Patricia Jones
Robert S. Marquardt
Steve Moore
Robert W. Prince
Harris H. Simmons
Mark R. Stoddard
Teresa L. Theurer
Joyce P. Valdez
John H. Zenger

Regents Absent

Steven Lund

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education
Elizabeth Hitch, Associate Commissioner for Academic Affairs
Kimberly L. Henrie, Associate Commissioner for Finance & Facilities

Institutional Presidents Present

David W. Pershing, University of Utah
Noelle Cockett for Stan L. Albrecht, Utah 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
Madonne Miner for Charles Wight, Weber State University

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

Chair Campbell called the meeting to order at 11:19 p.m. and expressed his appreciation to President Wyatt and his staff for hosting. Turned time over to President Wyatt for the State of the University.

State of the University

President Wyatt began with a short video honoring Beverly Taylor Sorenson. The Beverly Taylor Sorenson Center for the Arts is a 39.1 million project that was just completed. Approximately 90% of the funds were privately gifted. It is the largest art center of its kind in a place the size of Cedar City. He went on to say if the Center of the Arts is the first major event for SUU, then the second is the Outdoor Nation and SUU won the national title of the Outdoor Championship. President Wyatt highlighted some of the outdoor programs at SUU and the beautiful lands around Cedar City. He then showed a brief film produced by a SUU student highlighting the national parks and monuments near SUU. One of the results of focusing on the outdoors is drawing the support of professional geologists, who are helping transform the old business building into a new science building. He then recognized the people who work behind the scenes to make SUU great, highlighting the facilities crew, which is working on reducing energy usage. This year SUU received the top award in the county for experiential learning. SUU also hosted the National Leadership Institute, and next year they will start the Experiential Journal. President Wyatt played another short video about experiential education. Over the last year SUU won two Big Sky championships: the football championship and the men's cross county championship. He also highlighted two fun facts: Demario Warren, the new head football coach, is the first African American head football coach in Utah; Sadhaf Pervez is the first female coach for a men's sport in Division I and is the head coach for SUU's men's tennis. SUU again has the best graduation rate in the region. Every graduate in the Technical Theater Program, for at least the last five years, is still working in their field. 87% of students applying to medical school were admitted (27 out of 31) and 100% of dental students were admitted. 100% of nursing graduates from SUU passed their nursing board exams on the first try. He highlighted a few successful medical students, and concluded by playing a video to show what SUU is really about; building relationships and mentoring between faculty, staff and students.

Chair Campbell thanked President Wyatt for his great report and began the Committee of the Whole by reading three resolutions.

Resolution for Richard Davis, UHEAA was read by Regent Stoddard.

Resolution for Fred Stringham, former Regent was read by Regent Simmons.

Resolution for Gerald Sherratt, former SUU President was read by Regent Barnes.

Chair Campbell moved to approve all three resolutions, the motion was seconded by Regent Zenger and the motion pass unanimously.

Report from Regent Jesselie B. Anderson on UCAT Board of Trustees

Regent Anderson noted this has been a difficult year for UCAT. Rob Brems, President of UCAT announced his retirement. Senator Osmond was chosen as the new President of UCAT and then declined, so President Brems stepped back in through the legislative session. New legislation changed the way the board members are selected and all members are now appointment by the Governor. The President of UCAT will now have the title of commissioner and the new title will read Utah College of Applied Technology, Commissioner of Technical Education. A search is now underway for a new commissioner. New leadership has been elected on the board with Jim Evans being the new Chair and Regent Steve Moore is the new Vice-chair. Regent Anderson deferred to Regent Moore for additional comments. Regent Moore said he was grateful for the opportunity to serve on the board.

Report from Regent Patricia Jones on recent meeting of Western Interstate Commissioner for Higher Education (WICHE)

Regent Jones noted 15 states and 2 territories are part of WICHE. There are three programs: Professional Student Exchange Program - Utah sent 44 students in podiatry or optometry and Utah received two students; Western Regional Graduate Program – Utah received 131 students and Utah sent 87 students to other states; Western Undergraduate Exchange – Utah received 1377 students and sent 960 to other states. WICHE recently launched the State Authorization Reciprocity Agreement to more easily allow states to comply with federal requirements for registering online programs. WICHE last met in May in Laramie WY, noting this meeting was a transitional one with President David Longanecker retiring after 17 years and President Joe Garcia assuming the position.

Chair Campbell excused Regent Jones from the remainder of the meeting.

Open Meetings Law Training

Commissioner Buhler noted we would be showing a 12 minute video prepared by the state auditors for the Open Meetings Law Training. He also made note of a new annual report that summarizes and highlights facts throughout the year. Commissioner Buhler asked for questions. Regent Clyde stated the Trustee meeting is an open meeting and we need to keep a door open, to which Commissioner Buhler responded doors have been shut only for noise purposes. He also noted there has been a request to attend in the past which was allowed. Regent Clyde also stated that in closed session we should not be making any motions. This has not been done in the past; he just wanted to make the point that we shouldn't in the future.

General Consent Calendar (TAB FF)

Chair Campbell asked for a motion to approve, **Regent Davis motioned to approve and was seconded by Regent Barnes; the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of Board meetings May 20, 2016, Snow College
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

Reports of Board Committees

Academic and Student Affairs Committee

Regent Prince stated they had an exceptionally long agenda and suggested we group approvals by institution.

University of Utah – Bachelor of Science in Construction Engineering (TAB A)

University of Utah – Masters of Science in Business Analytics (TAB B)

Both received unanimous approval in committee and **Regent Prince moved to approve as outlined in Tabs A and B. The motion was seconded by Regent Stoddard and the motion carried.**

Weber State University – Associate of Applied Science in Controls Technology (TAB C)

Regent Prince noted the wonderful presentation and moved to approve as outlined in Tab C. The motion was seconded by Regent Simmons and the motion carried.

Dixie State University – Bachelor of Science in Digital Film (TAB D)

Regent Prince noted this was unanimously approved in committee and moved to approve as outlined in Tab D. The motion was seconded by Regent Davis and the motion carried.

Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Psychology (TAB E)

Utah Valley University – Master of Accountancy (TAB F)

Utah Valley University – Master of Computer Science (TAB G)

Utah Valley University – Master of Public Service (TAB H)

Utah Valley University – Master of Science in Cybersecurity (TAB I)

Utah Valley University – Master of Social Work (TAB J)

Regent Prince noted the above degrees represent a tremendous amount of work and were all unanimously approved in committee and moved to approved as outlined in Tabs E, F, G, H, I, J. The motioned was seconded by Regent Simmons and the motion carried.

Revision of Policy R205, *Presidential Appointment, Term of Office, and Compensation* (TAB K)

Regent Prince noted this revision comes about after extensive conversation and was approved in committee and moved to approve as outlined in Tab K. The motion was seconded by Regent Davis and the motion carried.

Adoption of Regent Policy R256, *Student Disciplinary Processes* (TAB L)

Regent Prince noted this policy appears appropriate and necessary and moved to approve as outlined in Tab L. The motion was seconded by Regent Theurer and the motion carried.

Revision of Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles* (TAB M)

Regent Prince noted this concerned Southern Utah University's revision of their mission statement. The committee was impressed by the amount of work that went into the revision and the changes are appropriate. Regent Prince moved to approve as outlined in Tab M. The motion was seconded by Regent Zenger and the motion carried.

Adoption of Regent Policy R431, *State Authorization Reciprocity Agreement* (TAB N)

Regent Prince noted this authorizes distance learning among states with this agreement. This was unanimously approved and Regent Prince moved to approve as outlined in Tab N. The motion was seconded by Regent Zenger and the motion carried.

College and Career Readiness Recommendations (TAB O)

Regent Prince noted this is to update the recommendations to reflect current high school standards. Regent Prince moved to approve as outlined in Tab O. The motion was seconded by Regent Theurer and the motion carried.

Institutional Completion Update: Southern Utah University (TAB P)

Regent Prince noted this presentation was very well done. This is an information item only and no action is needed.

Finance/Facilities Committee

Southern Utah University – Campus Master Plan Approval (TAB Q)

Regent Marquardt noted this includes the new arts facility and provides for more housing. **Regent Marquardt moved to approve as outlined in Tab W. The motion was seconded by Regent Barnes and the motion carried.**

Utah State University – Design of Interlocking Cross-Laminated Timbers Building (TAB R)

Regent Marquardt noted this is only for project design. The building will be made out of a special material made from reclaimed waste wood. **Regent Marquardt moved to approve as outlined in Tab R. The motion was seconded by Regent Anderson and the motion carried.**

Utah Valley University – West Campus Boundary Adjustment (TAB S)

Regent Marquardt noted the adjustment is due to an error from a fence being built in the wrong place and this is a minor correction. **Regent Marquardt moved to approve as outlined in Tab S. The motion was seconded by Regent Zenger and the motion carried.**

Utah Valley University – Main Campus Property Purchase (TAB T)

Regent Marquardt noted UVU wants to purchase three houses and one vacant lot, about 1 ½ acres, adjacent to campus for 1.8 million. There was some concern about the amount of money, but this is the appraised value. This property is integral to the overall plan for housing. **Regent Marquardt moved to approve as outlined in Tab T. The motion was seconded by Regent Simmons, opposed by Regent Clyde, the motion carried.**

Utah Valley University – Payson Land Purchase (TAB U)

Regent Marquardt noted this is for a satellite campus. This is to acquire 30 acres with close access to I-15. The negotiated price is \$30,000 per acre and includes the right to purchase an additional 20 acres at market value. Donated funds will be used to purchase the land.

Utah Valley University – Wasatch Campus Right-of-way Transfer (TAB V)

Regent Marquardt noted this road is going to become a public road and given to the county. The developer has agreed to reimburse the university half of the appraised value. The developer will bear the costs and has agreed to pay appraised value for any additional property necessary to improve the roadway. **Regent Marquardt moved to approve as outlined in Tabs U and V. The motion was seconded by Regent Clyde and the motion carried.**

Weber State University – Non-State Funded Design and Construction of a Center for Interprofessional Education (TAB W)

Regent Marquardt noted WSU received a gift of 2.1 million to design and construct a 6000 square foot Interprofessional Education Facility. No state funds will be used. The Board of Trustees still needs to approve, but the Building Board has already heard and approved contingent on the Regents' approval.

Weber State University – Non-State Funded Design and Construction of Community Outreach Center in Ogden (TAB X)

Regent Marquardt noted this is for an 11,800 square foot Community Outreach Center in downtown Ogden at a cost of 4.2 million in donated funds. This is an exciting project that will serve the underrepresented population in Ogden. **Regent Marquardt moved to approve as outlined in Tabs W and X. The motion was seconded by Regent Barnes and the motion carried.**

USHE – FY18 Budget Development Process (TAB Y)

Commissioner Buhler noted this is laying out the process of putting together the budget, which will be brought to the Regents in September. **Regent Marquardt moved to approve as outlined in Tab Y. The motion was seconded by Regent Zenger and the motion carried.**

Revision of Policy R590, *Issuance of Bonds for College and Universities* (TAB Z)

Regent Marquardt noted this is to clean up some of the language, clarifying the need for legislative authorization prior to issuance of bond except in two instances; 1) refunding of bonds, 2) industrial facility and development. **Regent Marquardt moved to approve as outlined in Tab Z. The motion was seconded by Regent Davis and the motion carried.**

USHE – 2016-17 Performance Funding Initiatives (TAB AA)

Regent Marquardt noted each institution has now submitted a detailed list on how they are going to use the 5 million appropriated in the legislative session. This is information only and no action is needed.

USHE – 2016-17 Market Demand Programs Initiatives Revised (TAB BB)

Regent Marquardt noted this was previously approved by the Board and the specifics on how the money will be spent are listed in their packets. This is information only and no action is needed.

USHE – Report on Research and Development Funds Required by Senate Bill 156 (TAB CC)

Regent Marquardt noted this report will be given to the legislature. This is information only and no action is needed.

University of Utah – Property Disposal (TAB DD)

Regent Marquardt noted UU received two gifts of property which have now been sold. This is information only and no action is needed.

Chair Campbell mentioned there was a lot of good discussion in the Finance Committee on how they might be able to add additional instruction and oversight. Associate Commissioner Henrie will continue to work on this. He expressed his appreciation to SUU for hosting this meeting and noted the great changes on campus.

It was moved by Regent Stoddard and seconded by Regent Davis to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion carried.

The Board of Regents met in Executive Session until 2:32 p.m.

Loreen Olney
Executive Secretary

Date Approved: September 16, 2016

September 7, 2016

MEMORANDUM

TO: State Board of Regents
FROM: David L. Buhler
SUBJECT: Utah State Board of Regents 2017-2018 Meeting Schedule Approval

Issue

In compliance with Utah Code and the Open Public Meetings Act, the Utah State Board of Regents is required to give public notice at least once a year of its annual meeting schedule. For this reason in addition to scheduling purposes, the schedule for the 2017-2018 academic year is attached for Board approval. The proposed meeting dates are as follows:

- July 20 & 21, 2017
- September 14 & 15, 2017
- November 17, 2017
- January 19, 2018
- March 30, 2018
- May 18, 2018

Commissioner's Recommendation

The Commissioner recommends the approval of the proposed State Board of Regents meeting schedule for the academic year 2017-2018.

David L. Buhler
Commissioner of Higher Education

DLB/LO
Attachment



UTAH STATE BOARD OF REGENTS 2017-2018 MEETING SCHEDULE

Thursday, July 20 , 2017	7:30 AM - 5:00 PM	
Friday, July 21 , 2017	7:30 AM - 5:00 PM	Southern Utah University
Thursday, September 14 , 2017	12:00 – 5:00 PM	
Friday, September 15 , 2017	7:30 AM - 5:00 PM	Weber State University
Friday, November 17 , 2017	7:30 AM - 5:00 PM	Utah State University
Friday, January 19 , 2018	7:30 AM - 5:00 PM	Utah Valley University
Friday, March 30 , 2018	7:30 AM - 5:00 PM	Dixie State University
Friday, May 18 , 2018	7:30 AM - 5:00 PM	Salt Lake Community College

*Schedule is subject to change.
Board of Regents approval date: September 16, 2016*