AGENDA

Joint Regent/Trustee Retreat

July 20, 2017

Southern Utah University, R Haze Hunter Conference Center

9:00 – 10:00 am Continental Breakfast

Location: Upper Corridor

10:15 – 12:00 p.m. Opening Session

Location: Great Hall

- Welcome – Dan Campbell, Regent Chair; Eric Leavitt, SUU Trustee Chair
- Regent/Trustee Roles and Collaborations (30 minutes) – Dave Buhler, Commissioner
- The New Academic Program Approval Process (SB 238) (60 Minutes) – Liz Hitch, Associate Commissioner
    - Purposes
    - Institutional Processes Prior to Trustee Review
    - Role of Trustees/Strategies for Examining New and Existing/Continuing Programs

12:00 – 1:30 p.m. Lunch Session

Location: Great Hall

- Lunch
- Overview of Remainder of the Day/Introduction of Speaker – Dave Buhler
- Keynote:

  Utah's Changing Demographics: Impact on Affordable Access and Timely Completion Goals

  Pam Perlich, Director, Demographic Research, Kem C. Gardner Policy Institute
- Discussion/Reactions – Dave Buhler

Breakout Sessions: Focus on Student Success

1:45 - 2:45 p.m. Breakout Session #1 (both sessions repeat)

- Student Safety – (Location: Yankee Meadows) – Jared Tippits, Vice President for Student Affairs, SUU; Geoffrey Landward, Assistant Commissioner for Policy, USHE
- Paying for College – (Location: Charles Hunter) – David Feitz, Executive Director, UHEAA

2:45 – 3:00 p.m. – Transition

3:00-4:00 p.m. Breakout Session #2

- Student Safety – (Location: Yankee Meadows) – Jared Tippits, Vice President for Student Affairs, SUU; Geoffrey Landward, Assistant Commissioner for Policy, USHE
- Paying for College – (Location: Charles Hunter) – David Feitz, Executive Director, UHEAA

4:00 – 5:00 p.m. Closing Session

Location: Great Hall

- Discussion with Governor Gary R. Herbert

Evening Dinner and Entertainment

6:00 p.m. – Dinner (Location: Southern Utah Museum of Art)

7:00 p.m. The Green Show

8:00 p.m. Theater Performance – Treasure Island or Romeo and Juliet

STATE BOARD OF REGENTS
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH
R HAZE HUNTER CONFERENCE CENTER
FRIDAY, JULY 21, 2017

AGENDA

7:30 – 8:50 AM BREAKFAST MEETING – State Board of Regents, Southern Utah University Board of Trustees, President Wyatt, Commissioner Buhler
Location: Whiting Room

9:00 – 10:30 AM DISCUSSION – Regents, Commissioner, Presidents
(Topic:) Tuition Waivers
Location: Whiting Room

10:45 – 12:00 PM MEETINGS OF BOARD COMMITTEES

ACADEMIC AND STUDENT AFFAIRS COMMITTEE
Regent Robert W. Prince, Chair
Location: Charles Hunter

INFORMATION:

1. Institutional Completion Update – Southern Utah University TAB A

ACTION:

1. Technology Initiative Advisory Board – Funding Allocations from the 2017 Legislative Sessions TAB B
2. Revision of Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports* TAB C
3. Utah State University – Bachelor of Science in Technology Systems with Emphases in Information and Computer Technology, Technical Management, Robotics, Automation, and Controls, and Product Development TAB D
4. Utah State University – Master of Data Analytics with Specializations in Statistics, Management Information Systems, and Economics and Finance TAB E
5. Utah State University – Doctor of Philosophy in Landscape Architecture TAB F
6. Dixie State University – Bachelor of Science in Population Health with Emphases in Health Care Administration and Public Health TAB G
7. Dixie State University – Bachelor of Science in Recreation and Sport Management with Emphases in Corporate Recreation and Wellness, Experience Industry Management, and Sport Management TAB H

CONSENT:
Please see the General Consent Calendar at TAB R

FINANCE/FACILITIES COMMITTEE
Regent Robert S. Marquardt, Chair
Location: Yankee Meadows

DISUCSSION:

1. USHE – Review of Finance and Facilities Committee Accomplishments FY 2017 TAB I

ACTION:

1. USHE – FY19 Budget Development Process (BDP) Guidelines TAB J

2. USHE – Architectural Programming for USHE State Funded Capital Developments and revisions to Policies R701 and R702 TAB K
3. Utah State University – Long-term Lease for the USU Salt Lake Education Center TAB L
4. UESP – Adoption of Policy R686, *Student Prosperity Savings Program* TAB M

INFORMATION:

1. Southern Utah University – Trustee Property Acquisition TAB N
2. Utah State University – Trustee Property Acquisition TAB O
3. USHE – 2017-18 Performance Funding Initiatives TAB P
4. USHE – 2017-18 Growth Funding Initiatives TAB Q

12:00 – 1:00 PM LUNCH
Location: Shooting Star & Patio

1:00 – 1:30 PM STATE OF THE UNIVERSITY – PRESIDENT WYATT
Location: Great Hall

1:30 – 2:30 PM COMMITTEE OF THE WHOLE
Location: Great Hall

1. Oath of Office – Christina Ortega, Alex Trujillo
2. Resolution for Kim Burningham
3. General Consent Calendar TAB R
4. Open Meetings Training
5. Reports from Board Committees

2:30 – 2:45 PM TRANSITIONAL BREAK

2:45 – 3:45 PM EXECUTIVE SESSION
Location: Whiting Room

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.

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Southern Utah University

Background

In July 2013, the Board of Regents unanimously passed a resolution to "Implement Strategies to Increase Completion Rates." The five specific recommendations in the resolution are that each institution will:

1. Establish 15 credits hours per semester/30 credits per academic year as the normal full-time course load for students;
2. Set plateau tuition levels with a focus on 12 to 15 credit hours per semester 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.

In 2015, the State Board of Regents expanded on these initiatives in a new strategic plan titled, "Utah: A State of Opportunity." The strategic plan focused on three key areas: Affordable Participation, Timely Completion, and Innovative Discovery.

The Presidents and their administrations and faculty have taken seriously the Board's charge in the completion agenda and the new strategic plan and have been designing strategies to reach the Board's objectives. In order to support and bring to scale those institutional efforts, in FY 2016 the Utah System of Higher Education provided each institution with an Affordable Participation and Timely Completion Grant.

Issue

The Academic and Student Affairs Committee of the State Board of Regents has asked the institutions to report in more depth on the practices and policies they have implemented that are having the most impact on college participation and completion.

Representatives from the host institution, Southern Utah University, will report on their initiatives to increase completion rates at the July 2017 Board of Regents meeting. They have been asked to highlight two areas:

• one of the five strategies outlined in the 2013 completion resolution for which they have gained momentum, and

• one institution-led area for which they are demonstrating impact in retention or completion.

Next Steps

Over the course of the year, all remaining institutions will have a chance to report on their completion 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

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Technology Initiative Advisory Board - Funding Allocations from the 2017 Legislative Session

Issue

This item requests approval to allocate $4,000,000 of Utah's Engineering and Computer Technology Initiative funding that was appropriated by the 2017 Legislature. In accordance with state statute, institutional allocations of new Engineering and Computer Technology Initiative appropriations are recommended by the Technology Initiative Advisory Board (TIAB) and approved by the Board of Regents.

Background

The 2001 legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Technology Initiative within the Utah System of Higher Education (USHE) to increase the number of students graduating from engineering, computer science, and related technology programs. During the last 16 years, the Engineering and Computer Technology Initiative has been successful in increasing the number of graduates in these areas within USHE. Key provisions of SB61 and a list of the TIAB members are included in the attachment.

The TIAB, appointed by the Governor, was established to recommend funding allocations to the Board of Regents. During the 2017 legislative session, $4,000,000 of on-going funds were appropriated to the initiative for distribution to USHE institutions commencing with the 2017-2018 fiscal year (FY18).

The following table gives a summary of funding over the life of the initiative (FY02 through FY18):

Engineering and Computer Technology Initiative
Funding History
FY 02 – FY18

	Funds Appropriated		
Year	Ongoing	One time	Loan Forgiveness*
2001-02	1,000,000	2,500,000	500,000
2002-03	2,000,000	1,000,000	0
2003-04	500,000	0	50,000
2004-05	500,000	500,000	0

2005-06	1,500,000	500,000	0
2006-07	500,000	700,000	0
2007-08	3,000,000	2,000,000	0
2008-09	0	250,000	0
2009-10	0	2,000,000	0
2010-11	0	0	0
2011-12	0	0	0
2012-13	2,500,000	0	0
2013-14	0	0	0
2014-15	0	0	0
2015-16	3,500,000	1,000,000	0
2016-17	0	0	0
2017-18	4,000,000	0	0
Total	19,000,000	10,450,000	550,000

**In 2001, SB 61 established a loan forgiveness fund to assist students in obtaining degrees in engineering and computer science. In 2009, SB105 changed the loan forgiveness program to a scholarship program for the purpose of recruiting, retaining, and training engineering and computer science and related technology students. Scholarship funds were part of the $2,500,000 appropriation during the 2012 legislative session.*

Since inception, over 32,000 degrees targeted by the initiative have been awarded by institutions within USHE. According to the most recent data available the following degree completions show growth at key points in time.

Degree Category	FY00- Prior to Initiative	FY14- Last Funding Appropriation (effective FY15)	FY16- Latest Year Graduation Data Available
Engineering	862	1321	1626
Computer Science	513	958	1312
Total	1375	2279	2938

In making the current $4,000,000 appropriation the legislature specified the following intent language:

> The Legislature intends that the funds appropriated for the Engineering Initiative be allocated to institutions based on the increases in graduates from engineering, computer science, and technology degree programs since Fiscal Year 2014. The Legislature further intends that Engineering Initiative funds support undergraduate programs that meet workforce needs for the highest demand occupations. Recommendations for appropriation and follow up reporting on program success are to be reviewed by the Business, Economic Development, and Labor Appropriations Subcommittee and the Higher Education Appropriations Subcommittee.

The TIAB used legislative intent language to guide its recommended allocation of funds. Specifically, the TIAB considered: 1) Graduation increase since 2014 in areas targeted by the initiative, and 2) High demand occupations. The University of Utah, Utah State University and Weber State University had the most graduates since 2014 and also had the highest rates of graduation increases. Consistent with the intent language, the highest funding recommendations were made to these three institutions.

Requests from institutions exceeded the amount of available funds. To match allocations to the $4,000,000 of available funding, the TIAB focused its recommendations on requests for new faculty only. Requests for one-time funds and requests for on-going staff positions were not considered. Faculty requests were limited to programs that prepare students for the highest demand occupations. Based on data from the Utah Department of Workforce Services and the Economic Development Corporation of Utah, the four highest demand occupations that were also part of institutional proposals included: 1) Computer Science, 2) Mechanical Engineering, 3) Electrical/Computer Engineering, and 4) Civil Engineering. The TIAB recommended that institutions use funding from this new appropriation to increase the number of faculty members in programs that currently exist within these disciplines.

Given the considerations indicated above, the TIAB provided a unanimous recommendation that funding from the 2017 Legislature be allocated and distributed to the institutions effective FY18 consistent with legislative intent language as follows:

Institution	Graduation Growth Increase from FY14 to FY16	Percent of Total Graduation Growth	On-going Funds	Maximum Number of Positions Funding will Support with 50% Match*	Number of Positions Requested by Institution
University of Utah-College of Engineering	163	24.73	$1,540,000	25	29
Utah State University	127	19.27	$900,000	15	18
Weber State University	168	25.49	$840,000	14	16
Southern Utah University	24	3.64	$60,000	1	2
Snow College	20	3.04	$60,000	1	1
Dixie State University	5	0.76	$60,000	1	8
Utah Valley University	66	10.02	$480,000	8	10
Salt Lake Community College	86	13.05	$60,000	1	1
Total	659	100.00	$4,000,000	66	85

*Actual number of faculty hired to be determined by institutions given funding allocations, unique qualifications of each faculty member hired, etc.

Policy Issues

State statute requires the TIAB to recommend funding allocations to the Board of Regents. The process to recommend funding allocations has been followed consistent with state statute and legislative intent language.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the allocation of Engineering and Computer Technology Initiative funds appropriated by the 2017 Legislature as recommended by the Technology Initiative Advisory Board and that these funds be distributed to institutions effective with the 2017-2018 fiscal year with expectation that funds are matched in accordance with Utah Code 53B-6-105.9.

_____
David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Attachment

Key provisions of SB61:

1. Established a goal to triple the number of graduates from USHE institutions in engineering, computer science, and related technology.
2. Directed the Regents to establish rules providing the criteria for those fields of study that qualify as "related technology."
3. Provided supplemental funds for equipment purchases to improve the quality of instructional programs in engineering, computer science, and related technologies.
4. Established a student scholarship to encourage enrollment in programs included in the initiative.
5. Provided funding for USHE institutions to hire and retain qualified faculty to teach in initiative programs.
6. Increased program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
7. Created a Technology Initiative Advisory Board to make recommendations to the Board of Regents in its administration of the initiative. Required that the advisory board be composed of individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Technology Initiative Advisory Board Members

- John Sutherland (Chair) , Brigham Young University
- Susan Johnson (Co-Chair), Futura Industries
- Reed Brown , Mathnasium
- Vance Checketts , Dell EMC
- Roland Christensen , Applied Composite Technology
- Ed Ekstrom , Quail Creek Capital
- Ed Espe r, Utah Capital Investment Corporation
- Mark Ripke , Boeing
- Chuck Taylor , SyberJet Aircraft
- J. Howard, VanBoerum , VanBoerum & Frank

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*

Issue

During the Utah legislature's 2017 session, Senate Bill (SB) 238 Substitute (Higher Education Governance Revisions – Millner/Wilson) passed and was signed into law by the governor. Among the higher education governance changes directed by the bill were changes that provided for "the delegation of certain powers to institution of higher education boards of trustees" including the power "to approve changes to the institution of higher education's programs. . .". The conditions set forth in SB 238 require changes in Regents' Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports.*

Background

The following are the key items in program approval and review that change the procedures currently outlined in Regents' Policy R401:

- Institutional Approval of Academic Programs: Within roles and specified program levels, each institutional Board of Trustees may approve new academic programs. Proposed programs that fall outside of the institution's specified roles must be approved by the Board of Regents.
- Notification, Peer Review and Approval of New Programs:
    - Institutions must provide the Board of Regents with notice of any new academic program (within its role) approved by the Board of Trustees.
    - The Commissioner's Office will conduct a peer review (by other USHE institutions) of new program proposals and provide a report to the Trustees and Regents.
    - The Board of Regents may define the process and procedures to be followed in program approval, including a fiscal analysis and plan for ongoing costs.
    - The Board of Regents must approve establishment of any branch, extension, college, professional school, or an academic program outside the institution's specified role.
- Periodic Program Review, Modification and Termination of Programs:
    - The Board is required to review any new programs no later than two years after the first cohort beginning the program completes it.
    - The Board may conduct a periodic review of a program at an individual institution.
    - The Board may require modification or termination of an institution's program(s), but must provide adequate opportunity for a hearing before the Board.

The proposed revisions to the R401 incorporate the changes specified in SB238 relative to program approval. The proposed revision has been reviewed by the Utah System of Higher Education (USHE) Chief Academic Officers and their suggestions and changes incorporated. Staff continues to develop the technology-based infrastructure to manage the review process. By statute, final implementation of the review processes specified in SB238 must be achieved by September 1, 2017.

Policy Issues

The proposed policy revisions have been developed through established policy revision procedures. Chief academic officers from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the revisions to Policy R401, *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*.

_____

David L. Buhler
Commissioner of Higher Education

GL/EJH
Attachment

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

~~Preamble[2]: Academic programs are at the center of the educational mission of Utah's state colleges and universities, and the pursuit of knowledge is the driving consideration for the students served. Additionally, the Board of Regents (Regents) and the Utah System of Higher Education (USHE) universities and colleges are committed to providing students with a range of degrees and other credentials that are appropriate to the respective missions of Utah institutions and that meet, if not exceed, national standards.~~

~~The procedure of degree approval is rigorous. The idea for a new degree comes from faculty responding to changes in a specific field, accreditation standards, student demand, or market forces. Before academic programs are sent to the Regents for review, they undergo careful scrutiny by academic departments, college or division committees, academic senates, executive officers, and institutional boards of trustees. Thus, institutional and Regents' reviews hold academic programs to high standards of quality and assure that graduates who earn these degrees and credentials are prepared to live successfully in and contribute to the welfare of the State and its citizens.~~

R401-1. Purpose. To ~~provide guidelines~~ establish criteria and procedures for ~~Regents' approval and notification of new programs and programmatic and administrative changes in academic and Career and Technical Education (CTE) programs. Additionally, this policy includes notification of discontinued programs and other program-related items that institutions shall provide to the Commissioner of Higher Education~~ new programs of instruction that ensure rigorous scrutiny—beginning at the institutional level and then by an institution's peers—and encourage a range of sustainable degrees and other credentials within each institution's mission and that meet or exceed national standards. This policy also creates procedures for approving or discontinuing programs and notifying the Board of Regents of changes to academic program and administrative units.

R401-2. References.

2.1. Utah Code §53B-16-102, Changes in Curriculum

2.2. Regents Policy ~~and Procedures~~ R220, Delegation of Responsibilities to the President and Board of Trustees

2.3. Regents Policy ~~and Procedures~~ R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

[1] Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, and September 18, 2015.

[2] ~~The Preamble was adopted by the Chief Academic Officers of the Utah System of Higher Education in September 2004.~~

2.4. Regents Policy ~~and Procedures~~ R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

~~2.5. Policy and Procedures R350-355, Education Television and Communications Networking~~

2.~~6~~5. Regents Policy ~~and Procedures~~ R411, Cyclical Institutional Program Reviews

~~2.7. Policy and Procedures R430, Continuing Education/Community Service~~

2.~~8~~6. Regents Policy ~~and Procedures~~ R470, General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination

~~2.9. Policy and Procedure R481, Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review~~

~~2.10. Policy and Procedures R508, Guidelines for Approving Lists of Comparable Institutions~~

R401-3. Definitions.

3.1. Academic Awards. Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, institutions may establish additional requirements and course work ~~may be established by USHE institutions~~. ~~Academic awards require Regent approval (see R401-4 and R401-5).~~

3. 1.1. Certificate of Proficiency. A program of study that prepares students for ~~gainful employment in a recognized~~ an occupation. It does not require, but may include, general education courses. The certificate ~~less than one year in length of full-time study~~ requires 16 to 29 semester credit hours or 600 to 899 clock hours. ~~Does not require but may include general education courses.~~ It consists entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

3. 1.1.1. ~~Entry-Level~~ CTE Certificate of Proficiency. ~~Meets Perkins eligibility requirements and federal financial aid requirements, and is composed of primarily 1000-level courses without prerequisites~~ A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

~~3.12.1.2. Mid-Level Certificate of Proficiency. Provides students with a specific set of skills. May meet Perkins eligibility and/or federal financial aid requirements. Made up of courses selected from undergraduate programs, with or without prerequisites.~~

NOTE: Institutional certificates of proficiency require less than ~~one year in length (less than~~ 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. ~~ending in a certificate issued under the authority of the~~

~~institution *do not require approval by the Regents*~~. Institutions may establish institutional certificates without notifying the Regents. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2. Certificate of Completion. A program of study ~~consisting primarily of 1000-level courses. intended to~~ that prepares students for ~~gainful employment in a recognized~~ an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate ~~more than one year and less than two years in length of full-time study~~ requires a minimum of 30 ~~and a maximum of 33~~ semester credit hours or 900 ~~to 990~~ clock hours ~~consisting primarily of 1000-level courses. General education requirements are less extensive than in AA and AS degrees, generally 9 credit hours in Composition, Computation, and Human Relations.~~ and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal. ~~Certificates more than 45 semester credit hours or 1350 clock hours must show how the certificate can lead to an associate's degree within the normal credit hour requirements for that degree. When appropriate, transfer agreements should be included in the program proposal.~~

3.1.2.1. CTE Certificate of Completion. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3. Associate of Applied Science (AAS) Degrees. Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. These degrees ~~typically~~ require ~~two years in length of full-time study, Require~~ a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are less extensive than in AA or AS degrees—generally 9 hours in composition, computation, and human relations. General education courses may be embedded within a course in the discipline, but must be identifiable. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4. Associate of Arts (AA) and Associate of Science (AS) Degrees. Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component~~,~~ and prepare students for upper-division work in baccalaureate programs or for employment and ~~for~~ responsible citizenship. The degree ~~Typically two years in length of full-time study.~~ requires a minimum of 60 and a maximum of 63 semester credit hours, which include 30 to 39 semester credit hours of general

education course work. ~~In structuring AAS degrees consideration is given to lower-division courses such that students may complete requirements and electives without upper-division coursework.~~ Institutions structure associate degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4.1. Specialized Associate's Degrees. Associate's degrees that include extensive specialized course work—such as the Associate of Pre-Engineering~~,~~— and are intended to prepare students to initiate upper-division work in a particular baccalaureate program. These degrees ~~contain~~ require a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work, and general education requirements that may be less extensive than in AA or AS degrees. Because students ~~might~~ may not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Specialized associate's degree programs have formal, written~~,~~ articulation agreements for the courses transferring. In some cases, articulation may be system-wide.

3.1.4.2. Pre-Major. Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. Pre-major courses ~~contained in a pre-major~~ in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the ~~Faculty Discipline Majors' Committees~~ USHE major committees. Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-major affects students transferring from two-year institutions, sponsoring institutions should pursue formal articulation agreements ~~are desirable~~ and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students~~, if accepted into a major,~~ should generally be able to complete the baccalaureate degree in two additional years of full-time study.

~~3.12.4.3. General Studies Associate's Degrees. See *General Studies Associate's and Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of General Studies degrees.~~

3.1.5. Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees. Programs of study which include general education, major course work, and prepare students for employment in a career field and for responsible citizenship. Bachelor's degrees ~~typically~~ require ~~four years in length of full-time study. Requires~~ a minimum of 120 and a maximum of 126 semester credit hours.

3.1.5.1. Professional Bachelor's Degrees. A professional degree that prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. It may exceed the maximum of 126 credit

hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.5.2. Baccalaureate Pre-Major. At four-year institutions not offering an AA or AS degree, the term "pre-major" applies to preparatory, lower-division courses required for acceptance into a major. Pre-major course work is not sufficient to admit the student to the major in cases where the institution has admission requirements for the major and a limit on the number of students who may pursue the major. Courses in a baccalaureate pre-major should be the same or similar to those offered by the two-year programs as determined by the USHE major committees. ~~NOTE: A pre-major for a BA/BS or professional bachelor's degree may be specified by the institution, *but does not require Regent approval*.~~

3.1.5.3. General Studies Bachelor's Degrees. See *General Studies ~~Associate's and~~ Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of general studies degrees.

3.1.5.4. Minor. A ~~coherent collection~~ grouping of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

3.1.5.5. K-12 Teaching Endorsement. A collection of courses, built upon a ~~Regent-~~approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established ~~and conveyed~~ by the Utah State ~~Office~~ Board of Education.

~~3.1.6. K-12 School Personnel Programs. Licensure preparation programs for teacher education, counselors, administrators, and other school personnel.~~

3.1.~~7~~6. ~~Graduate~~ Post-baccalaureate Certificate. A program of study~~, less than one year in length, made up of graduate-level course work, with a pre-requisite of at least a bachelor's degree~~ requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission.

3.1.7. Post-master's Certificate. A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission.

3.1.8. Master of Arts (MA) and Master of Science (MS) Degrees. Graduate-level programs of study beyond the bachelor's degree. A master's degree ~~typically more than one and but less than two years of full-time graduate study,~~ requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.1.8.1. Professional Master's Degrees. Professional master's degrees, such as the Master of Business Administration or Master of Social Work, may require additional course work or projects. May exceed the maximum of 36 semester

credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.9. Doctoral Degrees. Graduate-level programs beyond the master's degree in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. Doctoral degrees generally require three to six years of study, ~~Requires~~ preparation and defense of a dissertation based on original research, or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.1.9.1. Professional Practice Doctoral Degrees. Provide~~s~~ knowledge and skills for credentials or licenses required for professional practice. Pre-professional and professional preparation for degrees such as the juris doctorate and medical doctorate requires at least six years of full-time study.

3.~~1~~2. Academic and Student Affairs Committee. A Board of Regents committee ~~of the Board of Regents~~ responsible for academic and student affairs planning and program review.

3.~~2~~3. Articulation Agreement. A formal agreement between two or more ~~colleges and universities~~ institutions documenting the transfer policies for a specific academic program or degree. Agreements ~~can~~ may cover ~~one, two, or more years~~ any course of study, including certificates and/or degree programs. Institutions shall address transfer and articulation agreements between lower and upper-division programs at the annual ~~Faculty Discipline Majors' Meetings~~ USHE major committee meetings. Institutions may enter into additional transfer and articulation agreements, such as those in Career and Technical Education (CTE)~~, may be developed between and among institutions~~. If the CTE agreements affect general education transfer and articulation, ~~they should be introduced to the appropriate Faculty Discipline Major's Meeting in order to~~ the sponsoring institution shall inform other USHE institutions through the USHE major committee.

3.4 Branch Campus/Extension Center. For the purposes of this policy, a location of an institution that is geographically apart and independent of the main campus and is permanent in nature.

3.5. Career and Technical Education (CTE). Designation given to certain programs consistent with state and national career and technical education definitions.

3.6 Centers, Institutes, or Bureaus. Administrative entities that primarily perform research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

3.~~3~~7. Chief Academic Officer (CAO). The ~~person designated by a USHE institution as its~~ institution's chief academic officer ~~who is~~ responsible for ~~matters related to~~ the institution's academic affairs.

3.~~4~~8. Classification of Instructional Programs (CIP) Code. The code associated with a particular program of study as specified by the USHE institution ~~in concert with~~ and informed by the National Center for Education Statistics (NCES) taxonomy of programs.

3.9. College or Professional School. An academic unit within a Utah System of Higher Education (USHE) institution that is headed by an academic dean.

3.10. Council of Chief Academic Officers. The CAOs of all USHE institutions.

3.~~6~~11. Emphasis. A collection of courses within an associate of applied science, baccalaureate, or graduate degree that gives students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases must be clearly within the major field of study specified for the degree.

3.12. Institution of higher education/Institution. An institution that is part of the Utah System of Higher Education described in Utah Code 53B-1-102(1)(a)-(i).

3.~~7~~13. Major. The discipline in which the degree resides.

3.~~8~~14. Office of the Commissioner of Higher Education (OCHE). The Utah Commissioner of Higher Education and his/her staff.

3.15. Peer Review Committee: The Council of Chief Academic Officers or designees who review programs of instruction, new colleges or schools.

3.~~9~~16. Program. ~~As specified in R481-3.10.1, a "program" is a unit within the institution with an identifiable teaching, research, or other academic mission. For a unit to be designated as a "program," it shall have an identified group of faculty and shall fulfill one or more of these criteria: (1) has "program," "center," "institute," "laboratory," "department," "school," or "college" in its title or has otherwise been designated as a program; (2) offers or administers a degree, certificate, or some other credential; (3) has an identifiable curriculum or is formally described in current institutional catalogs or other publications; and/or (4) has a separate budget as listed in official university documents.~~ A program of curriculum that leads to the completion of a degree, certificate, or other credential.

3.1~~0~~7. Program Review Committee (PRC). ~~The~~ A Board of Regents ~~Academic and Student Affairs Committee serves as the PRC and is responsible for academic program review~~ workgroup that provides initial feedback and guidance for proposed new programs, colleges or professional schools and general guidance on academic policies and strategies.

~~3.11. Utah System of Higher Education (USHE). A system of public higher education institutions as designated by the legislature within the State of Utah.~~

R401-4. Authority for Program Approval and Mission Alignment.

4.1. An institution may, with the approval of its Board of Trustees, establish a new program of instruction that is within the institution's primary role as established in Regent Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2. An institution may not establish the following without Board of Regents approval:

4.2.1. A branch, extension center, college, or professional school;

4.2.2. A new program of instruction that is outside of the institution's primary role.

4.3. The following chart shows the program levels for which institutions are authorized to offer programs without Board of Regents approval:

Approved Degree Types by USHE Institution

USHE INSTITUTION	Undergrad-uate Certificate	Post-baccalaure ate/Post-graduate Certificate	Associate Degrees (AAS, AA, AS, AFA)	Baccalaureate Degree (BA, BS, BFA)/Other Professional (e.g., BSN)	Master's Degree (MA, MS, MBA, MFA)/Other Professional (e.g., MSN, MAT)	Doctorate (PhD)	JD	DDS	MD	EdD	DVM	Other Professional Doctorates (e.g., DPT, DAud)
U of U	X	X	X	X	X	X	X	X	X	X		X
USU	X	X	X	X	X	X				X	X	X
WSU	X	X	X	X	X							
SUU	X	X	X	X	X							
DSU	X	X**	X	X	X**							
UVU	X	X	X	X	X							
SLCC	X		X	X***								
SNOW	X		X	X***								

**After NWCCU requirements for offering graduate programs in place

***Considered out of mission but approved on rare occasions

4.3.1. Institutions unsure whether a proposed program is within their mission may consult the Office of the Commissioner for a determination from the PRC.

4.3.2. Programs determined to be outside an institution's mission may be approved under the process described in R401-5.

R401-5. ~~Review and Recommendation by the OCHE with Regent Approval on the General Consent Calendar. Institutions submitting proposals requiring OCHE recommendation and Regent approval on the General Consent Calendar shall adhere to the process shown in R401-5.2. When submitting proposals to the OCHE for one of the items specified in R401-5.1., the institution shall adhere to the procedures for submitting the appropriate Abbreviated Template and follow the *Proposal and Notification Submission Procedures* (R401-7).~~ Notification of New Programs, Credentials, Reviews and Other Changes.

5.1. Institutions shall notify OCHE for the following new programs, credentials or changes:

5.1.1. All programs considered for peer review under section 6.1.

~~5.1. Items Requiring Review and Recommendation by the OCHE. Items requiring OCHE review to be placed on the General Consent calendar are as follows:~~

5.1.~~1~~2. New Certificates of Proficiency (except Institutional Certificates of Proficiency);
5.1.~~2~~3. New Certificates of Completion;

5.1.~~3~~4. New ~~Graduate~~ Post-baccalaureate and Post-masters Certificates;
5.1.~~4~~5. New Minors;
5.1.~~5~~6. New Emphases within an ~~Regent-~~approved degree;
5.1.~~6~~7. New K-12 Endorsements;
5.1.~~7~~8. Existing Program Changes including:
- 5.1.~~7~~8.1. Program Transfer;
- 5.1.~~7~~8.2. Program Restructure;
- 5.1.~~7~~8.3. Program Consolidation;
- 5.1.~~7~~8.4. Program Suspension;
- 5.1.~~7~~8.5. Program Discontinuation;
- 5.1.~~7~~8.6. Program Name Change;
- 5.1.~~7~~8.7. Out-of-Service Area Delivery of a Program; and
- 5.1.~~7~~8.8. Reinstatement of a Previously Suspended Program.

5.1.~~8~~9. Program Reports including:
- ~~5.1.89.1. Two-Year Follow Up Reports;~~
- 5.1.~~8~~9.2. Three-Year Follow Up Reports; and
- 5.1.~~8~~9.3. Cyclical Institution Program Reviews (R411).

5.1.~~9~~10. Administrative Unit Changes including:
- 5.1.~~9~~10.1. New Administrative Units;
- 5.1.~~9~~10.2. Administrative Unit Transfer;
- 5.1.~~9~~10.3. Administrative Unit Restructure;
- 5.1.~~9~~10.4. Administrative Unit Consolidation; and
- 5.1.~~9~~10.5. Reinstatement of Previously Suspended Administrative Units.

5.1.~~10~~11. Creation of Non-Administrative Units including:
- 5.1.~~10~~11.1. New Centers;
- 5.1.~~10~~11.2. New Institutes;
- 5.1.~~10~~11.3. New Bureaus;
- ~~5.1.1011.4. Conditional Three-Year Approval of New Centers, Institutes, and Bureaus.~~

5.2. ~~Review Process for Program Items Requiring OCHE Review and Recommendation with Regent Approval on the General Consent Calendar.~~ Institutions shall follow

~~5.2.1. Review and Approval by Institutional Board of Trustees.~~

~~5.2.2. Review by Specialized Groups. K-12 endorsement programs for USOE licensure in specific areas may be reviewed by Schools and Colleges of Education at the request of the Commissioner's staff.~~

~~5.2.3. Institutional Submission of Request to the OCHE. See~~ R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions. Notification items will be posted to the OCHE database and will appear as an information item on the Board of Regents agenda. Notification items do not require Regent approval but may be examined to ensure they are congruent with the institution's mission under R401-4.

5.2.4. Review by the Commissioner's Staff.

5.2.5. CAO Review (optional, necessity determined by the Commissioner's staff). The Commissioner's staff may share proposal s with the institutional CAOs for further feedback as needed.

5.2.6. OCHE Notice to the Institution of Need for Further Information or Approval. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner; or (2) the item is being placed on the Regents' General Consent Calendar.

5.2.7. Commissioner's Staff Places Item on the Regents' General Consent Calendar for Approval.

5.3. Abbreviated Proposal Submission Guidelines Notification Guidelines.

5.3.1. Fast Track Approval for Certificates. To meet immediate industry needs and for other compelling reasons Certificates of Proficiency needing approval for financial aid, and Certificates of Completion, may be submitted to the Commissioner for Fast Track approval. The Fast Track Approval Process is detailed below:

5.3.1.1. Review and Approval by Institutional Board of Trustees. The certificate must have been approved by the institution's internal program development and approval procedure.

5.3.1.2. Review through the Career and Technical Education Regional Planning Process. Institutional CTE Directors coordinate regional planning processes.

5.3.1.3. Institutional Submission of Request to the OCHE. See R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions.

5.3.1.4. Review by the Commissioner's Staff and Commissioner's Response. The Commissioner's staff will review the proposal and recommend action to the Commissioner. Within 15 days of the item being received by the OCHE, the institution will be notified that either: (1) further information is required by the Commissioner; or (2) the item is being returned with approval for immediate effect.

5.3.1.5. Regent Consideration. The program will be placed on the General Consent Calendar of the next Regents' meeting.

5.3.2. Emphasis Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree.

~~5.3.3. Minor Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree.~~

~~5.3.4. Conditional Three-Year Approval for New Centers, Institutes, or Bureaus. Institutions may seek temporary approval from the Commissioner for a center, institute, or bureau that is being established on an experimental or pilot basis. The Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions: (1) the proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment or is fully supported by external funding; (2) activities involved are consistent with established institutional mission and role assignments; and (3) the administrative entity involved has programmatic affiliation with an existing academic program or department. Temporary approval of centers, institutes, or bureaus may be granted for a period no longer than three years, after which an institution must request approval of the Regents.~~

5.3.~~5~~1. Out-of-Service-Area Delivery of Programs. Institutions that offer programs ~~that require substantive change notification to the regional accreditation organization and/or are offered~~ outside ~~of the institution's~~ their designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.~~6~~2. ~~Discontinuation or Suspension of~~ Discontinuing or Suspending Programs. An institution discontinues a program when it ~~*Discontinuation* of a program consists of entirely removing~~ removes the program from the institution's and the Regents' list of approved programs, but only after current students have an opportunity to complete. An institution suspends a program when it ~~*Suspension* of a program is a temporary prohibition of~~ temporarily prohibits ~~new enrollments~~ students from enrolling ~~to~~ in the program. The program ~~will~~ remains on the Regents' list of approved programs and may, ~~according to~~ at the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

5.3.~~6~~2.1. Student Completion in Discontinued or Suspended Programs. Students currently admitted to the program must be provided a ~~way~~ path to complete the program in a reasonable period of time compatible with accreditation standards. This may require: (1) ~~enrollment of~~ enrolling students at other institutions of higher education; or (2) offering courses ~~to be taught~~ for a maximum of two years after ~~discontinuation of~~ discontinuing the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

5.3.~~6~~2.2. System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider ~~discontinuance of~~ discontinuing unnecessarily ~~duplicated~~ duplicative programs within the USHE, particularly programs that may be high cost and/or low producing.

5.3.~~7~~3. Reinstatement of Previously Suspended Program or Administrative Unit. If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution ~~must give notice to~~ shall notify the Board of Regents using the ~~appropriate Abbreviated~~ notification template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content that are identical to the original program. If either the name or curricular content of the program have changed, the institution will submit the program ~~the program should be submitted~~ as a new program and discontinue the suspended program ~~should be discontinued~~.

R401-6. Peer Review for New Proposed Programs.

6.1. The following Programs Require Peer Review before being approved by either the Board of Trustees or the Board of Regents:

6.1.1. Associate of Applied Science (AAS) Degrees.

6.1.2. Associate of Arts (AA) and Associate of Science (AS) Degrees.

6.1.3. Baccalaureate Degrees.

6.1.4. Master's Degrees.

6.1.5. Doctoral Degrees.

6.1.6. New colleges or professional schools.

6.2. Peer Review Process. The Commissioner's staff will coordinate the peer review process.

6.2.1. Review by the Commissioner's Staff. Institutions shall submit full program proposals, including financial and budget analyses, to the Commissioner's staff for review and comment.

6.2.2. Peer Review by Council of Chief Academic Officers. After the Commissioner's staff has determined the proposal is ready for peer review, they will forward the proposal to the CAOs. The CAOs will review the proposal and may submit comments or questions for response from the other CAOs. The Peer Review Committee will meet with the Commissioner's staff to discuss the proposal, the peer institutions' comments or questions, external reviews (if applicable), and the Commissioner's staff's evaluation. Feedback from the CAOs may be included in the Peer Review Report.

6.2.3. Report on Peer Review. The Commissioner's staff shall issue a report with the results of the peer review to the board of trustees for its consideration when determining whether to approve the proposed program. The Commissioner will convey the final report to the Board of Regents. If the proposed program is within the institution's mission, the report will be an information item for the Board of Regents. If the proposed program is outside of the institution's mission, the institution and its board of trustees shall determine whether they wish pursue the program by seeking Board of Regents approval as outlined in section 7.1.

6.2.3.1. Budgetary Considerations Separate From Approval. Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program, such as differential tuition or building appropriations, shall be submitted separately through the regular budget procedure.

6.3. Review by Specialized Groups. Review by specialized groups may be conducted concurrently with peer review. The following types of programs require specialized review as noted.

6.3.1. Career and Technical Education (CTE) Programs. CTE programs shall go through the regional career and technical education planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for notification.

R401-47. Regents' Review, Approval, ~~Committee of the Whole~~ or Elimination of Programs.
~~Institutions submitting program proposals requiring approval by the Regents' Committee of the Whole shall adhere to the procedures for submitting a full proposal and follow the *Proposal and Notification Submission Procedures* (R401-7).~~

~~47.1. Program Items Requiring Regents' Committee of the Whole Approval. Items requiring Regent approval are as follows:~~

~~47.1.1. New Associate of Applied Science Degrees;~~
~~47.1.2. New Associate of Arts, Associate of Science, and Specialized Associate's Degrees;~~
~~47.1.3. New Baccalaureate Degrees;~~
~~47.1.4. New Master's Degrees;~~
~~47.1.5. New Doctoral Degrees; and~~
~~47.1.6. New K-12 Personnel Licensure Programs.~~

~~47.2. Review Procedure for Program Items Requiring Regents' Committee of the Whole Approval. Programs requiring Regent Approval, Committee of the Whole, will be reviewed by the following entities and in the order specified.~~

~~47.2.1. Review and Approval by the Institutional Board of Trustees.~~

~~47.2.2. Review by Specialized Groups. Review by specialized groups may be conducted concurrently with review by the Boards of Trustees, if such concurrent review is consistent with institutional policies and procedures. The following types of programs require specialized review as noted.~~

47.2.2.1. K-12 School Personnel Programs. K-12 school personnel preparation programs shall be reviewed by the USHE Schools and Colleges of Education.

47.2.2.2. Career and Technical Education (CTE) Programs. CTE programs shall go through the Regional Career and Technical Education Planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) Planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for approval.

7.1 Proposed New Programs Outside an Institution's Mission. An institution may submit a program determined to be outside of its mission to the Board of Regents for consideration as follows:

47.21.31. Institutions shall first submit their proposal in accordance with the Institutional Submission of Request to the OCHE. See R401-5, *Proposal and Notification Submission Procedures* established in section 9 and Full Template instructions.

4.2.47.1.2. Review by the Commissioner's Staff. The institution's CAO will forward full program proposals to the Commissioner's Academic and Student Affairs staff for review and comment. The financial analysis document may be reviewed by the Commissioner's Finance staff in order to verify financial data.

4.2.57.1.3. Review by Council of Chief Academic Officers (CAOs). After the Commissioner's staff has reviewed the proposal and is satisfied it is ready for CAO review, it will be posted to the USHE website designated for program items to be reviewed by CAOs. The CAOs must review and post their comments concerning the full proposal for response from the other CAOs. Prior to review by the PRC, the Council of Chief Academic Officers will meet with the Commissioner's Academic and Student Affairs staff to discuss the institutional proposals and the comments submitted by other USHE institutions, external reviews, and initial evaluation from the Commissioner's staff. This discussion will be considered by the Commissioner's staff in preparing materials and recommendations for the Regents.

4.2.6. Review by Program Review Committee (PRC). Once they have reviewed the proposed program, the Commissioner's staff will submit the the CAOs and Commissioner's staff have commented, the full program proposal and all attendant issues will be forwarded for review by to the PRC for review. The PRC will review the program proposal and accompanying information, discuss any questions and issues, and request additional information or consultation as

appropriate~~, including a request for a consultant to review the proposed program and surrounding issues. In the case a consultant review is requested, the proposing institution will provide to the Commissioner's staff a list of appropriate consultants. The staff will contact a consultant acceptable to the institution and to the Commissioner's staff and arrange for the review. Once the consultant's report has been completed, it will be made available to the PRC, the proposing institution, and the CAOs. As programs are reviewed, at the request of the PRC, additional individuals may be asked to attend the meeting~~. The PRC will determine whether or not to forward the program proposal to the Board of Regents for approval.

~~4~~7.2.~~7.~~ Board Review and Termination of a Program Outside an Institution's Mission.

7.2.1. If the Board of Regents determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Regents may call for review of that program.

7.2.2. The Commissioner shall notify the institution's President and Board of Trustees Chair in writing that the Board will review the program.

7.2.3. Within 30 days of notification, the institution shall submit to OCHE the materials the Board of Trustees reviewed in approving the program.

7.2.4. The PRC will review the materials, request additional information or documentation as necessary, conduct a hearing in which the institution may participate, and make a recommendation to the Board of Regents for final action.

~~Consideration by Board of Regents. Program proposals that have been reviewed according to the procedures described in R401-4 will be placed on the Regents' agenda as directed by the PRC. The Commissioner's review for the Regents will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions. The Regents' Academic and Student Affairs Committee reviews proposals for new programs and recommends action to the Regents. The Regents then take action on the proposed program during the meeting of the Committee of the Whole.~~

~~4~~7.2.7.1. ~~Voting for Approval by Board of Regents. All new associate's and bachelor's degree programs must be approved by a majority vote of the Regents members in attendance. All new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.~~

~~4~~7.2.7.2. ~~Budgetary Considerations Separate from Approval. Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program shall be submitted separately through the regular budget procedure.~~

~~4~~7.3. ~~Full Proposal Submission Guidelines.~~

~~4.3.1. Emphasis Contained within a Proposal for a New Degree. When an emphasis is contained within an AAS, baccalaureate, or graduate degree being presented for initial approval, the emphasis should be identified within the new degree proposal and approved through the new degree approval process.~~

~~4.3.1.1. Emphasis Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add an emphasis to an existing Regent-approved degree (see R401-5).~~

~~4.3.2. Minor Contained within a Proposal for a New Degree. A minor which is presented within a bachelor's degree proposal must be identified.~~

~~4.3.2.1. Minor Added to an Existing Degree. The proposing institution shall submit an Abbreviated Template proposal to add a minor to an existing Regent-approved degree (see R401-5).~~

~~4.3.3. Excess Credits. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Regents. When a new degree is proposed, include justification for requiring semester credit hours in excess of the credit hour limits listed in R401-3.~~

R401-~~6~~8. Reports. Within three years of implementation, institutions shall submit a report on all programs ~~approved by the Regents~~ that require a peer review under R401 ~~require a report three years after implementation or two years after implementation for programs approved under the Fast Track procedure~~. Institutions ~~must~~ shall submit reports using the appropriate USHE report template.

~~6.1. Two-Year Review of Programs Approved through the Fast Track Procedure. Institutions operating programs approved through the Fast Track procedure submit a report to the Commissioner's Academic and Student Affairs staff for review two years from the date the program is implemented. Once the report has been reviewed and found to contain the required information, it will be made available for review by PRC members and forwarded to the Regents for the next agenda. The Regents may request information in addition to that contained in the report.~~

~~6.2~~8.1. Cyclical Institutional Program Reviews. Institutions submit five- and seven-year ~~program~~ reviews of programs approved under R401 (See Regents Policy ~~and Procedures~~ R411, *Cyclical Program Reviews*).

~~6.2~~8.1.1. List of Scheduled Program Reviews. The annual list of scheduled ~~program~~ reviews as defined in R411, *Review of Existing Programs*, including date of review, is due at the beginning of each September.

~~6.3. Programs under Development or Consideration. The Program Planning Reports provide the Regents with a system-wide view of the programs that may be brought to them for approval.~~

~~6.3.1. Submission Timeline for Program Planning Report. In February of each year, each institution shall submit an updated Program Planning Report of programs under development or consideration that may be brought to the Regents for formal approval within the next 36 months.~~

~~6.3.2. Continuous Update. The information in each planning report is to be updated whenever the status of a program changes or a new program is being considered. Once a program has been approved by the Regents or is no longer under consideration at an institution, it should not appear in the report.~~

R401-~~7~~9. Proposal and Notification ~~Submission~~ Procedures.

~~7~~9.1. Proposal Templates. Proposals for new programs, administrative units, changes to existing programs and administrative units, out-of-service area delivery, or program reports are submitted to the Commissioner's office using the designated USHE Full Template, Abbreviated Template, or Notification Template (see R401-7 and R401-8). Current versions of all proposal and report templates are available online. ~~The proposal template required for each type of item is specified in R401-4 and R401-5. Proposals~~ Institutions must follow the template's ~~submission~~ instructions ~~found with each template~~.

~~7.1.1. USHE Proposal Templates. Proposals for new programs and administrative units or changes to existing programs and administrative units are submitted to the Commissioner's office using the designated USHE Full or Abbreviated Template (see R401-4 and R401-5). CAOs or their designees review templates regularly. Proposed changes are approved by the CAOs with the Commissioner's staff. Current versions of all proposal and report templates are available online.~~

~~7.1.1.1. Right to Call for Additional Information for a Proposal. Additional information may be requested in order to evaluate any proposal or reports submitted. For approvals requiring only an Abbreviated Proposal, the Commissioner reserves the right to require a more detailed proposal, including a full proposal, if questions or concerns are raised.~~

~~7~~9.1.~~2~~1.Classification of Instructional Program (CIP) Codes. When preparing the Full, ~~or~~ Abbreviated, or Notification Template, the institution must choose an appropriate CIP code. For CIP code classifications, see nces.ed.gov/ipeds/cipcode/. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

9.1.~~3~~2. Transmission of Proposals. ~~Proposals must be transmitted by~~ The Chief Academic Officer will submit proposals to the Academic and Student Affairs Staff (academicaffairs@ushe.edu).

~~7~~9.1.~~4~~3. Records. The institution is responsible for maintaining a record of proposal ~~submissions~~. OCHE is not responsible for storing electronic copies of submitted proposals.

Appendix A: General Studies ~~Associate's or~~ Bachelor's Degree Guidelines

A General Studies ~~Associate's or~~ Bachelor's Degree proposal must:

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. Define the audiences for this degree including types and needs of students.

3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.

7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.

9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. Require a curricular concentration.

11. Clarify how academic oversight will be provided by faculty.

12. State graduation standards.

R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports[1]

R401-1. Purpose. To establish criteria and procedures for new programs of instruction that ensure rigorous scrutiny—beginning at the institutional level and then by an institution's peers—and encourage a range of sustainable degrees and other credentials within each institution's mission and that meet or exceed national standards. This policy also creates procedures for approving or discontinuing programs and notifying the Board of Regents of changes to academic program and administrative units.

R401-2. References.

2.1. Utah Code §53B-16-102, Changes in Curriculum

2.2. Regents Policy R220, Delegation of Responsibilities to the President and Board of Trustees

2.3. Regents Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles

2.4. Regents Policy R315, Service Area Designations and Coordination of Off-Campus Courses and Programs

2.5. Regents Policy R411, Cyclical Institutional Program Reviews

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

R401-3. Definitions.

3.1. Academic Awards. Academic awards range from certificates to doctoral degrees. The following definitions describe common characteristics of each award. In compliance with accreditation, institutions may establish additional requirements and course work

3. 1.1. Certificate of Proficiency. A program of study that prepares students for an occupation. It does not require, but may include, general education courses. The certificate requires 16 to 29 semester credit hours or 600 to 899 clock hours. It consists

[1] Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.] R401 amended June 1, 2001, November 8, 2002, May 30, 2003, October 19, 2004, December 14, 2007, April 1, 2010, November 18, 2011, November 16, 2012, July 19, 2013, and September 18, 2015.

entirely of undergraduate courses but does not require prerequisite courses, conditions, or degrees for admission to the program.

3. 1.1.1. CTE Certificate of Proficiency. A certificate of proficiency that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

NOTE: Institutional certificates of proficiency require less than 30 semester credit hours, or 900 clock hours) and are not eligible for federal financial aid. Institutions may establish institutional certificates without notifying the Regents. Institutions may use these certificates to address varying needs, including workforce preparation, bridging student pathways from high school, avocational interests, or development of specialized skills.

3.1.2. Certificate of Completion. A program of study that prepares students for an occupation. It requires a recognizable general education core in communication, computation, and human relations. The general education core may be embedded within program courses. The certificate requires a minimum of 30 semester credit hours or 900 clock hours and typically does not exceed 33 semester credit hours or 990 clock hours. It consists entirely of undergraduate courses and has no prerequisite courses, conditions, or degrees required for admission to the program. Institutions should demonstrate how certificates requiring more than 36 semester credit hours or more than 1,080 clock hours can lead to an associate's and/or bachelor's degree within the normal credit hour requirements for that degree. When appropriate, institutions should include transfer agreements in the program proposal.

3.1.2.1. CTE Certificate of Completion. A certificate of completion that prepares students for gainful employment in a recognized occupation, meets Perkins eligibility requirements and federal financial aid requirements, and consists entirely of lower division courses.

3.1.3. Associate of Applied Science (AAS) Degrees. Programs of study that include limited general education, course work in a subject, and are intended to prepare students for entry-level careers. These degrees require a minimum of 63 and a maximum of 69 semester credit hours. General education requirements are less extensive than in AA or AS degrees—generally 9 hours in composition, computation, and human relations. General education courses may be embedded within a course in the discipline, but must be identifiable. Institutions structure AAS degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4. Associate of Arts (AA) and Associate of Science (AS) Degrees. Programs of study primarily intended to encourage exploration of academic options that provide a strong general education component and prepare students for upper-division work in baccalaureate programs or for employment and responsible citizenship. The degree requires a minimum of 60 and a maximum of 63 semester credit hours, which include 30 to 39 semester credit hours of general education course work. Institutions structure associate

degrees to enable students to complete requirements and electives without upper-division coursework.

3.1.4.1. Specialized Associate's Degrees. Associate's degrees that include extensive specialized course work—such as the Associate of Pre-Engineering—and are intended to prepare students to initiate upper-division work in a particular baccalaureate program. These degrees require a minimum of 68 and a maximum of 85 semester credit hours, which include a minimum of 28 semester credit hours of preparatory, specialized course work, and general education requirements that may be less extensive than in AA or AS degrees. Because students may not fully complete an institution's general education requirements while completing a specialized associate's degree, they are expected to satisfy remaining general education requirements in addition to upper-division baccalaureate requirements at the receiving institution. Specialized associate's degree programs have formal, written, articulation agreements for the courses transferring. In some cases, articulation may be system-wide.

3.1.4.2. Pre-Major. Associate's degrees that include a set of courses designed to prepare students for upper-division work in a specific major. Pre-major courses in an AA or AS degree should be the same or similar to courses offered at four-year institutions as determined by the USHE major committees. Pre-majors must follow statewide articulation agreements where such agreements have been formulated. When a pre-major affects students transferring from two-year institutions, sponsoring institutions should pursue formal articulation agreements and students should be clearly informed of the transferability of the courses taken in the pre-major at the two-year institution. Upon transfer, students should generally be able to complete the baccalaureate degree in two additional years of full-time study.

3.1.5. Bachelor of Arts (BA) and Bachelor of Science (BS) Degrees. Programs of study which include general education, major course work, and prepare students for employment in a career field and for responsible citizenship. Bachelor's degrees require a minimum of 120 and a maximum of 126 semester credit hours.

3.1.5.1. Professional Bachelor's Degrees. A professional degree that prepares students for a particular profession by emphasizing skills and practical analysis built upon theory and research and, most often, has specialized accreditation that sets acceptable practice standards. It may exceed the maximum of 126 credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.5.2. Baccalaureate Pre-Major. At four-year institutions not offering an AA or AS degree, the term "pre-major" applies to preparatory, lower-division courses required for acceptance into a major. Pre-major course work is not sufficient to admit the student to the major in cases where the institution has admission requirements for the major and a limit on the number of students who may pursue the major. Courses in a baccalaureate pre-major should be the same or similar to

those offered by the two-year programs as determined by the USHE major committees.

3.1.5.3. General Studies Bachelor's Degrees. See *General Studies Bachelor's Degrees Guidelines, Appendix A*, for conditions that should be met in the design of general studies degrees.

3.1.5.4. Minor. A grouping of related courses that are deemed to be a student's secondary field of academic concentration or specialization during undergraduate studies.

3.1.5.5. K-12 Teaching Endorsement. A collection of courses, built upon an approved teacher education program that prepares K-12 teachers or teacher candidates to meet specific area certification as established by the Utah State Board of Education.

3.1.6. Post-baccalaureate Certificate. A program of study requiring less than 30 semester credit hours and composed of undergraduate and/or graduate courses. The program requires a bachelor's degree for admission.

3.1.7. Post-master's Certificate. A program of study less than 30 semester credit hours and composed entirely of graduate-level courses. The program requires a master's degree for admission.

3.1.8. Master of Arts (MA) and Master of Science (MS) Degrees. Graduate-level programs of study beyond the bachelor's degree. A master's degree requires a minimum of 30 and maximum of 36 semester credit hours of course work.

3.1.8.1. Professional Master's Degrees. Professional master's degrees, such as the Master of Business Administration or Master of Social Work, may require additional course work or projects. May exceed the maximum of 36 semester credit hours to meet accreditation requirements. Professional degrees often lead to third-party licensure.

3.1.9. Doctoral Degrees. Graduate-level programs beyond the master's degree in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects. Doctoral degrees generally require three to six years of study, preparation and defense of a dissertation based on original research, or planning or execution of an original project demonstrating substantial artistic or scholarly achievement.

3.1.9.1. Professional Practice Doctoral Degrees. Provide knowledge and skills for credentials or licenses required for professional practice. Pre-professional and professional preparation for degrees such as the juris doctorate and medical doctorate requires at least six years of full-time study.

3.2. Academic and Student Affairs Committee. A Board of Regents committee responsible for academic and student affairs planning and program review.

3.3. Articulation Agreement. A formal agreement between two or more institutions documenting the transfer policies for a specific academic program or degree. Agreements may cover any course of study, including certificates and/or degree programs. Institutions shall address transfer and articulation agreements between lower and upper-division programs at the annual USHE major committee meetings. Institutions may enter into additional transfer and articulation agreements, such as those in Career and Technical Education (CTE). If the CTE agreements affect general education transfer and articulation, the sponsoring institution shall inform other USHE institutions through the USHE majors committee.

3.4 Branch Campus/Extension Center. For the purposes of this policy, a location of an institution that is geographically apart and independent of the main campus and is permanent in nature.

3.5. Career and Technical Education (CTE). Designation given to certain programs consistent with state and national career and technical education definitions.

3.6 Centers, Institutes, or Bureaus. Administrative entities that primarily perform research, instructional, or technology transfer functions and are intended to provide services to students, the community, businesses, or other external audiences, or to obtain external funds.

3.7. Chief Academic Officer (CAO). The institution's chief academic officer responsible for the institution's academic affairs.

3.8. Classification of Instructional Programs (CIP) Code. The code associated with a particular program of study as specified by the USHE institution and informed by the National Center for Education Statistics (NCES) taxonomy of programs.

3.9. College or Professional School. An academic unit within a Utah System of Higher Education (USHE) institution that is headed by an academic dean.

3.10. Council of Chief Academic Officers. The CAOs of all USHE institutions.

3.11. Emphasis. A collection of courses within an associate of applied science, baccalaureate, or graduate degree that gives students a specific focus in a particular sub-area related to the identifiable core of courses required for the degree. Emphases must be clearly within the major field of study specified for the degree.

3.12. Institution of higher education/Institution. An institution that is part of the Utah System of Higher Education described in Utah Code 53B-1-102(1)(a)-(i).

3.13. Major. The discipline in which the degree resides.

3.14. Office of the Commissioner of Higher Education (OCHE). The Utah Commissioner of Higher Education and his/her staff.

3.15. Peer Review Committee: The Council of Chief Academic Officers or designees who review programs of instruction, new colleges or schools.

3.16. Program. A program of curriculum that leads to the completion of a degree, certificate, or other credential.

3.17. Program Review Committee (PRC). A Board of Regents workgroup that provides initial feedback and guidance for proposed new programs, colleges or professional schools and general guidance on academic policies and strategies.

R401-4. Authority for Program Approval and Mission Alignment.

4.1. An institution may, with the approval of its Board of Trustees, establish a new program of instruction that is within the institution's primary role as established in Regent Policy R312 and Utah Code Section 53B-16-102(4)(b).

4.2. An institution may not establish the following without Board of Regents approval:

4.2.1. A branch, extension center, college, or professional school;

4.2.2. A new program of instruction that is outside of the institution's primary role.

4.3. The following chart shows the program levels for which institutions are authorized to offer programs without Board of Regents approval:

Approved Degree Types by USHE Institution

USHE INSTITUTION	Undergrad-uate Certificate	Post-baccalaure ate/Post-graduate Certificate	Associate Degrees (AAS, AA, AS, AFA)	Baccalaureate Degree (BA, BS, BFA)/Other Professional (e.g., BSN)	Master's Degree (MA, MS, MBA, MFA)/Other Professional (e.g., MSN, MAT)	Doctorate (PhD)	JD	DDS	MD	EdD	DVM	Other Professional Doctorates (e.g., DPT, DAud)
U of U	X	X	X	X	X	X	X	X	X	X		X
USU	X	X	X	X	X	X				X	X	X
WSU	X	X	X	X	X							
SUU	X	X	X	X	X							
DSU	X	X**	X	X	X**							
UVU	X	X	X	X	X							
SLCC	X		X	X***								
SNOW	X		X	X***								

**After NWCCU requirements for offering graduate programs in place

***Considered out of mission but approved on rare occasions

4.3.1. Institutions unsure whether a proposed program is within their mission may consult the Office of the Commissioner for a determination from the PRC.

4.3.2. Programs determined to be outside an institution's mission may be approved under the process described in R401-5.

R401-5. Notification of New Programs, Credentials, Reviews and Other Changes.

5.1. Institutions shall notify OCHE for the following new programs, credentials or changes:

5.1.1. All programs considered for peer review under section 6.1.
5.1.2. New Certificates of Proficiency (except Institutional Certificates of Proficiency);
5.1.3. New Certificates of Completion;
5.1.4. New Post-baccalaureate and Post-masters Certificates;
5.1.5. New Minors;
5.1.6. New Emphases within an -approved degree;
5.1.7. New K-12 Endorsements;
5.1.8. Existing Program Changes including:
5.1.8.1. Program Transfer;
5.1.8.2. Program Restructure;
5.1.8.3. Program Consolidation;
5.1.8.4. Program Suspension;
5.1.8.5. Program Discontinuation;
5.1.8.6. Program Name Change;
5.1.8.7. Out-of-Service Area Delivery of a Program; and
5.1.8.8. Reinstatement of a Previously Suspended Program.

5.1.9. Program Reports including:
5.1.9.1. Three-Year Follow Up Reports; and
5.1.9.2. Cyclical Institution Program Reviews (R411).

5.1.10. Administrative Unit Changes including:
5.1.10.1. New Administrative Units;
5.1.10.2. Administrative Unit Transfer;
5.1.10.3. Administrative Unit Restructure;
5.1.10.4. Administrative Unit Consolidation; and
5.1.10.5. Reinstatement of Previously Suspended Administrative Units.

5.1.11. Creation of Non-Administrative Units including:
5.1.11.1. New Centers;
5.1.11.2. New Institutes;
5.1.11.3. New Bureaus.

5.2. Institutions shall follow R401-7, *Proposal and Notification Submission Procedures*, and appropriate template instructions. Notification items will be posted to the OCHE database and will appear as an information item on the Board of Regents agenda. Notification items do not require Regent approval but may be examined to ensure they are congruent with the institution's mission under R401-4.

5.3. Notification Guidelines.

5.3.1. Out-of-Service-Area Delivery of Programs. Institutions that offer programs outside their designated service area must seek approval (see R315, *Geographic Service Regions*; R312, *Institutional Mission and Roles*).

5.3.2. Discontinuing or Suspending Programs. An institution discontinues a program when it removes the program from the institution's and the Regents' list of approved programs, but only after current students have an opportunity to complete. An institution suspends a program when it temporarily prohibits students from enrolling in the program. The program remains on the Regents' list of approved programs and may, at the institution's discretion, remain in the online and/or printed catalog until fully discontinued.

5.3.2.1. Student Completion in Discontinued or Suspended Programs. Students currently admitted to the program must be provided a path to complete the program in a reasonable period of time compatible with accreditation standards. This may require: (1) enrolling students at other institutions of higher education; or (2) offering courses for a maximum of two years after discontinuing the program or until there are no other admitted students who are entitled to complete the program, whichever comes first.

5.3.2.2. System Coordination. Institutions should consider the statewide impact of discontinuing the program and identify opportunities for establishing the program at another USHE institution. Institutions should consider discontinuing unnecessarily ~~duplicated~~ duplicative programs within the USHE, particularly programs that may be high cost and/or low producing.

5.3.3. Reinstatement of Previously Suspended Program or Administrative Unit. If circumstances change and an institution plans to restart a suspended program or an administrative unit, the institution shall notify the Board of Regents using the notification template. Notice should include a statement verifying the program name, administrative unit structure and/or the curricular content that are identical to the original program. If either the name or curricular content of the program have changed, the institution will submit the program as a new program and discontinue the suspended program.

R401-6. Peer Review for New Proposed Programs.

6.1. The following Programs Require Peer Review before being approved by either the Board of Trustees or the Board of Regents:

6.1.1. Associate of Applied Science (AAS) Degrees.
6.1.2. Associate of Arts (AA) and Associate of Science (AS) Degrees.
6.1.3. Baccalaureate Degrees.
6.1.4. Master's Degrees.
6.1.5. Doctoral Degrees.
6.1.6. New colleges or professional schools.

6.2. Peer Review Process. The Commissioner's staff will coordinate the peer review process.

6.2.1. Review by the Commissioner's Staff. Institutions shall submit full program proposals, including financial and budget analyses, to the Commissioner's staff for review and comment.

6.2.2. Peer Review by Council of Chief Academic Officers. After the Commissioner's staff has determined the proposal is ready for peer review, they will forward the proposal to the CAOs. The CAOs will review the proposal and may submit comments or questions for response from the other CAOs. The Peer Review Committee will meet with the Commissioner's staff to discuss the proposal, the peer institutions' comments or questions, external reviews (if applicable), and the Commissioner's staff's evaluation. Feedback from the CAOs may be included in the Peer Review Report.

6.2.3. Report on Peer Review. The Commissioner's staff shall issue a report with the results of the peer review to the board of trustees for its consideration when determining whether to approve the proposed program. The Commissioner will convey the final report to the Board of Regents. If the proposed program is within the institution's mission, the report will be an information item for the Board of Regents. If the proposed program is outside of the institution's mission, the institution and its board of trustees shall determine whether they wish pursue the program by seeking Board of Regents approval as outlined in section 7.1.

6.2.3.1. Budgetary Considerations Separate From Approval. Program approval by the Regents consists only of authorization to offer a program. Budget requests necessary to fund the program, such as differential tuition or building appropriations, shall be submitted separately through the regular budget procedure.

6.3. Review by Specialized Groups. Review by specialized groups may be conducted concurrently with peer review. The following types of programs require specialized review as noted.

6.3.1. Career and Technical Education (CTE) Programs. CTE programs shall go through the regional career and technical education planning process, as implemented in the proposing institution's region, which has the primary purposes of: (1) planning CTE certificate and associate's degree programs that are responsive to the needs of business/industry and the citizens of the region, and providing a transition for secondary students into postsecondary programs; and (2) avoiding unnecessary duplication of CTE certificate and degree programs among higher education institutions in a region. Results of the review process shall be provided to the Regents when a CTE program proposal is submitted for notification.

R401-7. Regents' Review, Approval, or Elimination of Programs.

7.1 Proposed New Programs Outside an Institution's Mission. An institution may submit a program determined to be outside of its mission to the Board of Regents for consideration as follows:

7.1.1. Institutions shall first submit their proposal in accordance with the *Proposal and Notification Submission Procedures* established in section 9.

7.1.2. The institution's CAO will forward full program proposals to the Commissioner's Academic and Student Affairs staff for review and comment.

7.1.3. Once they have reviewed the proposed program, the Commissioner's staff will submit the full program proposal and all attendant issues to the PRC for review. The PRC will review the program proposal and request additional information or consultation as appropriate. The PRC will determine whether or not to forward the program proposal to the Board of Regents for approval.

7.2. Board Review and Termination of a Program Outside an Institution's Mission.

7.2.1. If the Board of Regents determines a Board of Trustees has approved a program that is outside the institution's mission, the Board of Regents may call for review of that program.

7.2.2. The Commissioner shall notify the institution's President and Board of Trustees Chair in writing that the Board will review the program.

7.2.3. Within 30 days of notification, the institution shall submit to OCHE the materials the Board of Trustees reviewed in approving the program.

7.2.4. The PRC will review the materials, request additional information or documentation as necessary, conduct a hearing in which the institution may participate, and make a recommendation to the Board of Regents for final action.

R401-8. Reports. Within three years of implementation, institutions shall submit a report on all programs that require a peer review under R401. Institutions shall submit reports using the appropriate USHE report template.

8.1. Cyclical Institutional Program Reviews. Institutions submit five- and seven-year reviews of programs approved under R401 (See Regents Policy R411, *Cyclical Program Reviews*).

8.1.1. List of Scheduled Program Reviews. The annual list of scheduled reviews as defined in R411, *Review of Existing Programs*, including date of review, is due at the beginning of each September.

R401-9. Proposal and Notification Procedures.

9.1. Proposal Templates. Proposals for new programs, administrative units, changes to existing programs and administrative units, out-of-service area delivery, or program reports are submitted to the Commissioner's office using the designated USHE Full Template, Abbreviated Template, or Notification Template (see R401-7 and R401-8). Current versions of all proposal and report templates are available online. Institutions must follow the template's instructions.

9.1.1. Classification of Instructional Program (CIP) Codes. When preparing the Full, Abbreviated, or Notification Template, the institution must choose an appropriate CIP code. For CIP code classifications, see nces.ed.gov/ipeds/cipcode/. The CIP code is a critical data element and will be recorded by the OCHE and used for data requests, reporting, and tracking.

9.1.2. Transmission of Proposals. The Chief Academic Officer will submit proposals to the Academic and Student Affairs Staff (academicaffairs@ushe.edu).

9.1.3. Records. The institution is responsible for maintaining a record of proposal. OCHE is not responsible for storing electronic copies of submitted proposals.

Appendix A: General Studies Bachelor's Degree Guidelines

A General Studies Bachelor's Degree proposal must:

1. Define the purpose of the degree and the institution's rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. Define the audiences for this degree including types and needs of students.

3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.

7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. State the institution's procedure for incorporating learning goals with demonstrable learning outcomes.

9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. Require a curricular concentration.

11. Clarify how academic oversight will be provided by faculty.

12. State graduation standards.

UTAH SYSTEM OF HIGHER EDUCATION
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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University- Bachelor of Science in Technology Systems with Emphases in: 1) Information and Computer Technology, 2) Technical Management, 3) Robotics, Automation, and Controls, and 4) Product Development

Issue

Utah State University (USU) requests approval to offer a Bachelor of Science (BS) in Technology Systems with emphases in: 1) Information and Computer Technology, 2) Technical Management, 3) Robotics, Automation, and Controls, and 4) Product Development effective Fall Semester, 2017. The program will be available through distance learning at USU extension campuses. The proposed program was approved by the institutional Board of Trustees March 3, 2017.

Background

The proposed program was guided through collaboration from the Bear River Region CTE Consortium composed of career and technical education leaders from USU, Bridgerland Technology College (BTC), and local school districts. Utah State University has also worked closely with regional industry personnel. These industry partners expressed a need for further education beyond the currently available Associate of Applied Science (AAS) in General Technology, desiring an efficiently designed stackable credential pathway that culminates in a baccalaureate degree.

The program is designed to accommodate students who have earned a one-year certificate through the BTC as well as students who have started other technical programs at USU and are looking for an alternative degree pathway that utilizes their technical experience and skills. Students enrolled in the program will complete requirements of the USU AAS in General Technology. In accordance with current articulation agreements in place between USU and BTC, graduates from BTC one-year non-credit certificate programs will use the BTC content toward requirements of the AAS degree. Upon completion of all other requirements for the AAS, students will be awarded 30 credits at USU in consideration of having completed the BTC program. Students earning the AAS degree may then seamlessly proceed with the pathway by fulfilling all remaining requirements for the BS degree. The entire pathway is designed to be completed within 120 – 121 credit hours, depending on the area of emphasis chosen.

The following tables provide an overview of the labor market information for occupational groups associated with the proposed program.

Information Extracted from Department of Workforce Services Utah Economic Data Viewer- 2014 - 2024

SOC Code	Occupational Category	Median Wage- Utah	Average Annual Job Openings- Utah	Median Wage- Logan Area	Average Annual Job Openings- Logan Area
11-3021	Computer and Information Systems Managers	$117,120	170	$95,870	n/a
17-3027	Mechanical Engineering Technicians	$48,710	20	$46,930	n/a
11-3051	Industrial Production Managers	$89,840	90	$61,220	10
27-1024	Graphic Designers	$44,220	170	$34,650	n/a

Burning Glass Labor Insight Tool Reflecting Data from May 1, 2016 – April 30, 2017

SOC Code	Occupational Category	Mean Advertised Salary- Utah	Number of Job Postings- Utah	Mean Advertised Salary- Logan/Brigham City	Number of Job Postings- Logan/Brigham City
11-3021	Computer and Information Systems Managers	$120,447	217	n/a	n/a
17-3027	Mechanical Engineering Technicians	$48,629	57	n/a	5
11-3051	Industrial Production Managers	$71,165	450	n/a	17
27-1024	Graphic Designers	$39,777	421	n/a	11

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Utah State University Bachelor of Science in Technology Systems with emphases in: 1) Information and Computer Technology, 2) Technical Management, 3) Robotics, Automation, and Controls, and 4) Product Development.

_____

David L. Buhler
Commissioner of Higher Education

DLB/BKC
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): Bachelor of Science Degree in Technology Systems effective Fall 2017. This program was approved by the institutional Board of Trustees on **3-3-17**.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The School of Applied Sciences, Technology, and Education (ASTE) at Utah State University (USU) is developing a Bachelor of Science (BS) in Technology Systems degree to begin Fall 2017, if approved. This degree is a stand-a-lone degree, and it is also designed to stack onto the existing Associate of Applied Science (AAS) degree in General Technology. The degree will have four emphasis areas: Information and Computer Technology; Technical Management; Robotics, Automation, and Controls; and Product Development. The program will be available through distance learning at all USU campuses.

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/ .

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

The new BS degree in Technology Systems reflects the University mission and goals by:

- Offering a program that is current and directed to the needs of the students to further their education
- Providing learning, discovery, and engagement opportunities directly relating to the students' talents, skills and career objectives
- Encouraging interdisciplinary opportunities with course content focusing on technology, product development, management, business and entrepreneurship skills and applied technology experiences. Students will have opportunities to participate in industry-related internships
- Encouraging the formation of new partnerships with local and regional industries
- Serving as a catalyst for business and industry innovation
- Supporting the regional campuses with online courses for training and other special programs

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 proposed program is a culminating effort to address stackable credentials to assist economic growth in the Bear River Region. This effort has been guided heavily by direct input from the Bear River Region Committee of the Utah State Board of Education's Career and Technical Education department. The input from the secondary career and technical education directors in the region, coupled with the input from the Bridgerland Applied Technology College, provides the underpinnings of this

degree. Regents Policy R473, Standards for Granting Academic Credit for Course Work Completed at Applied Technology Centers, provides for the AAS in General Technology program at USU. Since the creation of the AAS degree, USU has been working closely with industry in the region to support the AAS degree in General Technology and provide opportunities for workforce development, culminating in a B.S. degree. Through these efforts, advisors from regional industry partners have expressed a need for further education beyond the AAS. Students who have completed the AAS degree have indicated a desire to further their education without redundancy and remediation. The proposed program will service a pipeline of students interested in robotics; information and computer technology; product development; and technical management. This will increase the number of trained professionals in Northern Utah, and throughout the state, by creating stackable credential training opportunities.

The proposed Bachelor of Science Degree in Technology Systems fills a need of the local industry. For example, the Human Resources director at Autoliv indicated that the local automated manufacturing industry actively recruits students from Indiana State University and a few schools in California. They have had retention issues with workers from out of state and would like to hire local graduates with the right degree. It will also provide an opportunity for individuals in industrial settings who have completed a one-year certificate and/or an AAS degree and are now seeking opportunities to promote their career advancement.

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).

The institution reviewed data from the Utah Department of Workforce Services to assess the projected job growth for fields related to the four emphasis areas of associated with the degree . The annual average projected number of workers needed for the computer and information technology fields in the Bear River Region is 1,490 with an annual median wage of $52,737 and a 2.3% annual percent increase. Using the Utah Department of Workforce Services Occupational Projections 2014-2024 (http://jobs,utah.gov/wi/pubs/outlooks/state/index.html), the other emphases show strong positive growth within the State as well. For example, the annual growth rate of Mechanical Engineering Technicians - Robotics, Automation, and Control emphasis: 2.8% annual growth rate/$48,710 median annual wage; Industrial Production Managers - Technical Management emphasis: 2.1% annual growth rate /$89,840 median annual wage; and Graphic Designers - Product Development emphasis 2.9% annual growth rate/$$44,220 median annual wage. This information demonstrates the need for graduates from this type of degree within the region and State.

Student Demand

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

This degree offers a cohesive pathway, starting in high school to a BS degree, that allows students to take steps in their employment in the industries associated with the proposed programs. For example, in the Northern Utah region, high school students attend a technical college and can obtain a 900 hour certificate before graduation. Also in Cache, Box Elder, and Rich counties, the school districts have partnered with Bridgerland Technical College (BTC) to provide STEM programs that have more than 120 students currently enrolled who would be qualified to enter the dproposed program. Upon completion of the BTC certificate, students can then become employed within the region and may receive tuition reimbursement as they move forward with the AAS degree and then with the BS degree.

The table below shows students that are currently advancing in the AAS General Technology degree program. As shown, there has been a steady increase in the number of students enrolled. This degree program offers students a way to further their education after completing training at the BTC.

AAS Degree Enrollment and Graduation Numbers:

Total Enrollments		Total Graduates	
2012-2013	3	2012-2013	3
2013-2014	7	2013-2014	4
2014-2015	15	2014-2015	5
2015-2016	19	2015-2016	7
2016-2017	27	2016-2017	-

This degree also provides an outlet for students who have started other technical degrees at USU and are looking for an alternative degree pathway that utilizes, and highlights, their technical experience and skills. For example, a student who is not matriculated into the junior and senior year design studios of the Outdoor Product Design and Development degree program can apply their credits into a degree in Technology System emphasizing Product Development.

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)?

This program does not exist in USU's service region. Currently, the association that offers national accreditation, the Association of Technology, Management, and Applied Engineering (ATMAE), does not accredit any similar programs in the state. Utah Valley University has been identified as having a similar stackable degree for Technology Management, and it offers a BS degree in Mechatronics, a similar

degree to the proposed Robotics, Automation, and Controls emphasis area. The development focus within this planning effort has been in the Bear River Region to provide a stackable credential and serve the industry in this region.

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.

This program will not conflict with other institutions since this program is not offered in the Northern Utah region. This program has the potential and capacity to build upon existing programs offered at USU-Eastern (Price and Blanding campuses), and through the Regional Campus network to extend this program primarily into rural areas of Utah that are within USU's service region.

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.

An advisory committee composed of representatives from key industry leaders in Northern Utah have reviewed the proposed degree and has expressed support. Nationally, ATMAE offers accreditation for programs similar to this proposal. This program has been designed to meet ATMAE standards. Once the program is in place, accreditation will be pursued. According to the ATMAE website, the average cost of initial accreditation visit fee is $5000.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The proposed program aligns with the standards and number of credits of other programs granting the Bachelors of Science degree at USU. Upon graduation a student will have earned a minimum of 120 credits.

Admission Requirements

List admission requirements specific to the proposed program.

The admission requirements will be consistent with the existing USU undergraduate admission requirements.

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?

This degree program is a collaboration between multiple colleges and schools within the university. The majority of required courses are already established and offered. Only a few courses will need to be developed or restructured within ASTE to offer the Technology Systems degree. The program is designed to allow students to take courses distance/online via the established delivery systems at USU's Regional Campuses at Brigham City, Price, Blanding, and Moab and will not affect other course offerings or delivery methods of undergraduate education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

The proposed program draws on strengths and expertise of the faculty in the School of Applied Sciences, Technology and Education along with collaboration from the Bridgerland Applied Technology College that provides technical content training for students within the AAS degee in General Technology. Additional courses offered in programs outside the department, (e.g., the Huntsman School of Business) will be applied to this degree with minimal student impact. Through restructuring and reallocation of teaching assignments, the faculty can accommodate the student demand of the proposed program while requiring only one additional faculty member. Additional faculty will be considered as the enrollment in the program grows or industry partners sponsors such additions.

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.

With little restructuring, current staff resources are sufficient for the needs of this new program, with the exception of an advisor who will be hired in year 2 following implementation. As the program grows, additional staff will be considered.

Student Advisement

Describe how students in the proposed program will be advised.

The School of Applied Sciences, Technology and Education has designated advisors throughout the regional campus system and within the College of Agriculture and Applied Sciences. The advisors for this program will be the same individuals who advise students in the AAS General Technology program. If needed, student peer mentors will assist the advisors with the increased number of students. It is anticipated one additional advisor will be hired in year two following implementation.

Library and Information Resources

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

Additional resources will not be needed. The institution's current undergraduate resources include all software needed for this degree program.

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 School of Applied Sciences, Technology and Education will conduct on-going assessment of the degree program and make improvements or adjustments as needed. The objectives selected for this program include skills and knowledge identified by industry leaders.

The program has four primary objectives. After completion of this degree program, students will be able to:

1. Demonstrate technical knowledge and ability in at least one of the following emphasis areas: Technical Management; Robotics, Automation, and Controls; Product Development; and Information and Computer Technology.
2. Develop computational skills specific to problems and critical issues that exist in one of the emphasis areas.
3. Demonstrate written, verbal and visual communication skills and problem solving skills.
4. Acquire training and develop skills necessary for a career or an advanced degree program.

Instructors will use student course evaluations as a formative step in evaluating the program. The program faculty will have the opportunity to interact and work with other faculty from across campus to seek feedback. The department will also conduct exit interviews/surveys of graduating students and use portfolios and senior projects to evaluate the technical, written, verbal, and communication skills of the students. The program will survey alumni at approximate five-year intervals to provide an opportunity for student reflection on the program outcomes and overall value. Industry partners will offer internships and provide feedback about the program through an advisory committee.

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 student performance standards have been identified and developed through partnership with industry through an advisory committee. The standards will be evaluated and adapted as industry partners provide feedback.

Core Standards of Performance

- Assess safety concerns in an industrial environment
- Evaluate technology as it relates to society
- Demonstrate technical and professional communication skills
- Demonstrate effective leadership, teamwork, and communication skills
- Apply a design process to an industry related project
- Apply technical concepts related to their emphasis area through an industry related project
- Apply creative design processes and evaluate outcomes

Management and Technical Standards

- Analyze factors affecting human resource management issues, production planning, scheduling, and inventory control relative to business goals and professional development (technical management emphasis)
- Obtain industry certification(s)
    - at least three industrial robotic platforms (robotics, automation, and controls emphasis)
    - at least three ICT related systems/platforms (information and computer technology)
- Explain and apply the basic decision making, production, and creative processes involved in the conversion of materials to finished products (product development and robotics, automation, and controls emphases)
- Apply technical knowledge and skills related to computer hardware and software (information and computer technology emphasis)

Industry partnerships will be used to evaluate and provide feedback of students' learning and performance in an industrial setting. Completion of a senior design project will be evaluated using a common rubric to assess the student standards of performance. Artifacts demonstrating student performance will be included in a portfolio and collected throughout the courses in the program.

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	30
	Required Courses			
+ -	BUSN2200		Business Communications	3
+ -	BUSN2320		Small Business Management for CTE	3
+ -	TEE2300		Electronics Fundamentals (QI)	4
+ -	TEE3000	X	Hazard Recognition and Control	3
+ -	ASTE3440		Science, Technology and Modern Society (DSC)	3
+ -	ASTE3050		Technical and Professional Communication Principles (CI)	3
+ -	CMST2110		Interpersonal Communication (BHU/HR)	3
+ -	ASTE4250		Internship**	4
+ -	ASTE4900		Senior Project	3
+ -	ELEC1XXX		ATC 900 hr certificate or USU certificate of completion	30
+ -			**This course will be renamed & restructured upon program approval	
			Required Course Credit Hour Sub-Total	59
	Elective Courses			
+ -			Choose 4 of the following courses (16 credits):	
+ -	BUSN2010		Financial Accounting	4
+ -	BUSN2020		Managerial Accounting	4
+ -	BUSN2050		Business Law	4
+ -	BUSN2390		Organizational Behavior	3
+ -	BUSN2590		Business Ethics & Social Responsibility	2
+ -	BUSN2800		Computerized Accounting	2
+ -	BUSN2988		Special Problems (Enterpreneurial Thought)	3
+ -	CMST1020		Public Speaking (BHU)	3
+ -				
			Elective Credit Hour Sub-Total	16
			Core Curriculum Credit Hour Sub-Total	105

Can students complete this degree without emphases? Yes or X No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Robotics, Automation, and Controls	
+ -	BCIS1000		Introduction to Computer Science	3
+ -	TEE2400		Industrial Networking**	3
+ -	TEE3380		Advance PLC**	3
+ -	TEE3390		HMI**	3
+ -	TEE3370	X	Industrial Robotics	3
+ -			**This course will be renamed & restructured upon program approval	
			Emphasis Credit Hour Sub-Total	15
			Total Number of Credits to Complete Program	120
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Information and Computer Technology	
+ -	TEE3400		Computer Automation**	3
+ -	TEE3710		Advanced Hardware**	3
+ -	TEE3510		Advanced Server Administration**	3
+ -	TEE4710		Security and Digital Forensics**	3
+ -	TEE3050		Network Administration**	3
+ -			**This course will be renamed & restructured upon program approval	
			Emphasis Credit Hour Sub-Total	15
			Total Number of Credits to Complete Program	120
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Product Development	
+ -	TEE2230		Advanced Materials and Processing Systems	3
+ -	TEE2020		Computer-Integrated Manufacturing Systems	3
+ -	FCSE3030		Textile Science (DSC/QI)	4
+ -	OPDD4420		Digital Design Technologies for Outdoor Products I	3
+ -	OPDD4430		Digital Design Technologies for Outdoor Products II	3
			Emphasis Credit Hour Sub-Total	16
			Total Number of Credits to Complete Program	121
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Technical Management	
+ -	MGT3250		Introduction to Human Resource Management	3
+ -	MGT3510		New Venture Fundamentals	2
+ -	MGT3520		New Venture Management	2
+ -	MGT3540		New Venture Financing	2
+ -	MGT3700		Operations Management	2
+ -	MGT4720		Production Planning and Control	2
+ -			Internship or MGT elective	2
			Emphasis Credit Hour Sub-Total	15
			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.

This program is designed to stack onto the AAS in General Technology available at USU; however, it can be completed in a traditional method using a current USU certificate of completion. Both the 900+ hour ATC certificate and the USU certificate of completion fulfill 30 technical credits within the degree program.

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.
Working on 900 hr certificate or equivalent		Working on 900 hr certificate or equivalent	
Total		Total	
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
ENGL1010 Introduction to Writing	3	BUSN2320 Small Business Management/CTE	3
MATH1050	3	BUSN2200 Business Communication	3
Breadth Social Science Course	3	Emphasis Area Credit (for AAS)	3
Emphasis Credits (AAS)	3	Breadth Exploration (Gen Ed)	3
Breadth Creative Arts	3	ECN1500 Intro to Economic Institutions	3
Total	15	Total	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
ASTE3050 Technical & Professional Comm.	3	Breadth Humanties	3
Breadth Life Science	3	Breadth Physical Science	3
Emphasis Area Credit (AAS)	3	ENGL2010 Intermediate Writing	3
Emphasis Area Credit (AAS)	3	TEE2300 Electronics Fundamentals	3
Elective Credit (BS)	3	Emphasis Credits (BS)	3
Total	15	Total	15
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
TEE3400 Hazard Recognition and Control	3	ASTE4250 Internship	3
ASTE3440 Science & Tech of Mod Society	3	ASTE4900 Senior Project	3
CMST3250 Organizational Communication	3	Elective Credit (BS)	3
Emphasis Credits	3	Emphasis Credits	3
Emphasis Credits	3	Emphasis Credits	3
Total	15	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	11	5	1
Faculty: Part Time with Doctorate	1		
Faculty: Full Time with Masters	4	1	5
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate	4	3	10
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			1
Staff: Full Time			11
Staff: Part Time			7

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							
	Tracy	Blake	Other	PhD	Arizona State University	50%	
	Curtis	Frazier	Other	M.S.	Utah State University	50%	
	Dennis	Garner	Other	M.S.	Brigham Young University	30%	
	Bruce	Miller	T	PhD	Iowa State University	10%	
	Elias	Perez	Other	MAE	Western Governors University	50%	
	Ed	Reeve	T	PhD	Ohio State University	10%	
	Trevor	Robinson	Other	PhD	Utah State University	100%	
	Gary	Stewardson	T	PhD	University of Maryland	10%	
	Steve	Williams	Other	M.S.	Utah State University	100%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in 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					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		M.S. - Information Systems	100%
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time			1	B.S. - Advisor	25%

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	953	963	973	988	1,003	1,023
# of Majors in Proposed Program(s)		10	20	35	50	70
# of Graduates from Department	154	164	174	189	204	224
# Graduates in New Program(s)		0	5	10	15	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1 Addition to Base Budget for New Program(s)	Year 2 Addition to Base Budget for New Program(s)	Year 3 Addition to Base Budget for New Program(s)		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."						
EXPENSES – nature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary & Benefits)	$2,041,467	$90,000	$105,000	$105,000		
Operating Expenses (equipment, travel, resources)	$121,333	$5,000	$5,000	$5,000		
Other:						
TOTAL PROGRAM EXPENSES		$95,000	$110,000	$110,000		
TOTAL EXPENSES	$2,162,800	$2,257,800	$2,272,800	$2,272,800		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$95,000	$110,000	$110,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$95,000	$110,000	$110,000		
TOTAL DEPARTMENT FUNDING	$0	$95,000	$110,000	$110,000		
Difference						
Funding - Expense	($2,162,800)	($2,162,800)	($2,162,800)	($2,162,800)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

One new faculty member will be added to the technology faculty with expertise linked to information technology. It is anticipated the position will be at the Brigham City regional campus. Additional advising capacity will be needed beginning in Year 2. Also, it is anticipated an incremental operating cost of $5,000 will be needed to support the program.

Part III: Describe funding sources

Revenue Narrative 1

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

Funding for the program will come from internal realignments at USU based on shifts in student credit hours.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University- Master of Data Analytics with Specializations in 1) Statistics, 2) Management Information Systems, and 3) Economics and Finance

Issue

Utah State University (USU) requests approval to offer a Master of Data Analytics with specializations in: 1) Statistics, 2) Management Information Systems, and 3) Economics and Finance, effective Fall Semester, 2017. The proposed program was approved by the institutional Board of Trustees March 3, 2017.

Background

The field of data analytics has emerged in recent years as advances in technology have enabled large data systems to be used as effective and efficient management tools. Data analytics is of critical importance to organizations that seek to better understand information available through computer data bases that can describe phenomena such as consumer behavior, market position, financial and transactional patterns, and a myriad of other complex and varied issues. The proposed Master of Data Analytics program is designed to meet current and future labor market needs by preparing people skilled in data analysis to work as computer and information research scientists, operations research analysts, statisticians, management analysts, database administrators, and other related occupations. The program is multi-disciplinary. It was developed in collaboration with several departments and integrates coursework in Mathematics and Statistics, Management Information Systems, Economics and Finance, and Computer Science.

The program provides a capstone course that will include an applied project encompassing data-driven questions provided by corporate partners. Capstone projects will provide a network for students to seek employment opportunities following graduation.

The following tables provide an overview of the labor market information for occupational groups associated with the proposed program.

Information Extracted from Department of Workforce Services Utah Economic Data Viewer- 2014 – 2014

SOC Code	Occupational Category	Median Wage- Utah	Average Annual Job Openings- Utah
15-1111	Computer and Information Research Scientists	$91,260	30

15-2031	Operations Research Analysts	$69,360	50
15-2041	Statisticians	$73,830	10
13-1111	Management Analysts	$70,850	380
15-1141	Database Administrators	$82,520	50

Burning Glass Labor Insight Reflecting Data from May 1, 2016 – April 30, 2017

SOC Code	Occupational Category	Mean Advertised Salary- Utah	Number of Job Postings- Utah
15-1111	Computer and Information Research Scientists	$112,655	110
15-2031	Operations Research Analysts	n/a	28
15-2041	Statisticians	$66,391	41
13-1111	Management Analysts	$67,471	214
15-1141	Database Administrators	$88,580	202

Filters applied: May 1, 2016 – April 30, 2017; Location- Utah; Skills: Business Intelligence, Data Analysis, Data Mining, Data Techniques, Data Science

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.

Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Utah State University Master of Data Analytics Specializations in Statistics, Management Information Systems, and Economics and Finance.

_____

David L. Buhler
Commissioner of Higher Education

DLB/BKC
Attachment

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Master of Data Analytics effective Fall 2017. This program was approved by the institutional Board of Trustees on **3-3-17**.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The purpose of the Master of Data Analytics (MDATA) program is to train the next generation of statisticians, business analysts, and computer scientists to meet the demand for individuals with data management and analysis skills in Utah and the United States. The program integrates coursework in Mathematics and Statistics, Management Information Systems, Economics and Finance, and Computer Science, to give graduates a broad but focused collection of tools for the management and analysis of data.

The Data Analytics field represents relatively new employment designations that have emerged rapidly out of critical necessity. As summarized by one report from the White House Big Data Initiative, this need is becoming more acute "as the collection, storage, and analysis of data continues on an upward and seemingly boundless trajectory, fueled by increases in processing power, the cratering costs of computation and storage, and growing number of sensor technologies embedded in devices of all kinds" (see *Big Data: Seizing Opportunities, Preserving Values*).

The current shortage of data scientists and analysts reflects the relatively broad skills required by potential employers, both in research and industry. This motivates the underlying objectives of this program: to prepare students through cross-disciplinary training to (1) use modern programming languages, algorithms, and database tools to build, clean, manage, and process large datasets, and to analyze them as efficiently as possible; (2) understand both conventional and modern statistical approaches and how they can be appropriately applied in "big data" settings; and (3) accurately interpret and clearly present findings from the application of statistical and econometrics procedures to datasets -- including large datasets -- and use analytical results for the sake of forecasting, prediction, risk management, or strategic decision-making in a business, institutional, or research environment. With this training, students completing the Master of Data Analytics program will be qualified to meet the modern demands of business and high technology, particularly within the dynamic job market across the Wasatch Front.

Reflecting the multi-disciplinary nature of data analytics, this program will consist of a core combination of 17 credits from across Mathematics and Statistics, Management Information Systems (MIS), and Economics and Finance (ECF). Students will choose an emphasis from Statistics, MIS, or ECF that will fill the balance of their course credits and determine their advising home or academic department. The capstone will be an applied project in collaboration with faculty and other students, involving real-world data-driven questions provided by corporate partners. This will provide a crucial conduit for qualified students to enter the workforce upon graduation by matching them with potential employers during their capstone experience.

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/ .

The mission of Utah State University (USU) is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first by cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement. This degree program will fulfill these objectives in several significant ways. It will foremost support USU's academic mission by providing new opportunities for students to significantly improve their competitiveness and earning potential following graduation. It will serve the mission of research and discovery by providing a formal framework to train students under the "big data" initiative at USU, supported with new faculty lines introduced this year across several departments. This degree program will serve as an important academic and research nexus for many of these departments and their faculty (both existing and new) with interests in big data and analytics. The oversight of this degree

program will ensure that course content is complementary, so that faculty and departmental resources are used efficiently. Moreover, students will have access to structured cross-disciplinary training that will allow them to contribute more effectively to ongoing research projects that involve big data. Students demonstrating high potential may be recruited into laboratories or graduate programs across campus that have critical analytic needs. This program will also directly support USU's land-grant mission to engage the community. The rapid growth of the high-tech and information industries in Utah, particularly across the Wasatch front, is creating an increasingly urgent need for data analysts and data scientists. An ultimate objective with this program is to create capstone opportunities that will link students to business partners prior to graduation, thus creating a useful pipeline for Utah companies to fill their analytics positions.

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 proposed program has arisen from two years of deliberation and collaboration between the Departments of Mathematics and Statistics, Management and Information Systems, Economics and Finance, and Computer Science, including consultation with administrators from the College of Science, the Huntsman School of Business, and the College of Engineering. This is one of two complementary programs that have been jointly developed to best leverage the missions and faculty resources within the participating departments and colleges. In addition to this professional degree, the Department of Computer Science is developing a Master of Science in Data Science. The complementary nature of these two programs is discussed further below.

The critical need for data scientists and analysts has been consistently studied and documented in recent years both by professional organizations and within the mass media. Some of this labor market analysis is summarized under Labor Market Demand, but the crucial consensus is the need for broader expertise that spans two or more of the areas of study represented by the collaborating departments. A recent Wall Street Journal article (see New Report Puts Numbers on Data Scientist Trend) pointed out that the high marketability of data scientists among companies in the United States reflects a short supply of people whose training is both technical and business-oriented.

USU is uniquely suited to offer a professional program that provides this kind of broad expertise. Over several years, the departments represented by this partnership have prioritized, both through hiring and through programmatic decisions, the kinds of emphases that significantly complement current demands for data and business analytics. For example, the Department of Mathematics and Statistics for many years has focused on hiring faculty in Statistics with interests in computation, high-dimensional data analysis, classification and prediction models, informatics, visualization, and the analysis of large data sets (e.g., using genetics and genomics data). The institution's Management Information Systems Department has built a strong emphasis in the managing, cleaning, and processing of data. These combined areas of expertise provide a crucial foundation for programs in data science and analytics. Given current job market pressures, many academic institutions are scrambling to build such competencies from scratch. Their prior establishment and existence at USU provides an existing foundation, and an opportunity to impact the state and regional economies. This degree program will provide a key means of organizing efforts across departments, to leverage existing expertise in a structured way that will bring greater distinction to USU and to higher education in Utah.

Big Data, Data Science, and Analytics are denominations that are often used interchangeably within both the academic and professional communities, although they are still often applied loosely and are not precisely defined. This in part reflects the broad challenges and expertise engendered in an increasingly data-rich world. These challenges and opportunities not only involve training of analysts and data scientists to meet market demand, but also require fundamental research into the processes, infrastructure, and tools needed to address larger and more complex volumes of data. This proposal has been developed in consultation with the Department of Computer Science, as a complement to its proposed Master of Science in Data Science.

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).

Analytics and Data Science are relatively new job classifications, although jobs individually classified under Computer Science, Information Science, and Statistics are all in high demand. Information from the US Bureau of Labor Statistics (BLS) indicates total job growth of 11% for computer and information research scientists through 2024. Utah Workforce Services projects much faster growth within the state, with an annual growth rate of 5.3% through 2024. The outlook for statisticians is similar, with 34% total projected growth by 2024 across the U.S., and an annual growth rate of 6.4% within Utah. Given current demand and ongoing growth, salaries across these disciplines are correspondingly high.

While Data Science and Analytics are not yet used officially as job titles by the BLS, there is already strong evidence that a combination of skills across Mathematics, Statistics, Management Information Systems, Economics, and Computer Science yields greater opportunities than non-interdisciplinary degrees. In a study focused on data science, the *McKinsey Global Institut*e estimated that by 2018 the U.S. could face a shortage of 140,000 to 190,000 people with analytical expertise and as many as 1.5 million managers and analysts with the skills to understand and make decisions based on the analysis of big data, a demand that will be 60% greater than the supply. Starting salaries already reflect this growing scarcity. The New York Times has covered the data science boom extensively for several years, with a recent article citing salaries that routinely start at the six-figure level (As Tech Booms, Workers Turn to Coding for Career Change). Both Bloomberg Businessweek (see Help Wanted: Black Belts in Data) and the Wall Street Journal (see article cited in the previous section) have more recently reported starting salaries for well-qualified data scientists in excess of $200K. Bloomberg additionally cites summer internships for students that are currently paying $6,000-$10,000 per month.

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.

Recent surveys of undergraduates across the Departments of Mathematics and Statistics, Management Information Systems, and Economics and Finance have strong interest in an MDATA program, with over 40% indicating that they are "Very Interested", and about 73% indicated that they are Somewhat or Very Interested in the program as described here. There were no significant differences in strength of interest across the three departments.

Institutional officials communicated with administrators from other state and regional programs and found strong interest as measured through the volume of applications. For example, the Marshall School of Business at the University of Southern California which has a program similar to the one proposed by USU, reported receving 900 student applications for 30 available openings.

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 several Data Science and/or Analytics programs at the master degree level in the region. The University of Utah has a Master of Science in Computing, Data Management, and Analysis, as well as a Master of Science in Business Analytics through the Eccles School of Business. Colorado State University has a Master of Applied Statistics professional program, and the University of Colorado at Denver has a Master of Science in Business Analytics program.

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.

The designated service areas for Utah State University include Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Tooele, Emery, Carbon, Grand, and San Juan counties and USU maintains regional campuses and education centers in all of these counties. The proposed delivery area for the Master in Data Analytics program is only within USU's service areas. Initially, most advanced coursework will be taught face-to-face at USU's Logan campus with IVC transmission within USU's service area as demand justifies. Officials at USU have discussed the proposed program with faculty at the University of Utah, currently the only other USHE institution with related master degree programs. In addition, faculty and adminisrators from the other USHE institutions have provided input into the program.

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.

There are no accreditation requirements for this program, although the curriculum will be calibrated to prepare students to earn professional certifcation through the Institutue for Operations Research and the Management Sciences (INFORMS).

Section IV: Program Details

Graduation Standards and Number of Credits

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

The total number of credits required for the program is 33, consistent with requirements for professional degree programs. Students will be required to complete all course work with a grade of C- or higher.

Admission Requirements

List admission requirements specific to the proposed program.

Admissions requirements for the MDATA program will follow those of the USU School of Graduate Studies, as well other general guidelines or requirements of the Huntsman School of Business and the Department of Mathematics and Statistics.

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?

The proposed Master of Data Analytics program will not, by itself, require any new administrative structures or personnel. The collaborating departments for this project are planning to establish a Data Analytics Steering Committee with representatives from across the participating departments, in order to coordinate course curricula, student recruitment and admissions, and student capstone opportunities. The delivery of current undergraduate courses or programs will not be affected.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

Utah State University is prepared to build and deliver interdisciplinary programs in Data Analytics at the undergraduate and master degree level. Faculty in the Department of Mathematics and Statistics have been at the forefront of teaching courses in visualization, machine learning, and computational analytics, all key elements of Data Analytics. Faculty have been involved in the development and implementation in free and commercial computer packages of some key software in the Data Science world, including Random Forests and Archetypal Analysis. The Department of Management Information Systems has emphasized and recruited expertise in data base management and implementation, including data cleaning and validation, which are also key elements of Data Science. The Department of Computer Science offers a wide array of relevant programming coursework, including Python, the most widely used program in Data Science and Analytics. The Department of Computer Science already has expertise in Data Science and is building the research Master's degree in Data Science described earlier. The Departments of Mathematics and Statistics and Management Iinformation Systems are hiring new faculty this academic year. Overall, USU already has a great deal of relevant expertise in Analytics and will be able to move ahead quickly when the program is approved.

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.

No additional clerical or administrative staff will be required for the proposed program. The program itself is faculty-intensive, without any initial critical need for staff or capital investment. Utah State University already has extensive computer laboratories and classrooms, particularly in the new Huntsman Hall, and many computer programs are available free for students to download onto their home computers and laptops.

Student Advisement

Describe how students in the proposed program will be advised.

In each department, a faculty member who is engaged in the program will be assigned to be the program advisor and given appropriate release time from other duties.

Library and Information Resources

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

No additional library resources will be required to support the proposed Master of Data Analytics program. Utah State University already has extensive holdings of journals in the core areas of statistics, computer science, and management information systems. Further, students and faculty have access to a comprehensive collection of journals, books, and articles through the inter library systems.

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 proposed program is primarily a terminal professional degree program in analytics. It's purpose is to provide the foundation for a career in data science and analytics for qualified candidates. The professional field of data science and analytics is in a state of rapid development, and as a result professional standards are still actively emerging. However, the professional standards provided by the Associate Certified Analytics Professional (aCAP) and Certified Analytics Professional (CAP) certifications sponsored by INFORMS will provide independent indicators that the program prepares students apprpriately to meet industry needs. INFORMS is the largest society of professionals in the fields of operations research (OR), management science (MS) and analytics. The key difference between the aCAP and CAP certifications is the background experience of the candidate. The CAP program requires of its candidates a deep background in data science and analytics, while the aCAP program is aimed at candidates who are beginning their careers in analytics.

To quote from the Associate Certified Analytics Professional Handbook: “INFORMS analytics certifications programs advance the use of analytics by setting agreed upon standards for the profession and advance the profession by providing a means for organizations to identify and develop qualified analytics professionals, by contributing to the career success and continued competence for analytics professionals, and by improving the credibility and visibility of the analytics profession.” It further states that: “the focus is on those who are graduates of the many analytics master's programs that have been recently created.” The curriculum of the proposed program is designed to help students successfully become candidates of the aCAP program. An important metric in measuring the success of the program will be the proportion of enrolled students taking the aCAP exam and the subsequent pass rate.

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 field of Data Analytics is inherently interdisciplinary. As such, students will be expected to gain competency in the core areas of statistical inference, computational modeling, and domain expertise in applied fields. As appropriate, formative and summative assessment measures for each core competency may include exams, class performance, evaluations and assignments, practicum evaluations, focus groups, presentations, fieldwork, and surveys. As stated above, over time an important metric will be the number of graduating students who successfully sit for the CAP and aCAP exams with success. A very important part of the programs will be the capstone project. A minimum of three credit hours of work on the project is required. A written proposal will be submitted to the student's supervisory committee before the student begins work on the project. At the end of the project, the student will present an oral or poster presentation of the project and will write a paper describing the work. The project will serve as a crucial metric of student success and performance.

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	
		Required Courses			
+	-	CS 3430		Computational Science: Python and Perl Programming	3
+	-	STAT 5050	X	Introduction to R	1
+	-	STAT 5650		Statistical Learning and Data Mining II	2
+	-	STAT 5560		Statistical Visualization I	2
+	-	ECN 5330		Applied Econometrics	3
+	-	MIS 6230		Database Management	3
+	-	STAT/MIS/ECN 6xxx		Capstone Project and Internship in Data Analytics	3
				Choose of the following courses:	
+	-				
+	-				
				Required Course Credit Hour Sub-Total	17
		Elective Courses			
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Choose of the following courses:	
+	-				
+	-				
				Elective Credit Hour Sub-Total	0
				Core Curriculum Credit Hour Sub-Total	17

Can students complete this degree without emphases? Yes or X No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Statistics	
+ -	STAT 5080	X	Data Technologies	2
+ -	STAT 5150	X	SAS Predictive Analytics	2
+ -	STAT 5680	X	Statistical Thinking for Big Data	3
+ -	STAT 6560		Statistical Visualization II	2
+ -	STAT 6650		Statistical Learning and Data Mining II	2
			Choose 2 of the following courses:	
+ -	STAT 5120		Categorical Data Analysis	3
+ -	STAT 5410/6410		Applied Spatial Statistics	3
+ -	STAT 5500/6500		Biostatistical Methods	3
+ -	STAT 5570/6570		Statistical Bioinformatics	3
+ -	STAT 6100		Advanced Regression Analysis	2
+ -	CS 5665		Introduction to Data Science	3
+ -	CS 5810		Applied Data Science Incubator	3
+ -	CS 6665		Data Mining	3
+ -	CS 6675		Advanced Data Science and Data Mining	3
+ -				
			Emphasis Credit Hour Sub-Total	16
			Total Number of Credits to Complete Program	33
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Management Information Systems	
+ -	MIS 5150		Emerging Technologies: Data Cleansing	3
+ -	MIS 5150		Emerging Technologies: Tableau Business	3
+ -	MIS 6500	X	Advanced Business Intelligence and Data Mining	3
+ -				
			Choose 3 of the following courses:	
+ -	STAT 5080	X	Data Technologies	2
+ -	STAT 5150	X	SAS Predictive Analytics	2
+ -	MIS 6330		Database Implementation	3
+ -	CS 5665		Introduction to Data Science	3
+ -				
+ -				
			Emphasis Credit Hour Sub-Total	16
			Total Number of Credits to Complete Program	33
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Economics	
+ -	ECN 5330		Financial Econometrics	3
+ -	FIN 6320		Computational Methods	3
+ -				
			Choose 4 of the following courses:	
+ -	FIN 5100		Financial Markets and Trading	3
+ -	FIN 5300*		Fixed Income*	3
+ -	FIN 6460*		Investment Analysis*	3
+ -	FIN 6470*		Derivatives Markets*	3
+ -	ECN 7310		Econometrics I	3
+ -	ECN 7320		Econometrics II	3
+ -	STAT 5080		Data Technologies	2
+ -	STAT 5150		SAS Predictive Analytics	2
+ -				
+ -			*Must select one of these	
+ -				
			Emphasis Credit Hour Sub-Total	16
			Total Number of Credits to Complete Program	33
	Remove this emphasis			

Program Curriculum Narrative

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

The total course requirement consists of 17 credits in the program core and a further 16 (or more) credits from required and elective courses within a chosen emphasis. Students entering the program should have a modest analytical background at the level of STAT 5100 (Linear Regression and Time Series), along with some training in programming that preferably includes algorithms and data structures. The program core involves preparation in database management and implementation, econometrics, R programming as a foundation for many other analytics courses, and introductory statistical visualization, data mining, and machine learning. Students also choose an emphasis in Statistics, Economics and Finance, or Information Systems, as outlined in the table above. Program advisors will work with each student to develop a program of study that is most appropriate for the student's background, determining an emphasis based on the student's aims and goals in entering the Master of Data Analytics program. In special cases, elective coursework outside of that listed above (e.g., in Computer Science) may be approved by the student's committee. In particular, an elective course from another track may be substituted within a given track. Students that are particularly well prepared and have already completed elements of the core may substitute other elective course for the core course that they already have.

A very important part of the MDATA program is the capstone project. A minimum of three credit hours of work on the project is required. A written proposal will be submitted to the student's Supervisory Committee before the student begins work on the project. At the end of the project, the student will present an oral or poster presentation of the project and will write a paper describing the work.

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.

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			
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

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							
	Adele	Cutler	T	PhD	University of California, Berkeley	50	Math & Stat
	David Richard	Cutler	T	PhD	University of California, Berkeley	50	Math & Stat
	Juergen	Symanzik	T	PhD	Iowa State University	50	Math & Stat
	Christopher	Corcoran	T	PhD	Harvard University	25	Math & Stat
	Daniel	Coster	T	PhD	University of California, Berkeley	25	Math & Stat
	John	Stevens	T	PhD	Purdue University	50	Math & Stat
	Guifang	Fu	TT	PhD	Pennsylvania State University	25	Math & Stat
	Yan	Sun	TT	PhD	University of Cincinnati	25	Math & Stat
	Kady	Schneiter	T	PhD	Utah State University	25	Math & Stat
	David	Olsen	T	PhD	University of Arizona	10	MIS
	Zsolt	Ugray	T	PhD	University of Texas at Austin	30%	MIS
	Robert	Mills	T	PhD	Utah State University	30%	MIS
	Kathy	Chudoba	T	PhD	University of Arizona	30%	MIS
	John	Johnson	T	PhD	Texas A & M University	30%	MIS
	Brian	Dunn	TT	PhD	University of Pittsburg	30%	MIS
	Tyler	Brough	T	PhD	University of Arizona	50%	Econ & Fin
	Ben	Blau	T	PhD	University of Mississippi	25%	Econ & Fin
	Ryan	Whitby	T	PhD	University of Utah	25%	Econ & Fin

	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
	Danjue	Shang	TT	PhD	University of Arizona	25%	Econ & Fin
	Paul	Fjelsted	T	MBA	Harvard University	10%	Econ & Fin
	TJ	Bond	Other	PhD	Harvard University	10%	Econ & Fin
	Briggs	Depew	TT	PhD	University of Arizona	25%	Econ & Fin
	Devon	Gorry	TT	PhD	University of Chicago	10%	Econ & Fin
	Frank	Caliendo	T	PhD	Utah State University	25%	Econ & Fin
	John	Gilbert	T	PhD	University of Auckland	10%	Econ & Fin
	Quyen	Nguyen	TT	PhD	University of Arizona	10%	Econ & Fin
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in 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		2		Background and experience related to Statistics and MIS	50%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
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	150					
# of Majors in Proposed Program(s)		10	20	40	50	50
# of Graduates from Department	30					
# Graduates in New Program(s)				10	20	40

Department Financial Data				
	Department Budget			
		Year 1	Year 2	Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES – nature of additional costs required for proposed program(s)				
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.				
Personnel (Faculty & Staff Salary & Benefits)		$190,000	$190,000	$190,000
Operating Expenses (equipment, travel, resources)		$60,000	$60,000	$60,000
Other:				
TOTAL PROGRAM EXPENSES		$250,000	$250,000	$250,000
TOTAL EXPENSES	$0	$250,000	$250,000	$250,000
FUNDING – source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation		$250,000	$250,000	$250,000
Appropriation				
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition				
Differential Tuition (requires Regents approval)				
PROPOSED PROGRAM FUNDING		$250,000	$250,000	$250,000
TOTAL DEPARTMENT FUNDING	$0	$250,000	$250,000	$250,000
Difference				
Funding - Expense	$0	$0	$0	$0

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

New Ongoing Faculty/Staff Expenses
Mathematics and Statistics Faculty Member (tenure-track, salary and benefits): $85,000 (beginning year 1)
Management Information Systems Faculty Member (KHS, tenure-track, salary and benefits): $105,000 (beginning year 1)

New Ongoing Recruitment and Training Costs
Travel for Faculty Development and Training (Related to Instruction): $10,000 (beginning year 1)
Recruitment and Marketing: $20,000 (beginning year 1)

One Time Course Development Costs in Yrs 1-3
Distance Delivery Course Conversion $30,000 ($1,000/credit for 30 credits split between yrs 1-3)

Part III: Describe funding sources

Revenue Narrative 1

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

Ongoing funding for new faculty positions has already been provided by the Provost's Office, and corresponding searches are currently underway. Support for recruitment, marketing, and faculty training and development will be provided using one-time support in years 1-3 from the HSB and College of Science. Anticipate that revenue from online and other delivery modes (e.g., modules for professional development) will support these activities following the third year. Academic Instructional Services (AIS) will provide financial support for course conversion to online delivery formats based on specific needs of each course.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are required, in addition to new faculty positions and reallocations described above. As a professional degree program, there is no anticipated requirement or request for tuition waivers or teaching assistantships.

UTAH SYSTEM OF HIGHER EDUCATION
Building a Stronger State of Minds

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Doctor of Philosophy in Landscape Architecture

Issue

Utah State University (USU) requests approval to offer a Doctor of Philosophy (PhD) in Landscape Architecture effective in fall 2017. The institutional Board of Trustees approved the degree on March 3, 2017.

Background

The proposed degree would be an interdisciplinary program based in the Department of Landscape Architecture and Environmental Planning (LAEP), with advanced elective requirements primarily met outside the LAEP program in other colleges. The proposed 60-credit program would include 6 credits of core landscape architecture courses, 14 credits of statistics and research design, 3 credits of instructional design, 3 hours of grant proposal development, 12 credits of advanced electives in a focus area, 3 credits of academic applied learning experiences, 7 credits of academic professional product experiences, and 12 credits of dissertation. New courses would be developed to meet the applied learning and professional product requirements in the program; otherwise, existing courses, funding, library and information resources, and personnel at USU are sufficient to offer the proposed PhD program. Graduates would be prepared to serve as future leaders and faculty in landscape architecture and to engage in creative intellectual work contributing to the theory and practice of the discipline.

Only three universities in the United States offer a PhD in Landscape Architecture, while 18 other institutions offer PhDs in allied disciplines with an emphasis in landscape architecture. It is anticipated the proposed USU program may collaborate with the PhD program in Metropolitan Planning, Policy, and Design at the University of Utah, although these two in-state programs would fundamentally serve different purposes that are complimentary and not competing. Finally, the USU proposal cites strong labor market demand for faculty in landscape architecture, so it is expected there would be ample opportunities for graduates of the proposed PhD program to be hired into postdoctoral and other academic positions.

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 reviewed and are supportive of Utah State

University's request to offer a PhD in Landscape Architecture. 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 Doctor of Philosophy in Landscape Architecture.

_____
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 Doctoral degree(s): Doctor of Philosophy in Landscape Architecture effective Fall 2017. This program was approved by the institutional Board of Trustees on March 3, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Utah State University (USU), College of Agriculture and Applied Sciences, proposes to offer an interdisciplinary doctoral program in Landscape Architecture. The mission of the doctoral program in Landscape Architecture is to (1) prepare leaders and future faculty in landscape architecture, and (2) engage in creative intellectual work that contributes to the theory and practice of landscape architecture. Students will apply critical theories and methods in landscape architecture to address the dynamic issues and scales of natural and built landscapes in the context of human systems. This mission will be accomplished through a core set of landscape architecture courses, research methods courses, advanced electives, and scholarly experiences. The program will produce experts in experimental and applied design research across a variety of academic disciplines.

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/ .

The proposed doctoral program in Landscape Architecture is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs" (R312, 4.1). This program specifically addresses USU's goals and objectives for strengthening the graduate program. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on producing strong researchers and future faculty in the field of landscape architecture.

The proposed program will benefit the institution by adding to the doctoral program offerings. Given that USU is focused on increasing graduate enrollments, specifically doctoral enrollments, this program will benefit USU. In terms of benefits to USHE and the state, as noted in the section above, the doctoral program in Landscape Architecture will serve the public through learning, discovery, and engagement through a new cadre of leaders and researchers who can advance discoveries in landscape architecture to solve problems in the design, planning, and management of natural and built landscapes across the intermountain west and around the world.

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 demand for landscape architecture is strong, with projected growth of 5% between 2014 and 2024 (www.bls.gov/ooh/architecture-and-engineering/landscape-architects.htm). Yet, numerous studies continue to confirm that the profession of landscape architecture is growing at a rate well below that needed to meet expected demand. The profession and its professional society, the American Society of Landscape Architects (ASLA), continue to challenge the academic community to accelerate the expansion of education programs to address the shortfall. This, compounded by the shift in the academic environment where landscape architecture faculty success is based increasingly on research performance and behaviors, is resulting in increased demand for doctoral-level graduates to fill a growing number of research, teaching, and practice positions in universities. Faculty position announcements reflect this need, as the vast majority indicates a preference for applicants who

possess PhDs.

In a recent paper that appeared in Landscape Research Record, Christensen and Michael noted a critical need for greater preparation of the landscape architecture academy in conceptualizing, acquiring support for, conducting, and reporting meaningful research (thecela.org/wp-content/uploads/LRR-5_revised_1_21_17.pdf). Doing so will lead to greater success in the academic environment, support for evidence-based professional practice, and provide a much-needed theoretical foundation for the future of landscape architecture. Landscape architecture has much to offer educational attitudes and approaches, and USU believes it is poised to be at the forefront of this exciting new movement.

A 2008 ASLA study suggests that there is strong student demand for landscape architecture doctoral programs, with few opportunities (www.asla.org/uploadedFiles/CMS/Education/COEModelsofEdSurvey05082008.pdf). Within the intermountain region, there is a PhD landscape architecture program at the University of Oregon and a PhD program with an emphasis in landscape architecture at the University of Colorado Denver. Student demand and the desire to provide programs that students are interested in is leading to greater interest in creating PhD programs in research universities like USU. However, presently there remain few existing programs in the United States and particularly in the intermountain region.

As one of Utah's two state-supported research universities, Utah State University has focused on hiring strong faculty who conduct cutting-edge research. The proposed PhD program in Landscape Architecture, in addition to adding research strength to the University with a new PhD, will also complement and strengthen current University programs in the Emma Eccles Jones College of Education and Human Services, the College of Engineering, the College of Natural Resources, and the College of Agriculture and Applied Science. Faculty and students across departments in these colleges are already collaborating on research. The PhD program in Landscape Architecture will bring these faculty and students together into one program, increasing opportunities for cross-disciplinary learning and collaboration.

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 September 2016, indeed.com listed 77 landscape architecture faculty jobs that were available in the U.S. The Council of Educators in Landscape Architecture (CELA) listed 10 available faculty positions in landscape architecture as of September 2016. These were largely full-time tenure-track openings in university departments of landscape architecture, architecture, or planning, but they were also in private industry and research institutes.

The proposed PhD program in Landscape Architecture will respond the growing need for landscape architects with expertise in applying basic research methodologies and educational training. Given the current job market demand and scarcity of PhD programs, it is expected that graduates of USU's program will be well-positioned to move into postdoctoral and other academic positions.

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.

There is strong student demand for landscape architecture doctoral programs from students seeking opportunities in academia according to ASLA's 2008 study (www.asla.org/uploadedFiles/CMS/Education/COEModelsofEdSurvey05082008.pdf). Three schools in the United States offer a PhD in landscape architecture, and an additional eighteen schools offer PhD programs in allied disciplines with an emphasis in landscape architecture. The closest landscape architecture PhD program is at the University of Oregon, with the closest PhD with an emphasis in landscape architecture at the University of Colorado-Denver in Architecture. Excepting the University of Colorado Denver, there are no landscape architecture PhD programs in the intermountain west.

The graduate programs of faculty participating in this proposed Landscape Architecture PhD program contain students who are

interested in obtaining knowledge and research skills in landscape architecture. There is a need for a doctoral degree that will enable these students to receive advanced research and academic experiences. More students wanting a PhD degree in landscape architecture will be able to stay in Utah rather than go out of the intermountain west. This change will help to keep more talented students in Utah for their doctoral degrees.

Similar Programs

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

There is no similar PhD program in landscape architecture within the USHE. The closest program is the PhD program in Metropolitan Planning, Policy and Design at the University of Utah. The doctoral degree helps meet society's need for researchers, scholars, teachers, and leaders to make metropolitan areas sustainable and resilient. The degree is managed by the Department of City & Metropolitan Planning and is designed to facilitate the interdisciplinary culture of the University of Utah. Depending on the nature of prior graduate work, the doctoral degree will require between 61 and 83 credit hours, or more, and extend a minimum of six full-time semesters of course work. The degree includes core, dissertation field, qualifying examination, and dissertation benchmarks. The core is composed of a sequence of semester-long doctoral seminars in metropolitan planning, metropolitan policy, metropolitan design, research design, technical writing, and teaching methods for a total of 21 credits. Doctoral students also complete a minimum of 18 credits in a dissertation field including courses outside the Department.

The significant difference between the program at the University of Utah and the proposed program at Utah State University is that the curriculum and research experiences at the UofU are focused primarily on metropolitan planning, policy, and design (urban issues). The program at USU will primarily focus on the dynamic issues and scales of natural and built landscapes in the context of human systems. This focus encompasses urban issues, which may be addressed according to students' interests. However, USU faculty and students are currently studying such issues as landscape design, landscape planning, research methodology, social equity, instructional technology, landscape history, urban planning and design (the only overlap), community branding, landscape visualization, landscape representation, GIS application, sustainable development models and assessment, campus planning, ecosystem services, green infrastructure, stormwater management, and recreation environments.

There is a need for a program that addresses landscape-scale issues, including rural and wildland contexts.

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.

No impacts on other USHE institutions are expected. It is expected that faculty and students of the PhD in Landscape Architecture may collaborate with the faculty and students of the PhD in Metropolitan Planning, Policy and Design.

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.

As it is not the intent of the Landscape Architecture PhD program to prepare students to practice landscape architecture, the PhD will not be an accredited degree for practice. There are currently no agencies or associations that accredit programs such as this one. No external consultants were involved in the development of the proposed program, although the doctoral program was modeled on the interdisciplinary Disability Disciplines doctoral program in the College of Education and Human Services at Utah State University, which program has a focus on academic professional preparation.

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.

Students entering the program with a master's degree will be required to earn a minimum of 60 credits for graduation. All students will complete 6 hours of core landscape architecture courses, 14 credit hours of statistics and research design, 3 hours of instructional design, 3 hours of grant proposal development instruction, 12 hours of advanced electives in support of the student's focus area, 3 hours of academic applied learning experiences, 7 hours of academic professional product experiences, and 12 hours of dissertation credits for a total of 60 credits post masters. The total credit requirement meets the minimum requirement for a doctoral degree at USU of 60 semester credits in addition to a master's degree. This credit requirement is consistent with other doctoral programs across the nation, the average credit requirement of which is 61 credits.

This doctoral program in landscape architecture has a different focus than other programs in the United States, in that one significant objective is faculty preparation. While academic products are expectations of other programs, they are requirements of this doctoral program in landscape architecture. These academic products (conference presentation, writing for journal publication, grant writing, and literature review) are approached as applied learning experiences with assigned faculty mentors in the process. As students will collaborate closely with a faculty member on each applied learning experience, with defined and assessed learning objectives, participation for credit, albeit modest, is warranted and reflects the time commitment of both the faculty and the student. This approach is modeled on an existing and successful doctoral program in Disability Disciplines at Utah State University which is also focused heavily on the preparation of future academic professionals.

Admission Requirements

List admission requirements specific to the proposed program.

Admission to the PhD program will be granted to a small number of highly-qualified individuals each year. Prospective students will submit the standard graduate school application through the School of Graduate Studies. Admissions criteria will be consistent with USU's School of Graduate Studies requirements, including a GPA for the last 60 credits of at least a 3.0 and GRE scores for the verbal and quantitative areas at the 40th percentile or above. Applicants should have completed a master's degree in an allied field to landscape architecture, such as planning, landscape architecture, or architecture, before entering. Applicants will also need to demonstrate, through their statement of interest/letter of intent, fit and research interests that are consistent with current faculty in the program.

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?

Current administrative structures that support graduate programs, including supports from the Office of Research and Graduate Studies as well as college and departmental infrastructures that are already in place, will be used to support this program. No new supports or organizational structures are needed. This Landscape Architecture PhD program will be administratively housed in the Landscape Architecture and Environmental Planning department. The staff resources (e.g., Graduate Program Director) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of undergraduate courses, likely confined to the participation of PhD students as instructors in select undergraduate courses as part of their academic preparation internship/practicum experience. The proposed program will have greater impact on the delivery of graduate courses in LAEP. Some of the graduate courses currently being taught with master-level students will be

part of this program (LAEP 6880, 6740, 6910, and 6930). These courses will see increased rigor as necessary to support doctoral students, which will benefit the master's students as well. LAEP 6740 has already transitioned to a greater focus on landscape architecture theory, anticipating the need for such within the graduate program as a whole. Similarly, LAEP 6880 continues to expand the breadth and depth of its coverage of design research methods to support increasing graduate student scholarship. The remaining courses are journal reading seminars where a more robust discussion is expected with the inclusion of doctoral-level students.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

USU is perfectly poised to offer the state and region's only doctoral program in landscape architecture with its wide range of expertise in research, education, design, engineering, natural resources, and social systems - all essential to the design, planning, and management of natural and built landscapes. Further, USU's Department of Landscape Architecture and Environmental Planning (LAEP) is the only landscape architecture program in Utah, the faculty of which, reflecting national trends, has undergone a shift to faculty with doctoral training.

Members of the core faculty are strongly interdisciplinary and actively engaged in the discovery, application, and integration of knowledge, as well as artistry that creates insight and understanding. These scholarly activities are in the areas of design, planning, research methodology, social equity, instructional technology, landscape history, urban planning and design, community branding, visualization, representation, GIS application, sustainable development models and assessment, campus planning, ecosystem services, green infrastructure, stormwater management, and recreation environments. In addition, LAEP faculty collaborate widely across each college at USU, as well as within LAEP's home College of Agriculture and Applied Sciences.

LAEP department faculty will support the Landscape Architecture PhD program. However, given the interdisciplinary nature of this program, faculty outside LAEP will also be involved in the program, primarily faculty in the College of Education and Human Services whose current PhD courses emphasizing research methods and instructional design are applicable to the mission of this program.

No new lines are required for this program as existing faculty can cover program needs. However, additional faculty lines would strengthen the program in terms of diversity of course offerings and design research experiences. Opportunities for targeted hires will be explored over time.

Staff

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

Existing staff will be utilized to provide support to the Landscape Architecture PhD program. Although interdisciplinary, the program will be housed in the LAEP department where the current staff can provide support for admissions, student tracking, etc. As with all doctoral-level program advising, advising duties will be carried by individual faculty mentors, as well as the program steering committee, which will be comprised of all faculty involved in the Landscape Architecture PhD program.

Student Advisement

Describe how students in the proposed program will be advised.

Students will be assigned a faculty advisor, based on aligned scholarly interests, at the time they are admitted to the program. This faculty member will remain the student's primary advisor through the student's time in the program. In addition to their faculty advisor, each student's progress in the program will be reviewed annually by all program faculty in an annual student review meeting. Students will receive written feedback on their progress following this meeting. The feedback will address progress in the areas of:

- Research skills and progress

- Progress toward completion of the program
- Didactic coursework
- Internship performance
- Other accomplishments and/or concerns

Library and Information Resources

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

No additional library resources will be needed to support this program. Key journals in the Landscape Architecture area (e.g., Landscape Journal, Journal of Landscape Architecture, Landscape and Urban Planning, Journal of the American Planning Association, Landscape Research Record, etc.) are available digitally through USU's library.

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 overall goal of this program is to produce landscape architecture PhD graduates who will be successful in research and academic settings post-graduation. Data on placement rates of students will be an important metric of success. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

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 profession and its professional society, the American Society of Landscape Architects (ASLA), continue to challenge the academic community to accelerate the expansion of education programs to address the shortfall in trained landscape architects and market demand. This, compounded by the shift in the academic environment where landscape architecture faculty success is based increasingly on research performance and behaviors above, is resulting in increased demand for doctoral-level graduates to fill a growing number of research, teaching and practice positions in universities. Faculty position announcements reflect this need, as the vast majority indicates a preference for applicants who possess PhDs.

The Landscape Architecture PhD program in Utah State University's College of Agriculture and Applied Sciences will train the next generation of university educators and leaders to both engage in creative intellectual work that contributes to the theory and practice of landscape architecture and prepare future practitioners to address the dynamic issues and scales of natural and built landscapes in the context of human systems.

Students in the Landscape Architecture PhD Program will learn the theoretical, conceptual and methodological issues involved in design research. Upon completion of the program, students will be prepared to design and conduct design research that employs a variety of methods and that contributes to the theory and practice of landscape architecture. Students will also participate in applied learning experiences and products to prepare them for the professoriate, such as grant writing, writing for publication, and university teaching. Completion of the PhD program will help students maximize their marketability for academic positions at graduation or contribute significantly to the professional development of current academic faculty.

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	
	Required Courses			
+ -	LAEP 7800	X	Introduction to the Professoriate	1
+ -	LAEP 6740		Landscape Architecture Theory and Methods	3
+ -	LAEP 6910		Journal Reading Group 1	1
+ -	LAEP 6930		Journal Reading Group 2	1
+ -	LAEP 6880		Design Research Methods	2
+ -	EDUC 6600		Measurement, Design and Analysis 1	3
+ -	EDUC 7610		Measurement, Design and Analysis 2	3
+ -	EDUC 6770		Qualitative Research Methods 1	3
+ -	EDUC 7770		Qualitative Research Methods 2	3
+ -	PSY 7700		Grant Writing	3
+ -	ITLS 6350		Instructional Design Process 1	3
+ -	LAEP 7810	X	Applied Learning Experience: Research Internship	1
+ -	LAEP 7820	X	Applied Learning Experience: College Teaching Internship - Seminar	1
+ -	LAEP 7830	X	Applied Learning Experience: College Teaching Internship - Studio	1
+ -	LAEP 7910	X	Professional Product: Conference Presentation	1
+ -	LAEP 7920	X	Professional Product: Writing for Publication	2
+ -	LAEP 7930	X	Professional Product: Grant Writing	2
+ -	LAEP 7940	X	Professional Product: Review of Literature	2
+ -	LAEP 7970	X	Dissertation Research	12
			Choose of the following courses:	
+ -				
+ -				
			Required Course Credit Hour Sub-Total	48
	Elective Courses			
+ -	Advanced Electives		Electives in support of student's focus area	12
			Choose of the following courses:	
+ -				
+ -				
			Elective Credit Hour Sub-Total	12
			Core Curriculum Credit Hour Sub-Total	60

Program Curriculum Narrative

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

An interdisciplinary aspect of the doctoral program in Landscape Architecture at USU is the inclusion of advanced elective requirements which will be primarily met outside of the LAEP program. Given the current focus of LAEP's curriculum on practitioner preparation through a bachelor's or first professional master's degree, many of the department's current courses available as electives would be repetitive to a doctoral student who already holds an accredited degree from an allied field to landscape architecture. Rather, doctoral students will be expected to seek electives in support of their research and/or interest area. The selection of electives to support the candidate's emphasis area will be done in consultation with the instructors in the external program of interest to identify the options which would best meet the candidate's objectives. For example, a doctoral student may seek electives in management from the Huntsman School of Business to prepare for leadership in an academic environment. Another doctoral student may seek electives in the S.J. & Jessie E. Quinney College of Natural Resources to support a research interest in ecosystem services-focused land planning. Another doctoral student interested in rural community development may seek electives in rural sociology through the College of Humanities and Social Sciences. However, these are not the only possible emphases, with other possibilities reflecting the expertise of the Landscape Architecture doctoral program faculty and the institution. Each doctoral student will propose electives for their program of study under advisement with their faculty chair, dissertation committee, and external departments as appropriate to their research interests.

Example Program Schedule

Year 1

Fall Semester - 10 credits
LAEP 7800 Introduction to the Professoriate - 1
LAEP 6740 Landscape Architecture Theory and Methods - 3
EDUC 6600 Measurement, Design and Analysis 1 - 3
Elective - 3

Spring Semester - 9 credits
LAEP 6880 Design Research Methods - 2
EDUC 7610 Measurement, Design and Analysis 2 - 3
PSY 7700 Grant Writing - 3
LAEP 6910 Journal Reading Group 1 - 1

Summer Semester - 3 credits
ITLS 6350 Instructional Design Process 1 - 3

Year 2

Fall Semester - 10 credits
EDUC 6770 Qualitative Research Methods 1 - 3
LAEP 6930 Journal Reading Group 2 - 1
LAEP 7810 Research Internship - 1
LAEP 7820 College Teaching Internship - Seminar - 1
LAEP 7930 Grant Writing - 2
LAEP 7940 Review of Literature - 2

Spring Semester - 10 credits
EDUC 7770 Qualitative Research Methods 2 - 3
LAEP 7830 College Teaching Internship - Studio - 1
LAEP 7910 Conference Presentation - 1
LAEP 7920 Writing for Publication - 2
Elective - 3

Year 3

Fall Semester - 9 credits
Electives - 3
Dissertation Research - 6

Spring Semester - 9 credits
Electives - 3
Dissertation Research - 6

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.

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	4	4	0
Faculty: Part Time with Doctorate	1	0	0
Faculty: Full Time with Masters	4	2	0
Faculty: Part Time with Masters	0	0	4
Faculty: Full Time with Baccalaureate	0	0	0
Faculty: Part Time with Baccalaureate	0	0	0
Teaching / Graduate Assistants			0
Staff: Full Time	8	6	0
Staff: Part Time	1	0	4

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							
	David	Anderson	T	MLA	Utah State University	5%	
	Bo	Yang	T	PhD	Texas A&M University	5%	
	Keith	Christensen	T	PhD	Utah State University	40%	
	David	Evans	TT	MUD	University of California Berkeley	5%	
	Ben	George	TT	PhD	Utah State University	5%	
	Todd	Johnson	Other	MLA	Harvard	5%	Instructor
	Caroline	Lavoie	T	MLA	University of Southern California	5%	
	Shujuan	Li	T	PhD	Texas A&M University	5%	
	Carlos	Licon	TT	PhD	Arizona State University	5%	
	Sean	Michael	T	PhD	Virginia Polytechnic University	5%	
	Ole	Sleipness	TT	PhD	Clemson University	5%	
	Barty	Warren-Kretzschmar	TT	PhD	Leibniz University Hannover	5%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in 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					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
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	21	24	27	28	28	29
# of Majors in Proposed Program(s)		2	3	4	4	5
# of Graduates from Department	6	7	6	8	10	9
# Graduates in New Program(s)		0	0	0	2	1

Department Financial Data				
	Department Budget			
		Year 1	Year 2	Year 3
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."	Year Preceding Implementation (Base Budget)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
EXPENSES – nature of additional costs required for proposed program(s)				
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.				
Personnel (Faculty & Staff Salary & Benefits)	$1,243,694	$0	$0	$0
Operating Expenses (equipment, travel, resources)	$27,173	$0	$0	$0
Other:				
TOTAL PROGRAM EXPENSES		$0	$0	$0
TOTAL EXPENSES	$1,270,867	$1,270,867	$1,270,867	$1,270,867
FUNDING – source of funding to cover additional costs generated by proposed program(s)				
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.				
Internal Reallocation				
Appropriation	$1,270,867			
Special Legislative Appropriation				
Grants and Contracts				
Special Fees				
Tuition				
Differential Tuition (requires Regents approval)	$0	$1,180	$1,770	$2,360
PROPOSED PROGRAM FUNDING		$1,180	$1,770	$2,360
TOTAL DEPARTMENT FUNDING	$1,270,867	$1,272,047	$1,272,637	$1,273,227
Difference				
Funding - Expense	$0	$1,180	$1,770	$2,360

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Budgets in other programs will not be impacted. Many of the classes taught in this program are already being offered in existing programs, and there is verified capacity for additional students. Although faculty engaged in the Landscape Architecture PhD program may have additional advisees, this load will be spread out over multiple faculty members with little or no implications for budgets. The additional courses, representing applied learning (7800 series), professional product experiences (7900 series), and dissertation research advising (7970), will be added for this program, but these courses will be incorporated into teaching loads of existing faculty. These new courses (applied learning, professional product, and dissertation research) represent faculty mentoring, not classroom instruction. One new seminar course will be added, LAEP 7800 Introduction to the Professoriate (1 credit), but will be incorporated into the teaching loads of existing faculty, as well.

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 Landscape Architecture PhD program will utilize existing faculty and courses at USU. No additional funding is required for this program. No reallocation of funds will be needed to support this program. The Landscape Architecture PhD program will generate new differential tuition.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Population Health with Emphases in Health Care Administration and Public Health

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Population Health effective in fall 2017. The institutional Board of Trustees approved the degree on March 10, 2017.

Background

The DSU proposal makes note of the Triple Aim Initiative of the Institute for Healthcare Improvement, which advocates for reducing healthcare costs, improving patient care, and improving the health of populations; this, in turn, has led to calls for educational programs to be broader and more interdisciplinary. Accordingly, the proposed Population Health major at DSU would include core courses leading to broad understanding of population health, along with an emphasis in either Health Care Administration or Public Health. While these career paths have traditionally required a graduate degree, more recently there have been calls for entry-level professionals with specific undergraduate preparation afforded by the proposed DSU degree.

The proposed degree would be part of DSU's expanding Department of Health & Human Performance in the College of Health Sciences. Multiple sources cited in the DSU proposal point to a pressing need for more public health workers and medical and health services managers over the coming decade. The proposed degree would also provide a viable alternative for DSU students who may not be admitted to nursing or other highly-competitive programs in the health sciences. In addition to direct employment possibilities, an undergraduate degree in population health could also prepare students for admission to various graduate programs in the health sciences. Student interest in the proposed BS in Population Health is projected to be high (100+ graduates in year 5), and DSU anticipates adding significantly to the department budget in the first three years to hire additional faculty, etc.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Dixie State University's request to offer a BS in Population Health. There are no additional policy issues relative to the approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Population Health with Emphases in Health Care Administration and Public Health.

_____

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Population Health effective Fall 2017. This program was approved by the institutional Board of Trustees on March 10, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

Population Health is a relatively new framework for understanding and improving the health of individuals and communities. As broadly defined by the Institute of Medicine, Population Health is "the health outcomes of a group of individuals, including the distribution of such outcomes within the group." Population health outcomes are the product of multiple determinants of health, including: medical care, public health initiatives, lifestyle/behaviors, social factors, environmental factors, and genetics (Kindig, D. and Stoddart, G. 2008). The Institute for Healthcare Improvement has promoted a Triple Aim Initiative which advocates for simultaneously reducing the cost of health care, improving the quality of patient care, and improving the health of populations through social policy and health promotion and disease prevention programs (Berwick et al., 2008). This revised emphasis on cooperation across sectors has led to calls for educational programs to be more broadly focused and interdisciplinary. In response, some colleges are reorganizing under this population health framework and some universities are starting interdisciplinary undergraduate degrees in population health.

Berwick, D. M., T. W. Nolan, and J. Whittington. 2008. The Triple Aim: Care, health, and cost. Health Affairs27(3):759-769. Harvard Pilgram Health Care Institute. 2013. Department of population medicine. Retrieved from http://content.healthaffairs.org/content/27/3/759.full. Accessed 11/26/16).

Kindig, D. and Stoddart, G. 2008. What Is Population Health? Am J Public Health. 93(3): 380 -383. PMCID: PMC1447747.

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/ .

The proposed program is consistent with Dixie State University's mission as a public comprehensive university "dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment."

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.

Dixie State University maintains a strong partnership with the Health and Wellness Center at the Dixie Regional Medical Center - Intermountain Healthcare. This proposal aligns to the needs of this center and many others throughout the Southern Utah region.

The proposed Population Health major will require a core of courses that will prepare all students in the major to understand the breadth of population health in the U.S. and to be leaders in interdisciplinary activities in their respective professions. Building on this core, the major will offer two areas of emphasis. Students can choose to specialize in two growing sectors of population health: public health and health care administration. Traditionally, these two career paths have been limited solely to those with graduate degrees. However, recently there have been calls for entry-level professionals with specific undergraduate

preparation, and baccalaureate-level accreditation now exists for both emphases. Currently, only one private university in Utah, Brigham Young University, offers an undergraduate degree with an emphasis in public health, and two public universities, Utah Valley University and Weber State University, offer emphases in health care administration (UVU, a B.S. in Community Health, and WSU, a B.S. in Health Services Administration). However, none of these emphases requires a specific Population Health core. Perhaps the strongest undergraduate programs in both public health and health care administration in the mountain west region are at the University of Nevada, Las Vegas, which also offers graduate degrees in both areas. Offering a Population Health major with these emphases will allow students in the lower half of the state who are interested in these careers to stay in Utah.

B.S. in Public Health, Brigham Young University. Retrieved from: https://catalog.byu.edu/life-sciences/health-science. Accessed 11/26/16.

B.S. in Community Health - Health Services Administration Emphasis, Utah Valley University. Retrieved from: https://www.uvu.edu/catalog/current/departments/public-and-community-health/community-health-health-services-administration-emphasis-bs/. Accessed on 11/26/16.

B.S. in Health Services Administration, Weber State University. Retrieved from: http://weber.edu/HAS/. Accessed on 11/26/16.

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 2008, the Association of Schools of Public Health (ASPH) released a report on the shortage of public health professionals, concluding at that time that more than 250,000 additional public health workers would be needed by 2020.The report states that:

> "Leading public health organizations, including the Centers for Disease Control and Prevention, the American Public Health Association, the Association of State and Territorial Health Officials and the Institute of Medicine agree that the current workforce is inadequate to meet the needs of the US and global populations. Given the growing complexity of public health challenges, more specialists will need to be trained in additional public health sub-disciplines. The existence of a significant public health workforce shortage in the U.S. is generally acknowledged but difficult to quantify, given numerous challenges including inconsistent enumeration of the existing workforce and no systematic effort to date to assess national needs."

The authors of the report called for increasing public health educational capacity and increasing the diversity of the public health workforce, including baccalaureate-trained practitioners. Public health has many unique job titles, many of which do not have specific employment data. The Bureau of Labor Statistics projects that just one segment of the public health workforce, community health educators and workers, will grow 12-15% by 2024, faster than average. The Utah Department of Workforce Services Job Outlook, predicts an average annual growth rate of 2.9% for this one sector of public health, which is faster than the average growth rate for other occupations.

https://www.bls.gov/ooh/community-and-social-service/health-educators.htm
https://jobs.utah.gov/wi/data/employment/indprojections.html

Undergraduate programs in Health Care Administration started appearing in the 1970's, but there has been increased interest in recent years. The Bureau of Labor Statistics projects much faster than average growth (17%) for Medical and Health Services Managers, adding more than 50,000 new positions by 2024. The Utah Department of Workforce Services Job Outlook, predicts an average annual growth rate of 3.2%, which is faster than the average growth rate for other occupations, adding about 150 new positions per year.

https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm
https://jobs.utah.gov/wi/data/employment/indprojections.html

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.

DSU continues to grow its enrollment and serve the ongoing growth of its region. Additionally, the programs in the DSU College of Health Sciences are not able to keep up with student demand. For example, approximately 200 students apply each year to DSU's Nursing program after having already completed many prerequisites for the program. The program is currently capped at 80 students. Other DSU clinical health programs are capped at much smaller cohorts. This leaves 120 students, many of whom are from Washington County and wish to study at DSU, with little or no options to transfer to and apply these prerequisites. DSU reached out to Sam Houston University in Houston, Texas, which had a similar challenge. Sam Houston confirmed that a Population Health program with varying emphases has been proven to be a wildly successful option for students who are not admitted in to a nursing program, or another health program. DSU is confident that its experience of adding this degree will be proportionately similar to that of Sam Houston.

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)?

Currently, only one private university in Utah, Brigham Young University, offers an undergraduate major with an emphasis in public health, and two public universities, Utah Valley University and Weber State University, offer emphases in health care administration (UVU, a B.S. in Community Health, and WSU, a B.S. in Health Services Administration). However, none of these emphases requires a specific Population Health core. Perhaps the strongest undergraduate programs in both public health and health care administration in the mountain west region are at the University of Nevada, Las Vegas, which also offers graduate degrees in both areas. Offering a Population Health major with these emphases will allow students in the lower half the state interested in these careers to stay in Utah.

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.

As DSU continues to attract students from across its region, it anticipates that this program will have little or no effect on other institutions. This program will also serve as a pipeline of qualified students for the new graduate programs (physical therapy, occupation therapy, physician assistant) to be offered in St. George in collaboration with 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.

Nationally-recognized, baccalaureate-level accreditation is available for the emphases within the Population Health major.

The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs outside schools of public health. Started in 2013 and amended in 2016, CEPH offers accreditation for stand-alone baccalaureate programs. The Public Health emphasis in this proposed major meets the curricular and experiential requirements for accreditation. An additional requirement for accreditation is 2.0 FTE faculty with public health expertise. Accreditation typically takes about three years after graduating first cohort and making application. The fees for first time accreditation are approximately $5,500 and then about $3,300 annually.

The Association of University Programs in Health Administration (AUPHA) is recognized by the U.S. Department of Education

to accredit health care administration programs. Started in 2012 and amended in 2013, AUPHA offers certification for baccalaureate programs in health care administration. The Health Care Administration emphasis in this proposed major meets the curricular and experiential requirements for certification. An additional requirement for certification for programs with less than 150 students is 2.0 FTE faculty with health care administration expertise. Certification typically takes about 2.5 years after graduating first cohort and making application. The fees for first time accreditation are approximately $4,000 and then about $3,200 annually.

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.

Students must complete 120 credits to graduate with a Bachelor of Science in Population Health. The major will require a minimum of 40 upper-division credits within the 120 required, and all students must complete at least 30 hours of upper-division credit from DSU for institutional residency.

Admission Requirements

List admission requirements specific to the proposed program.

DSU is an open-admission institution. The program prerequisites are required before being admitted into the programs.

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?

The program will be housed in the Department of Health & Human Performance. No new organization structures will be needed to deliver the program. Some of the courses required for the program are currently being taught in other departments and colleges. These departments and colleges have been advised that there may be an increase of students in to these classes due to the offering of this program. Existing plans and mechanisms are in place to add additional sections as needed.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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 are not sufficient, and two full-time faculty will need to be recruited to support this program. Additional faculty/ instructors will be hired as needed.

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.

An administrative assistant was recently hired in the Department of Health & Human Performance and will support this program. Additional advisement will need to be provided commensurate with the growth of the program.

Student Advisement

Describe how students in the proposed program will be advised.

The advisor will guide students through the post-freshman review, degree requirements, and course selection. Faculty will help with advisement in coursework and professional career direction once students have declared to the Population Health program.

Library and Information Resources

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

DSU has access to many top journals and collections through its EBSCO subscription including: Bioethics, Consumer Health, & Health Administration.

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 Population Health major will prepare students to understand the breadth of population health in the U.S. and globally, and to be leaders in interdisciplinary activities in their respective professions by improving the quality of patient care and the health of populations through social policy, health promotion, and disease prevention programs. The emphases in the major will seek accreditation. Program assessment for this major will be developed to satisfy the requirements for these accreditations. The program will conduct annually assessments of learning outcomes and use assessments for program improvement.

Full-time faculty will participate in the governance of the program, including curriculum design, student advising, and program assessment and improvement. The University will assure that the program leader, all full-time faculty, and adjunct faculty have advanced training and professional experience and/or scholarship within their respective emphases. The majority of instructors will be full-time departmental faculty. For accreditation, faculty and a leader with doctoral-level degrees are preferred.

Students will receive qualified advisement for course selection and professional guidance. Advisement will commence the first semester in the program and continue regularly throughout program.

The program is committed to an appreciation of diversity in students and faculty, research and community service, and curriculum. Instruction will use a variety of experiential techniques, such as service learning, guest speakers, practitioner instructors where appropriate, and internships. All majors will be required to complete at least a 200-hour faculty supervised internship.

Through surveys or other data collection measures, the program will assess currently-enrolled students, graduated former students, and important community stakeholders, such as internship preceptors, adjunct practitioner instructors, employers of

alumni, and other key community partners.

At minimum, data collection will monitor:

1. grades for coursework compared against standardize rubrics representing core competencies in each emphasis
2. enrollment, retention rates, GPA, and progress toward degree
3. graduation rates (with a goal of 70% within six years)
4. job placement or admission to graduate school (with a goal 80% placement within one year)
5. periodic and exit interviews to determine satisfaction with instruction and advising
6. alumni satisfaction and career progress
7. internship preceptor feedback
8. emphasis-level, community stakeholder advisory board feedback (at least annually)

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.

In addition to the Population Health required courses and emphasis specific courses, students will have a strong foundation in:

- basic sciences, including the life sciences, biology, human anatomy/physiology, and disease
- basic social sciences, including history, sociology, culture, economics, government and human psychology and behavior
- basic computational math and statistics
- cross-cutting skills, including oral and written communication, computer literacy, and the ability to locate and use information

Students will complete an academic cumulative experience as part of the capstone course that will allow them to demonstrate competence in integrating concepts across the curriculum. All students will also participate in a community-based practical experience of at least 200 hours that will allow them to observe real-life practice and to be given some autonomy to demonstrate mastery of professional skills.

For accreditation, the Health Care Administration emphasis will provide instruction in the following content areas. Each content area can be addressed through a variety of learning experiences and the learning experiences can be in a single course or spread across the curriculum. (See Criteria for Undergraduate Program Certification. Retrieved from http://www.aupha.org/membership/certification. Accessed on 11/26/16):

- “The US Healthcare System
- Population/community health
- Cultural competence/diversity
- Organizational development/organizational behavior theory
- Management of healthcare organizations
- Operations assessment and improvement
- Management of human resources and health professionals
- Information systems management and assessment
- Healthcare Law
- Governance
- Health policy
- Leadership
- Statistical analysis and application to decision making
- Healthcare Economics
- Healthcare Marketing
- Financial analysis and management
- Ethics in business and healthcare decision-making

- Strategy formulation and implementation
- Quality assessment for patient care improvement
- Managerial Epidemiology
- Research Methodology”

For accreditation, the Public Health emphasis will provide instruction in the following domains. Each domain can be addressed through a variety of learning experiences and the learning experiences can be in a single course or spread across the curriculum. (See Accreditation Criteria Standalone Baccalaureate Programs. Amended July 2016. Retrieved from http://ceph.org/assets/SBP-Criteria.pdf, Accessed on 11/26/16):

- “the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society
- the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations
- the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities
- the fundamental concepts and features of project implementation, including planning, assessment and evaluation
- the fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
- basic concepts of legal, ethical, economic and regulatory dimensions of health care and public health policy and the roles, influences and responsibilities of the different agencies and branches of government
- basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology”

Through a combination of learning experiences, students will be exposed to the basics skills necessary for career success, including (See Accreditation Criteria Standalone Baccalaureate Programs Amended July 2016. Retrieved from http://ceph.org/assets/SBP-Criteria.pdf, Accessed on 11/26/16):

- “advocacy for protection and promotion of the public's health at all levels of society
- community dynamics
- critical thinking and creativity
- cultural contexts in which public health professionals work
- ethical decision making as related to self and society
- independent work and a personal work ethic
- networking
- organizational dynamics
- professionalism
- research methods
- systems thinking
- teamwork and leadership”

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	30
	Required Courses			
+ -	MATH 1040		Statistics	3
+ -	BIOL 2320 & 2325		Human Anatomy & Lab	5
+ -	BIOL 2420 & 2425		Human Physiology & Lab	4
+ -	CHEM 1110 & 1115		Elem General/Organic Chemistry & Lab	5
+ -	PSY 1010, SOC 1010		Social & Behavioral Sciences Foundation	3
+ -	NFS 1020		Nutrition	3
+ -	FCS 1500 or PSY 11[illegible]		Human Development Lifespan	3
+ -	ANTH 1010, SOC 10[illegible]		Cultural Competence & Diversity	3
+ -	HLOC 1000		Medical Terminology	2
+ -	HLOC 1010		Intro to Health Professions	2
+ -	HLTH 2010	X	Health & Disease	3
			Choose of the following courses:	
+ -				
+ -	HLTH 3010	X	Population & Community Health	3
+ -	HLTH 3020	X	US & World Health Systems	3
+ -	HLTH 4010	X	Biostatistics & Epidemiology	2
+ -	HLTH 4910	X	Population Health Capstone	3
+ -	HLTH 4920	X	Internship (must take Capstone before Internship)	3
			Required Course Credit Hour Sub-Total	50
	Elective Courses			
+ -			Complete at least 9 credits from below:	
+ -	PSY 2800		Human Sexuality in a Diverse Society	3
+ -	COMM 3180		Provider & Patient Relations	3
+ -	COMM 3200		Community Health Communication	3
+ -	COMM 3230		Health Communication	3
+ -	ENGL 3130		Grant & Proposal Writing	3
+ -	HLTH 2700	X	Consumer Health Issues	3
+ -	HLTH 3040	X	Environmental Health	3
+ -	HLTH 3385	X	Healthcare Quality and Safety	3
+ -	HLTH 3600	X	Patient Navigation	3
+ -	HLTH 3750	X	Health Determinants & Disparities	3

		Course Number	NEW Course	Course Title	Credit Hours
+	-	HLTH 3800	X	Genetics & Disease	3
+	-	HLTH 3900	X	Infectious Disease	3
+	-	HLTH 4020 or DHYG	X	Research Methodology	2
+	-	HLTH 4310	X	Health Promotion	3
+	-	HLTH 4500	X	Global Health	3
				Elective Credit Hour Sub-Total	9
				Core Curriculum Credit Hour Sub-Total	89

Can students complete this degree without emphases? *Yes or* X *No*

		Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis:		Public Health	
+	-	COMM 3200		Community Health Communication	3
+	-	HLTH 3040	X	Environmental Health*	3
+	-	HLTH 3750	X	Health Determinants & Disparities	3
+	-	HLTH 4020 or DHYG	X	Research Methodology	2
+	-	HLTH 4030 or DHYG	X	Leadership & Group Dynamics	2
+	-	HLTH 4310	X	Health Promotion	3
+	-	HLTH 4400	X	Health Law & Policy	3
+	-	HLTH 4500	X	Global Health	3
+	-			Nine credits of additional major elective	9
				Emphasis Credit Hour Sub-Total	31
				Total Number of Credits to Complete Program	120
		Remove this emphasis			

		Course Number	NEW Course	Course Title	Credit Hours
		Name of Emphasis:		Health Care Administration	
+	-	CIS 2010 & MIS 3050		Business Computer Proficiency & Management Information Systems	6
+	-	MGMT 3400		Management & Organizations	3
+	-	MGMT 3600		Operations Management	3
+	-	MGMT 4300		Human Resource Management	3
+	-	MGMT 4600		Six Sigma I	3
+	-	HLTH 3500	X	Financial Analysis	3
+	-	HLTH 4030 or DHYG	X	Leadership & Group Dynamics	2
+	-	HLTH 4100	X	Health Law & Policy	3

	Course Number	NEW Course	Course Title	Credit Hours
+ -	HLTH 4300	X	Healthcare Marketing	3
+ -	HLTH 4790	X	Management of Healthcare Organizations & Strategy	3
			Emphasis Credit Hour Sub-Total	32
			Total Number of Credits to Complete Program	121
	Remove this emphasis			

Program Curriculum Narrative

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

Population Health Curriculum including General Education

*May apply towards GE requirement

General Education Courses

Institutional Requirement in Computer Literacy 0-6

General Education Core Requirements

English GE Courses 3-7
Information Literacy GE Course 0-1
Mathematics GE course (Quant Reasoning OR Algebra) 3-5
American Institutions GE course(s) 3-6

General Education Breath and Depth Requirements

Life Sciences GE course 3-10
Physical Sciences GE course 3-5
Fine Arts GE course 3
Literature/Humanities GE course 3
Social & Behavioral Sciences GE course 3
Exploration GE course 3-5
Global & Cultural Perspectives Courses 0-6

General Education Credit Hour Sub-Total 30

Major Required Courses

ANTH 1010, SOC 1020, SOC 3630, EDUC 2400, COMM 3190, or NURS 3300 Cultural competence & diversity course 3
BIOL 2320/2325* Human Anatomy & Lab 5
BIOL 2420/2425* Human Physiology & Lab 4
CHEM 1110* & CHEM 1115* Elem General/Organic Chemistry & Lab 5
FCS 1500* or PSY 1100* Human Development Lifespan 3
MATH 1040* Statistics 3
NFS 1020* Nutrition 3
PSY 1010*, SOC 1010*, SOC 1020* OR SOC 1200* Social & Behavioral Sciences Foundation 3

HLOC 1000 Medical Terminology 2
HLOC 1010 Intro to Health Professions 2
HLTH 2010 (new) Health & Disease 3
HLTH 3010 (new) Population & Community Health 3
HLTH 3020 (new) U.S. & World Health Systems 3
HLTH 4010 (new) Biostatistics & Epidemiology 2
HLTH 4910 (new) Population Health Capstone 3
HLTH 4920 (new) Internship (must take Capstone before internship) 3

Major Required Credit Hour Sub-Total 50

Population Health Electives (complete 9 credits)

HLTH 2700 (new) Consumer Health Issues 3
HLTH 3040 (new) Environmental Health 3
HLTH 3385 (new) Healthcare Quality and Safety 3
HLTH 3600 (new) Patient Navigation 3
HLTH 3750 (new) Health Determinants & Disparities 3
HLTH 3800 (new) Genetics & Disease 3
HLTH 3900 (new) Infectious Disease 3
HLTH 4020 or DHYG 4020 (new) Research Methodology 2
HLTH 4310 (new) Health Promotion 3
HLTH 4500 (new) Global Health 3
COMM 3180 Provider & Patient Relations 3
COMM 3200 Community Health Communication 3
COMM 3230 or HLOC 3230 Health Communication 3
ENGL 3130 Grant & Proposal Writing 3
PSY 2800 Human Sexuality in a Diverse Society 3

Health Care Administration Emphasis Required Courses

CIS 2010 & MIS 3050 Business Computer Proficiency & Management Information Systems 6
MGMT 3400 Management & Organizations 3
MGMT 3600 Operations Management 3
MGMT 4300 Human Resource Management 3
MGMT 4600 Six Sigma I 3
HLTH 3500 (new) Financial Analysis 3
HLTH 4030 or DHYG 4030 (new) Leadership & Group Dynamics 2
HLTH 4100 (new) Health Law & Policy 3
HLTH 4300 (new) Healthcare Marketing 3
HLTH 4790 (new) Management of Healthcare Organizations & Strategy 3

Health Care Administration Emphasis Required Courses Credit Hour Sub-Total 32

Public Health Emphasis Required Courses

COMM 3200 Community Health Communication 3
HLTH 3040 (new) Environmental Health 3
HLTH 3750 (new) Health Determinants & Disparities 3
HLTH 4020 or DHYG 4020 (new) Research Methodology 2
HLTH 4030 or DHYG 4030 (new) Leadership & Group Dynamics 2
HLTH 4310 (new) Health Promotion 3
HLTH 4400 (new) Health Law & Policy 3
HLTH 4500 (new) Global Health 3

Choose 9 additional credits from Population Health Electives

Public Health Emphasis Required Courses Credit Hour Sub-Total 31

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.
CIS 1200	3	GE Literature/Humanities	3
GE English: ENGL 1010	3	GE Social & Behavioral: SOC 1020	3
LIB 1010	1	GE Life Sciences: BIOL 1300	1
GE Math 1040	3	GE Life Sciences cont.: BIOL 2320/2325	5
GE American Institutions	3	GE English: ENGL 2010	3
HLOC 1010	2		
Total	15	Total	15
Second Year Fall	**Cr. Hr.**	**Second Year Spring**	**Cr. Hr.**
GE Life Sciences: BIOL 2420/2425	4	GE Fine Arts	3
GE Exploration: NFS 1020	3	GE Global/Cultural: FCS 1500/PSY1100	3
GE Physical Sciences: CHEM 1110 & 1115	5	HLTH 2010 Health & Disease	3
GE Cultural Competence & Diversity	3	HLTH 3010 Population & Community Health	3
		HLTH 3020 U.S. & World Health Systems	3
Total	15	Total	15
Third Year Fall	**Cr. Hr.**	**Third Year Spring**	**Cr. Hr.**
HLTH 4010 Biostatistics & Epidemiology	2	Emphasis	3
HLTH 4030 Leadership & Group Dynamics	2	Emphasis	3
HLOC 1000	2	Emphasis	3
Pop Health Elective	3	Emphasis	3
Pop Health Elective	3	Emphasis	3
Pop Health Elective	3		
Total	15	Total	15
Fourth Year Fall	**Cr. Hr.**	**Fourth Year Spring**	**Cr. Hr.**
HLTH 4910 Population Health Capstone	3	HLTH 4920 Internship	3
Emphasis	3	Emphasis	3
Emphasis	3	Emphasis	2
Emphasis	3	General Elective	3
Emphasis	3	General Elective	3
		General Elective	1
Total	15	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			
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

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							
	Jared	Dupree	Tenure	PhD	Kansas State University	50%	
	Susan	Hart	Tenure	PhD	Texas A&M University	25%	
	Brenda	Armstrong	Tenure	M.D.H	University of Minnesota	25%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in 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		2	2	One faculty will require a Healthcare Administration background	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
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		200	320	400	450	500
# of Majors in Proposed Program(s)		60	120	180	220	260
# of Graduates from Department		80	100	160	200	225
# Graduates in New Program(s)		0	30	60	90	110
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1 Addition to Base Budget for New Program(s)	Year 2 Addition to Base Budget for New Program(s)	Year 3 Addition to Base Budget for New Program(s)		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."						
EXPENSES – nature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary & Benefits)		$200,000	$0	$200,000		
Operating Expenses (equipment, travel, resources)		$10,000		$10,000		
Other:						
TOTAL PROGRAM EXPENSES		$210,000	$0	$210,000		
TOTAL EXPENSES	$0	$210,000	$0	$210,000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$105,000		$105,000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition		$105,000		$105,000		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$210,000	$0	$210,000		
TOTAL DEPARTMENT FUNDING	$0	$210,000	$0	$210,000		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Primary expenses will include funding 2.0 FTE in year one and 2.0 FTE in year three. Additional expenses include travel.

Part III: Describe funding sources

Revenue Narrative 1

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

DSU plans to fund this program through reallocation of dollars and new tuition dollars.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

DSU will apply for grants and purse private donors to support teaching additional courses.

UTAH SYSTEM OF HIGHER EDUCATION
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Board of Regents Building, The Gateway
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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Recreation and Sport Management with Emphases in Corporate Recreation and Wellness, Experience Industry Management, and Sport Management

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Recreation and Sport Management effective in fall 2017. The institutional Board of Trustees approved the degree on March 10, 2017.

Background

The proposed BS in Recreation and Sport Management would prepare students for positions in the fitness, recreation, sport, and tourism industries, with development of knowledge and skills related to a wide range of facilities, personnel, products, and services. The proposed degree is consistent with DSU's dedication to learning that utilizes the unique physical resources of southern Utah and reinforces the institutional theme, "active learning, active life." In addition to course work, students would have access to experiential learning opportunities related to major local recreation and sporting events such as the Ford Iron Man, Huntsman World Senior Games, and St. George Marathon, as well as DSU athletics, youth sports tournaments, etc.

The proposed degree would seek accreditation from the National Recreation and Park Association's Council on Accreditation for Parks, Recreation, Tourism, and Related Professions, as well as recognition from the North American Society for Sport Management. In addition to the program core, students would pursue an emphasis in Corporate Recreation and Wellness, Experience Industry Management, or Sport Management, leading to employment and/or entry into a variety of graduate programs; this would provide an interdisciplinary element, drawing on DSU offerings in communications, exercise science, management, marketing, and psychology. With labor market and student demand seen as high, DSU has committed significant resources for additional full-time faculty to implement and sustain the proposed program.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions reviewed and are supportive of Dixie State University's request to offer a BS in Recreation and Sport Management. There are no additional policy issues relative to the approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Recreation and Sport Management with Emphases in Corporate Recreation and Wellness, Experience Industry Management, and Sport Management.

_____

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education
Program Description - Full Template

Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): Bachelor of Science in Recreation and Sport Management effective Fall 2017. This program was approved by the institutional Board of Trustees on March 10, 2017.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Bachelor of Science Degree in Recreation and Sport Management will prepare students for careers in the recreation, sport, fitness, and tourism industries. Student majors will develop the skills and knowledge to strategically create, manage and operate a wide variety of services, facilities, personnel and products related to the recreation, sport, and tourism industry. Locally, nationally, and internationally, society places a high value on quality experiences that promote participation, amusement, and skill development that contribute to a healthy mind and body. The need for educated professionals to manage the distribution of recreation, sport, and tourism-related services and products continues to grow.

Students will complete a rigorous core of classes that aligns with the standards of the National Recreation and Park Association's Council on Accreditation for Parks, Recreation, Tourism and Related Professions (COAPRT) as well as the Nonprofit Leadership Alliance core competencies, in addition to seeking recognition by the North American Society for Sport Management (NASSM). These alignments will help prepare students for future careers in any sector (public, commercial, nonprofit) with organizations focused on improving the quality of life through recreation and sport. Students will have the option to specialize through emphases in sport management, corporate recreation and wellness, or experience industry management. The emphases will provide an interdisciplinary approach by supporting programs in communications, exercise science, management, marketing, and psychology. Students will develop the knowledge and skills necessary for immediate employment and/or entrance into graduate school in a variety of disciplines.

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/ .

The Bachelor of Science degree in Recreation and Sport Management will support DSU's dedication to rigorous learning that engages the unique resources of Southern Utah, as well as the motto "Active Learning, Active Life." The Recreation and Sport Management degree is designed to provide specific course work and experiential learning opportunities that will expose students to the planning and operation of major recreational and sporting events offered year-round in the community, including but not limited to the St. George Marathon, DSU Athletics, Ford Iron Man, Huntsman World Senior Games, multiple conventions, and a variety of youth sport tournaments. The degree will also rely on faculty and students' active involvement and collaboration with community and regional organizations for student work experiences and internships that will foster not only recreational enrichment but also economic and community development as described in the DSU core themes. These activities will facilitate strong public relations with civic entities, local businesses, and schools in the public and private sector. These opportunities pose to highlight Dixie State's commitment to service, citizenship, and the community.

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 DSU Academic Program Research Committee completed significant research around the labor market demand, student demand, costs, and tuition revenues anticipated to cover the costs. It was clear that this program is merited as outlined in the paragraphs below.

Additionally, DSU offers an emphasis in recreation management within the integrated studies major, which currently has an enrollment of 20 students. The emphasis focuses on municipal parks and recreation. The proposed recreation and sport management program will also include perspectives from municipal recreation, but will provide the breadth needed to encompass the entire leisure services industry. The proposed program will utilize many of the existing recreation management courses, although in a restructured format in order to be more inclusive of the entire leisure services industry. Four existing courses have been restructured and an additional 17 new courses are being created for the recreation and sport management program. The emphasis in recreation management will remain an option within the integrated studies program.

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).

A degree in Recreation and Sport Management prepares students for careers in recreation, sport, tourism, health, hospitality, and fitness, leading to many career options. Students with a degree in Recreation and Sport Management from DSU will be prepared for positions with municipal parks and recreation programs, sport and fitness organizations, corporate wellness facilities, convention and visitor bureaus, intercollegiate and professional sports teams, resorts, campus recreation, and not-for-profit community agencies. Students with this degree will also be prepared for employment in the sales or marketing division of recreation, sport, and fitness equipment manufacturers.

The Bureau of Labor Statistics reports that many of the employment opportunities within the leisure industry are expected to increase faster than average of all occupations at a 10% annual growth. In addition, the Utah Department of Workforce Services reported between May 2015 and May 2016 the highest employment change in the state were within the Leisure and Hospitality industry, with a growth rate of 6.4% which added 8,500 jobs. The Education and Health Services industry's growth rate was 4.7%, but also added 8,500 jobs. These two areas added the most jobs, in the past year, out of the 11 categories listed. These are the two industries, traditionally, where graduates will seek employment, and the Utah Department of Workforce Services expects continual growth in these areas.

There is a projected 4.3% annual growth rate for recreation and sport careers within Washington County. In recent years, the growth has been validated by the development and expansion of municipal parks and recreation departments in Washington and Hurricane. Private commercial recreation and sport business are also growing in the area with organizations such as Vacation Races, Summit Athletic Club, multiple resorts, and a variety of other private enterprises. In addition, the geographical location of the campus places Dixie State within relatively close proximity to a variety of employment opportunities in Arizona, California, Colorado, Nevada, and Utah in recreation and sport organizations ranging from municipal and nonprofit recreation to resort and tourism enterprises to amateur, collegiate, and professional sport organizations.

https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm

https://jobs.utah.gov/wi/data/employment/employmentdetail.html

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.

To ascertain student interest in a Recreation and Sport Management degree program at Dixie State University, several surveys have been conducted. In February 2012, the Department of Intercollegiate Athletics at DSU surveyed approximately 300 student-athletes and found 45 students were interested in a degree in community recreation management. In addition, the DSU Student Association and DSU advisors conducted a convenience sample survey in spring 2015 exploring whether or not students would switch majors if other degree options were available. Included in the survey was a degree in Parks and Recreation and the survey determined approximately 85 students from the student body would switch to this degree.

While these two surveys indicate a relatively strong and continued indication for offering a degree in Recreation and Sport

Management, both surveys were narrowly focused on municipal/community parks and recreation descriptions. As indicative of the leisure services profession, a degree in Recreation and Sport Management will be inclusive of a variety of career options including, but not limited to, convention and event planners, collegiate athletic administrators, resort managers, nonprofit executive directors, and recreation and sport entrepreneurs, as well as municipal recreation personnel. Students will develop the knowledge and skills for promoting healthy lifestyles that are transferable from one area of the industry to another. With this repositioned inclusive focus, it is anticipated there will be a significant increased student interest in a Recreation and Sport Management degree.

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)?

Each of the baccalaureate-degree-offering institutions in the USHE offers an undergraduate degree, minor, and/or emphasis in a recreation-related field. Only two institutions offer a major specifically for community recreation, and only one of those two institutions has an emphasis in community sport management. One of the two similar programs is accredited by COAPRT, hence the desire for DSU to become accredited in addition to meeting industry standards that would communicate to potential employers the students' preparation for a career in recreation and sport management. The other three institutions in USHE offer programs focused primarily on outdoor recreation. DSU's program will utilize both recreation and sport-focused courses within the core curriculum, which is not offered at any other USHE institution, in addition to the further specialization within the emphases. There are not recreation and sport management programs in the state of Nevada.

University of Utah
BA/BS in Parks, Recreation and Tourism with emphasis in:
- Commercial, Community and Sport Management
- Sustainable Tourism and Hospitality Management
- Outdoor Recreation Studies

Utah State University
BS in Parks and Recreation with a required minor outside of the major
BS in Recreation Resource Management

Southern Utah University
BS in Outdoor Recreation in Parks and Tourism with emphasis in:
- Natural Resource Recreation
- Outdoor Education
- Tourism

Utah Valley University
BS in Exercise Science and Outdoor Recreation with emphasis in:
- Outdoor Recreation Management

Weber State University
BIS in Integrated Studies with emphasis in:
- Outdoor and Community Recreation Education

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.

The demand of currently-enrolled DSU students presents enough interest to predict a popular program offering without drawing students from other regional institutions. Therefore, minimal impact is predicted regarding recreation programs at other regional institutions. However, the DSU program will have a unique approach by including a sport management focus, which is not

offered at nearby institutions. Finally, St. George offers numerous opportunities for internships, civic engagement, collaborative research, and employment. Because of these factors, collaboration with other Utah regional institutions presents exciting possibilities.

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.

The program will seek accreditation from the Council on Accreditation for Parks, Recreation, Tourism, and Related Professions (COAPRT) through the National Recreation and Park Association. COAPRT is the national standard for recreation and sport management curriculum and currently accredits only one USHE program (UofU). Accreditation will serve to demonstrate that the program meets established standards developed by a national consensus of professionals in the industry and compliance with its own stated objectives. Accreditation provides a recognized credential to the public, fulfilling DSU's commitment to educational quality. Eligibility for accreditation occurs after the third year of the program's existence. The program will begin the self-study in the third year. The initial costs of accreditation are approximately $5,000, including site visits. There is an annual maintenance fee of $700.

In addition to COAPRT accreditation, the program will seek recognition from the North American Society for Sport Management (NASSM). NASSM is the leading professional association in promoting study, research, scholarly writing, and professional development in the fields of sport, leisure, and recreation. This is not an accreditation, but rather national acknowledgement that DSU offers a recreation and sport management program that covers current industry topics and standards. There is only one USHE institution recognized by NASSM (UofU).

The program will also seek to partner with the Nonprofit Leadership Alliance (NLA) to offer the Certified Nonprofit Professional (CNP) credential. This partnership will confirm the program's curriculum aligns with the core competencies for the nonprofit sector. The CNP is the only national credential for the nonprofit sector and represents the largest network in the country working to strengthen the social sector with a talented and prepared workforce. There are currently no USHE institution partnerships with NLA.

DSU has conducted discussions with colleagues both regionally and nationally on a major in Recreation and Sport Management at DSU. As a COAPRT accreditation site visitor, Dr. Joseph Lovell, Dixie State University, developed the curriculum based on review of existing and similar programs in the state and nation. The proposed program is consistent with national standards for academic content and pedagogical delivery of a recreation and sport curriculum.

Section IV: Program Details

Graduation Standards and Number of Credits

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

The proposed Recreation and Sport Management degree requires graduates to earn a total of 120 credits, an amount which falls within the USHE guidelines. Thirty-eight of the credits are DSU-mandated General Education courses, 39 credits from the core Recreation and Sport Management curriculum, 18 credits from one of the three emphases designated in the program, and 25 credits are other DSU electives. All graduation requirements specified by USHE and DSU policies are met, including fulfillment of the DSU GE requirements, 40 credits of upper-division coursework, 30 credits of coursework at DSU, and a minimum 2.0 GPA.

Admission Requirements

List admission requirements specific to the proposed program.

The admission requirements for the degree in Recreation and Sport Management are established by the University standards. Students are admitted to the degree program directly upon declaring the major. Prerequisites are set by different courses to ensure students are properly prepared for their work in specific courses. To graduate with a Recreation and Sport Management degree, majors will be required to receive a "C" or better in all required core courses, achieve a minimum cumulative 2.0 GPA in the major, and a minimum cumulative 2.0 GPA for all coursework.

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?

The development of a degree program in Recreation and Sport Management has strong support from all levels of the DSU administration and faculty. The program will be located within the Department of Health & Human Performance in the College of Health Sciences. One of the highest priorities of the DSU administration is the construction of a new building, currently referred to as the Human Performance Building. There is currently adequate space to support the new degree, but it is anticipated that the Department will eventually be housed in this Human Performance Building along with many other campus priorities, as well as potential new and related academic programs.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, 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.

The DSU Department of Health & Human Performance (HHP) currently has one full-time, terminally-degreed faculty member and two adjunct faculty members with a master's degree teaching specific recreation and sport management courses. The need for the addition of one full-time tenure-track faculty member at the initiation of the program is required, and a third full-time tenure-track faculty member will be needed by year three of the program. Two additional part-time adjunct instructors are anticipated as the program develops and expands.

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 DSU Department of Health & Human Performance (HHP) has a part-time administrative assistant. With the addition of this degree and future degrees, a full-time administrative assistant will be needed. It is anticipated that a full-time administrative assistant will be needed by year three. The Department is the only department without a full-time advisor. With the Recreation and Sport Management program being the second degree in the Department, there is a heightened urgency for a full-time advisor. With the anticipated rapid growth of this program, in addition to the currently large student enrollment in the exercise science program, it is anticipated an academic advisor will be needed within the first year.

Student Advisement

Describe how students in the proposed program will be advised.

Consistent with University policies, an advisor familiar with the program, as well as careers in Recreation and Sport Management and related fields, will advise students regarding completion requirements, curriculum planning, and options to attend post-baccalaureate opportunities. Currently, the Health and Human Performance department is the only department

without a full-time advisor. With this program being the second degree in the Department, there is a heightened urgency for a full-time advisor. This is based on advisor-student ratios when considering the current enrollment of the exercise science program and the potential enrollment/growth of the Recreation and Sport Management program.

Library and Information Resources

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

Basic materials are available in the Dixie State University library, including over 110,000 print monographs, 240 print periodicals titles, 9,219 audio-visual materials, 69 CD-ROMs, and 10,524 microforms. In addition, from the library website, users can search the public access catalog; locate periodical indexes and databases; access direct links to online journals, magazines, and newspapers; and submit online request forms. Users requiring research assistance and reference support have several options, including email, chat, and telephone.

The Library subscribes to over 120 electronic databases, which supplement its print collection and offer convenient, uninterrupted, remote access to scholarly resources. Included are not only periodical articles, but also other text e-sources, 3-D imagery, audio streaming, and video streaming. From these databases, the library has available over 108,000 full-text e-books and over 33,800 full-text periodical titles. All materials are available to all DSU faculty, staff, and students 24/7/365 via our library website, wherever they can find access to the internet.

The DSU library currently has marginally existing collection of recreation and sport titles and an abundance of titles in related areas. The related databases provide an interdisciplinary approach to recreation and sport management, including several discipline specific journals, and are sufficient for the degree. It is strongly encouraged that the SPORTDiscus database be purchased. The SPORTDiscus database is the premier source of literature on health, fitness, sport and recreation studies, and sport medicine. The database could be utilized by most of the programs within the College of Health Sciences. The database index costs $3,652 annually. Related databases include the following:

- Academic Search Premier: A scholarly, multi-disciplinary, database; with full text coverage of 4,600 journals in a range of subjects.
- Alt HealthWatch: A database providing indexing, abstracts and full text (selected) of articles in periodicals, journals, and other publications focused on alternative approaches to health and wellness from more than 180 international and often peer-reviewed journals, reports and proceedings.
- Biomedical Reference Collection: Basic: Full-text reference database including over 100 medical titles covering disciplines that include clinical medicine, nursing, dentistry, and health sciences.
- Business Source Premier: A top level full-text business database consisting of popular business magazines, scholary journals and trade publications.
- CQ Researcher: Explores a single hot issue in the news each week, covering 44 topics, including expanded reports. Especially useful for pro/con presentation of issues currently being discussed.
- Dissertation & Theses at Brigham Young University and University of Utah: Collections of full-text and abstracts.
- Ebrary: A large e-book collection spanning all academic subject areas.
- EBSCO EJS: EBSCOhost Electronic Journals Service (EJS) is a gateway to thousands of e-journals.
- EBSCOhost eBook Collection: Provides online access to more than 3,500 academic books to browse or to read.
- ERIC: The Education Resource Information Center, contains more than 1,300,000 records and links to more than 323,000 full-text documents relating to education dating back to 1966.
- Foundation Center: Provides access to databases, directories, and training resources related to fundraising and philanthropy.
- Health Source: Consumer Edition: A collection of consumer health information, providing information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health; Health Source: Consumer Edition provides access to nearly 80 full text, consumer health magazines.
- JSTOR: A scholarly journal archive that provides image and full text access to archival (more than 5 years old) scholarly journals in a wide variety of subject areas.
- Legal Collection: Contains indexing, abstracts, and full-tex coverage for more than 260 of the world's scholarly law journals.
- LexisNexis Academic: Indexing and full text documents for over 5600 news, business, legal, medical and reference

publications with a variety of flexible search options.

- Newspaper Source: Provides full text for more than 40 U.S. and international newspapers. The database also contains selective full text for 389 regional U.S. newspapers. In addition, full text television and radio news transcripts are also provided.
- ProQuest Newsstand: Full-text of 300+ U.S. and international news sources. Includes coverage of 150+ major U.S. and international newspapers such as the *New York Times* and the *Wall Street Journal,* plus hundreds of other news sources and news wires.
- PsycArticles: From the American Psychological Association (APA), is a definitive source of full-text, peer-reviewed scholarly and scientific articles in psychology. The database contains approximately 150,000 articles from over 70 journals published by the APA, and its imprint the Educational Publishing Foundation (EPF), and from allied organizations including the Canadian Psychology Association and Hogrefe Publishing Group.
- PsycBooks: From the American Psychological Association (APA), is a database of over 30,000 chapters from nearly 2,000 books published by the APA and others. It also includes close to 1,500 classic books of landmark historical impact in psychology dating from the 1600s and the exclusive electronic release of more than 1,500 authored entries from APA/Oxford University Press *Encyclopedia of Psychology.*
- Psychology & Behavioral Sciences Collection: This database covers topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methods. Offers full text coverage for nearly 400 journals.
- PsycINFO: This database is a resource for abstracts of scholarly journal articles, book chapters, books, and dissertations and is the largest resource devoted to peer-reviewed literature in behavioral science and mental health. It contains approximately 3 million citations and summaries dating as far back as the 1600s with DOIs for over 1.4 million records. Journal coverage, which spans from the 1800s to present, includes international material selected from around 2,400 periodicals in dozens of languages.
- Pubmed journals: Comprises approximately 20 million citations for biomedical literature from MEDLINE, life science journals, and online books. PubMed citations and abstracts include the fields of medicine, nursing, dentistry, veterinary medicine, the health care system, and preclinical sciences. PubMed also provides access to additional relevant Web sites and links to the other NCBI molecular biology resources.
- R2 Digital Library: Provides a selection of e-books focused on the health sciences.
- ScienceDirect Elsevier Science Journals: A database of over 2,500 journals and hundreds of books published by Elsevier, including high impact publications.
- Sage Journals Online: General purpose database for scholarly articles.
- Sage Knowledge: Offers access to selected reference encyclopedias, handbooks, and videos with coverage mostly in the areas of social sciences and health care.
- Salem Health: Reference resource for psychology and health. Provides access to *Cancer* and *Psychology & Mental Health.*
- TOPICSearch: Contains full text for over 60,000 articles from 399 diverse sources including international and regional newspapers, EBSCO's collection of periodicals, biographies, public opinion polls, book reviews, pamphlets, and government information.
- Web of Knowledge journals, including the Web of Science Core Collection, MEDLINE, and SciELO Citation Index: Consolidated searching of citation search engines and multidisciplinary listings of articles in 8,500 major scholarly journals. Limited full text access. Clusters results in subject areas and document types.

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 Recreation and Sport Management degree focuses on promoting healthy lifestyles in society by developing students' understanding and ability to plan, manage, and facilitate challenging and rewarding recreation and sport experiences that enhance individual and community well-being. To that end, the program faculty have developed four Program Learning

Outcomes (PLO) that align with the COAPRT accreditation standards. Faculty will collect a body of student work to determine baseline scores as well as target scores for each PLO. The introduction, development, and mastery of each PLO are mapped across courses.

The curriculum map will be re-evaluated regularly to ensure that conditions are appropriate for students' achievement of learning outcomes. Key stakeholders will participate in the assessment efforts including the department assessment representative, program faculty, and an advisory board, consisting of local employers and eventually alumni. Both direct and indirect measures will be used to assess the program. Direct measures will include pre-post examinations within selected core courses; projects, papers, and presentations; internship supervisor evaluation; and a comprehensive program examination based on national credentialing standards. Indirect measures will include a senior exit survey; job and graduate school placement rates; and alumni surveys administered at one-, three-, and five-year anniversaries of graduation.

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 Recreation and Sport Management PLOs directly align with the program goals and focus on the competencies graduates need to be successful within the recreation, sport, and tourism industries. Each core course will be aligned to meet at least one PLO, ensuring students are meeting the expected standards of performance.

Graduates of this program will:

1. Demonstrate entry-level knowledge of the foundational concepts related to the recreation and sport profession.
    - The foundation of the profession in history, social and behavioral science and philosophy.
    - Nature and scope of the related professions and associated industries.
    - Techniques and processes used by professionals and workers in these industries.
2. Demonstrate a variety of skills appropriate for facilitating targeted human experiences.
    - Embrace personal and cultural dimensions of diversity.
    - Ability to design and implement a wide variety of events and programs.
    - Ability to evaluate services targeting specific experience outcomes.
3. Demonstrate entry-level ability as a manager of recreation and sport operations and strategic management.
    - Supervision, leadership and human resource management procedures and techniques.
    - Marketing and public relations.
    - Legal liability and risk management planning.
    - Financial management and resource acquisition.
4. Display the potential to succeed as a professional in the recreation and sport industry.
    - Co-curricular activities embedded in core courses
    - Comprehensive internship consisting of a minimum of 400-hours over a 10-week period.

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	38
	Required Courses			
+ -	RSM 1110	X	Leisure in Society	3
+ -	RSM 2500		Intro: Recreation and Sport Management	3
+ -	RSM 2600	X	Recreation and Sport Leadership	3
+ -	RSM 3000	X	Program and Experience Design	3
+ -	RSM 3120	X	Sport and Society	3
+ -	RSM 3430		Tourism and Commercial Enterprises	3
+ -	RSM 3900		Recreation and Sport Marketing	3
+ -	RSM 3950	X	Supervision and Human Resources in RSM	3
+ -	RSM 4000		Legal Foundations in Recreation and Sport	3
+ -	RSM 4100	X	Financial Management in Recreation and Sport	3
+ -	RSM 4200	X	Professional Development	1
+ -	RSM 4620	X	Senior Seminar	2
+ -	RSM 4820	X	Internship in Recreation and Sport Management	6
			Required Course Credit Hour Sub-Total	39
	Elective Courses			
+ -			Electives	25
			Elective Credit Hour Sub-Total	25
			Core Curriculum Credit Hour Sub-Total	102

Can students complete this degree without emphases? Yes or X No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Sport Management	
+ -	RSM 2070		Fundamentals of Sport Management	3
+ -	RSM 3010		Event Management	3
+ -	RSM 4020	X	Sport Governance and Policy	3
+ -	MKTG 1510		Principles of Salesmanship	3

	Course Number	NEW Course	Course Title	Credit Hours
			Choose of the following courses:	
+ -			Additional electives	6
+ -				
			Emphasis Credit Hour Sub-Total	18
			Total Number of Credits to Complete Program	120
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Corporate Recreation and Wellness	
+ -	PEHR 2120		Fitness and Lifestyle Management	3
+ -	PEHR 2200		Nutrition	3
+ -	PEHR 4500		Theories of Behavioral Change	3
+ -	HLTH 4310		Health Promotion	3
+ -	COMM 3200		Community Health Communications	3
+ -	PSY 2430		Stress Management	3
			Emphasis Credit Hour Sub-Total	18
			Total Number of Credits to Complete Program	120
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Experience Industry Management	
+ -			Choose 18 credits from the following:	18
+ -	PEHR 1543		First Aid/Emergency Response (3)	
+ -	PEHR 2120		Fitness and Lifestyle Management (3)	
+ -	PEHR 2060		Sport and Exercise Psychology (3)	
+ -	PEHR 2200		Nutrition (3)	
+ -	RSM 2800	X	Intro: Nonprofit Organizations (3)	
+ -	RSM 3010		Event Management (3)	
+ -	RSM 3620	X	Resort Management (3)	
+ -	RSM 3201	X	Hospitality Management (3)	
+ -	RSM 3820	X	Practicum in Recreation and Sport (1-3)	
+ -	RSM 3960	X	Special Topics in RSM (1-3)	
+ -	RSM 4400	X	Research Methods (3)	
+ -	PEHR 4510		Motivation and Coaching (3)	
+ -	MKTG 1510		Principles of Salesmanship (3)	

	Course Number	NEW Course	Course Title	Credit Hours
+ -	MKTG 3010		Marketing Principles (3)	
+ -	MKTG 3450		Consumer Behavior (3)	
+ -	MKTG 3500		Promotion Management (3)	
+ -	MKTG 3515		Sales Management (3)	
+ -	ACCT 2010		Financial Accounting (3)	
+ -	ACCT 2020		Managerial Accounting (3)	
+ -	MGMT 2600		Entrepreneurship (3)	
+ -	MGMT 2620		Principles of Management (3)	
+ -	MGMT 3400		Management and Organization (3)	
+ -	MGMT 3700		Organizational Behavior (3)	
+ -	SW 2300		Social Work as an Institution (3)	
			Emphasis Credit Hour Sub-Total	18
			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.

Program Credits

- 120 total credits required
- 38 credits required for general education
- 51-57 credits required for the major (12 credits for Sport Management emphasis and 18 credits for other two emphases)
- 25-31 credits for electives (included in this amount is the fact that a student will likely take more GE credits to complete GE)

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.

Freshman Year

Fall Semester
CIS 1200 Computer Literacy 3 (GE-Comp Lit)
ENGL 1010 Introduction to Writing 3 (GE-English)
RSM 1110 Leisure in Society 3 (Major Core)
BIOL 1010 General Biology 3 (GE-Life Science)
PSY 1010 General Psychology 3 (GE-Soc. & Behav. Sci.)
LIB 1010 Information Literacy 1 (GE-Inform Lit)
Total Hours 16

Spring Semester
General Education American Institutions (Choice) 3 (GE-American Institutions)
ENGL 2010 Interm Writing 3 (GE-English)
MATH 1040 Introduction to Statistics 3 (GE-Math)
RSM 2500 Intro: Recreation and Sport Management 3 (Major Core)
RSM 2600 Recreation and Sport Leadership 3 (Major Core)
Total Hours 15

Sophomore Year

Fall Semester
PSY 1100 Human Dev. Through Lifespan 3 (GE-Glob.& Cult. Pers.)
GEOG 1000/05 Physical Geography 4 (GE-Physical Science
RSM 3000 Program and Experience Design 3 (Major Core)
DANCE 2110 Introduction to Dance 3 (GE-Fine Art)
RSM 3120 Sport and Society 3 (Major Core)
Total Hours 16

Spring Semester
RSM 3430 Tourism and Commercial Enterprises 3 (Major Core)
Emphasis Course 3 (Major Emphasis)
RSM 3900 Recreation and Sport Marketing 3 (Major Core)
Elective 3 (Elective)
PHIL 1250 Reasoning & Rational Decision-Making 3 (GE-Lit/Hum)
Total Hours 15

Junior Year

Fall Semester
RSM 3950 Supervision & Human Resources in RSM 3 (Major Core)
Emphasis Course 3 (Major Emphasis)
Emphasis Course 3 (Major Emphasis)

RSM 4100 Financial Management in RSM 3 (Major Core)
Elective 3 (Elective)
Total Hours 15

Spring Semester
RSM 4000 Legal Foundations in RSM 3 (Major Core)
Emphasis Course 3 (Major Emphasis)
SOC 1010 Global & Cultural Perspectives 3 (GE-Glob & Cult. Pers.)
Elective 3 (Elective)
Elective 3 (Elective)
Activity Elective 1 (Elective)
Total Hours 16

Senior Year

Fall Semester
RSM 4200 Professional Development in RSM 1 (Major Core)
RSM 4620 Senior Seminar in RSM 2 (Major Core)
Emphasis Course 3 (Major Emphasis)
Emphasis Course 3 (Major Emphasis)
Elective 3 (Elective)
Elective 3 (Elective)
Total Hours 15

Spring Semester
RSM 4820 Internship in RSM 12 (Major Core)
Total Hours 12

TOTAL HOURS 120

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	1		
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			2
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			
Staff: Part Time			

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							
	Joseph	Ovell	TT	EdD	Lindenwood University	100%	
Part Time Faculty							
	Mo	Eckroth	Other	MS	University of New Mexico	50%	
	Derek	Dawes	Other	MA	Gonzaga University	50%	

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		2		Doctorate	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters			2	Masters	100
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	174	224	274	339	419	514
# of Majors in Proposed Program(s)		50	65	80	95	110
# of Graduates from Department	104	134	164	203	251	308
# Graduates in New Program(s)		0	0	10	45	65
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1 Addition to Base Budget for New Program(s)	Year 2 Addition to Base Budget for New Program(s)	Year 3 Addition to Base Budget for New Program(s)		
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."						
EXPENSES – nature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary & Benefits)	$580,672	$90,000	$140,000	$230,000		
Operating Expenses (equipment, travel, resources)	$87,828	$4,500	$7,500	$12,000		
Other:						
TOTAL PROGRAM EXPENSES		$94,500	$147,500	$242,000		
TOTAL EXPENSES	$668,500	$763,000	$816,000	$910,500		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation						
Appropriation	$668,500	$94,500	$147,500	$242,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		$94,500	$147,500	$242,000		
TOTAL DEPARTMENT FUNDING	$668,500	$763,000	$816,000	$910,500		
Difference						
Funding - Expense	$0	$0	$0	$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

DSU will need to hire one additional faculty at year one and and another at year three. The Health & Human Performance department is the only department without a full-time advisor. With the Recreation and Sport Management program being the second degree in the department there is a heightened urgency for a full-time advisor by at least year two.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Review of Finance and Facilities Committee Accomplishments FY 2017

Issue

At the July 2016 Board meeting, the Finance and Facilities Committee identified several topics of discussion that they hoped to engage in over the year. As a new fiscal year begins, this discussion item is a chance to review the work of the Finance and Facilities Committee from September 2016 to May 2017 and provide an opportunity for the committee to advise the Commissioner's staff on topics they would like to discuss over the course of the next year.

Background

During the July 2016 Board meeting, the Finance and Facilities committee engaged in a broad discussion identifying the issues they would like to discuss and address over FY 2017. The committee specifically asked that the Commissioner's staff help the committee by providing more insight on the following topics:

- Overall fiscal health status of the USHE institutions
- In depth review of institution financial statements
- A discussion on system master planning and review of branch campuses and decision processes
- Delegation of certain property transactions to the Boards of Trustees as appropriate
- Discussion on efforts regarding IT security and how best to protect student and institution data

Over the course of the last 5 meetings, the committee has engaged in discussions regarding these various topics, specifically:

- Information Technology and Security Efforts at USHE institutions – this discussion resulted in the Board revising the IT security policies for the system and required that institutions all purchase data breach insurance and implement dual factor authentication to protect student and institution related data.
- Board delegation to Boards of Trustees for certain property transactions – this discussion resulted in the revision of several Board policies increasing the dollar threshold for property transactions that require Board approval and delegating more to the Board of Trustees with an informational report back to the Board regarding transactions.
- A comprehensive review of the relevant data elements associated with recommended tuition adjustments prior to the Board taking action on tuition changes for the next year.
- Branch campus and location of major instructional sites - this discussion resulted in a follow up discussion of the larger Board and direction to staff to create a policy that helps guide the Board's review process for new branch campus locations. A new policy will be shared with the Board later this fall for review and final approval.

- Review of Institution Fiscal Health – during this discussion a new fiscal health dashboard was launched that reviews key financial metrics including enrollment, revenues, expenditures, and financial ratios.
- Institution financial statement review – during this discussion the committee reviewed institution financial statements for FY 2015 and were given the opportunity to ask institutions questions about their general financial positions.

Regular business of the committee this year included the following:

37 Action Items

- Approval of Operating Budget and Capital Development Guidelines
- Approval of new general student fees
- Review and approval of 3 campus master plans
- Approval of new investment policy and guidelines for USU
- Approval of 16 new policies or policy revisions related to IT audit, capital facilities, purchasing, and new student aid programs
- 4 new bond issuances for Utah, WSU, and DSU
- Approval 6 non-state funded projects for Building Board consideration
    - Utah scoreboard
    - Utah energy efficiency project
    - Utah Burbidge Athletic Center
    - USU dairy barn
    - WSU Stewart Stadium addition
    - SUU sports performance center
- Approved 6 property transactions including acquisition, disposal and new long-term leases

27 Informational Items

- Annual reports from the Commissioner's Office regarding tuition rates, enrollment, institution auxiliary operations, institutional residences, leased space, annual money management reports, debt service report, and contracts and grants received
- Updates on the legislative session, capital improvement projects, institutions' health insurance changes, the audit committee, and indebtedness.
- Board of Trustee reports on property transactions

As we begin a new fiscal year, the Commissioner's staff looks forward to receiving direction from the committee on projects and goals to complete in FY18.

Commissioner's Recommendation

This is an informational item only; no action is required.

_____

David L. Buhler
Commissioner of Higher Education

DLB/KLH

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY19 Budget Development Process (BDP) Guidelines

Issue

The Commissioner requests that the Board review and approve the FY19 Budget Guidelines which will establish the framework for the system wide budget request for the 2018 legislative session. The FY19 Operating Budget Request will be presented for final approval at the September Board meeting.

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."

To assist the Board in meeting these statutory objectives, budget guidelines have been developed by the Commissioner's Office in partnership with Presidents and Business VPs for Board consideration. The overarching goal of the guidelines is to create a budget request framework that advances the Board's strategic objectives of Affordable Participation, Timely Completion, and Innovative Discovery and requests adequate annual state tax funding for higher education to fulfill institutional missions while trying to minimize reliance on increased tuition revenues.

FY19 Budget Guidelines:

- The FY19 USHE budget request will be at least equivalent to a 5% increase in ongoing base funds to support the goals outlined in the Board of Regents 2025 Strategic Plan.

- For planning purposes, compensation will be calculated as a percentage increase of payroll, payroll related benefits, and expected premium increases for health and dental insurance.

- Institutions may submit initiatives that address priority needs associated with student growth and capacity, performance based initiatives focused on increasing student completion, and workforce initiatives based on regional employment needs for high demand, high wage jobs.

- Funds received through Performance Based Funding will be allocated using the adopted funding formula and expected performance outcomes.

- Initial annual growth estimates for FY19 are due to the Commissioner's Office by August.

- Each institution will be asked to prioritize and provide additional details on how they intend to use funds for each of the budget categories to the Commissioner's Office by August 19.
    - The Commissioner's Office will work with USHE institutions, primarily through the Council of Presidents (COP), Business Affairs Council (BAC) and Budget Officers System Subcommittee (BOSS) to collect this information.

- As in years past, a request to support the Regents' Scholarship program will be advanced for the Governor and Legislature's consideration during the upcoming legislative session. The Regents' Scholarship request will be listed as part of the Statewide Initiatives.

- To continue to support student affordability efforts, first-tier tuition increases will be kept at a minimum and be used to support the required match for compensation and limited operational needs.

- When developing the FY19 USHE Budget Request, the Commissioner's Office is asked to include the following categories:

    1. Compensation: The system will request funds for compensation increases (inclusive of salary/wage adjustments, health and dental insurance increases, and retirement adjustments for URS participants) on behalf of USHE employees. As directed by the 2017 Legislature, 25 percent of the approved compensation package will be funded by additional first-tier tuition revenues.

    2. Student Growth & Capacity Building Initiatives: The system will request funds to help institutions address new student growth expected at USHE institutions. Funds will be used to ensure USHE students receive a quality educational experience from application to graduation by expanding capacity for teaching and operations support associated with growing student needs. Funds received in this category are designed to address the Board goal of *Affordable Participation.*

    3. Performance Based Initiatives: The system will request funds to further advance performance based initiatives focused on increasing student completion rates. Funds received in this category are designed to address the Board goal of *Timely Completion.*

    4. Workforce Initiatives: The system will request funds to help build capacity in programs that support regional workforce needs in high demand, high wage positions. By investing in these programs, USHE will further advance its ongoing efforts to strengthen the economic base for

the future. Funds received in this category will help address workforce needs in the following industry clusters:

a. Nursing and Healthcare
b. Computer Science and Information Technology
c. Engineering
d. Science, Aviation, and Career Technology Education (CTE) Programs
e. Business, Hospitality, and Tourism

5. Statewide Initiatives: The system will request funds to support state wide initiatives administered by the Board that impact multiple USHE institutions. The Statewide Initiatives for the FY19 budget requested are designed to help address the Board goal of *Affordable Participation* and *Innovative Discovery* and include:
    a. Higher Education Technology Initiative – IT Network and Wireless Infrastructure Costs
    b. Regent's Scholarship Program

Commissioner's Recommendation

The Commissioner recommends that the Board approve the general budget guidelines and framework for the Utah System of Higher Education Operating Budget Request for fiscal year 2018-19.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Architectural Programming for USHE State Funded Capital Developments and revisions to Policies R701 and R702

Issue

During the 2017 General Session the State Legislature modified provisions of statute to allow state agencies and institutions to architecturally program state funded capital development projects without legislative approval. These changes require the modification of two Regent Policies: R701, *Capital Facilities* and R702, *Non-State Funded Projects* as well as the adoption of a new process for Regent approval of architectural programming.

Background

Architectural programming is a decision-making process used to identify and define the goals and uses of a capital project. Programming typically costs several hundred thousand dollars (depending on the size of the project) and helps define the scope of work and the cost of a capital project prior to design and construction. Prior to 2017, state statute prohibited the funding of programming, design, and construction separately or in phases. Senate Bill 9, *Revenue Bond and Capital Facilities* modified the statute to give the State Building Board authority to allow institutions to fund the architectural program of a new facility before the legislature affirmatively authorizes funding of a project.

In order to reflect the statutory change and to provide guidance to USHE institutions, the Commissioner's Office recommends the modification of two Regent policies. The revision to policy R701, *Capital Facilities* defines architectural programming and requires USHE institutions to receive approval first by their Boards of Trustees and secondly by the Board of Regents prior to requesting authorization of the State Building Board for architectural programming. The revision also clarifies that facilities that are funded by the legislature do not need Regent authorization to begin architectural programming and provides that institutions may request reimbursement for institutional funds expended on architectural programming. Policy R702, *Non-State Funded Projects* is also revised to clarify that non-state funded capital development projects do not need State Building Board or Board of Regents approval to begin architectural programming.

While the policy changes provide flexibility to the Regents to approve architectural programming whenever institutions first receive approval of their Boards of Trustees, as a matter of procedure, the Commissioner's

Office recommends that the approval occur annually during the prioritization of state funded capital developments (typically in September). Programming can help an institution refine a project and better define scope and costs; however, the premature programming of a facility may result in additional costs if a project is not funded for several years or if an institution modifies its priorities. In order to best safe-guard institutional resources the Commissioner's Office recommends that the Board of Regents consider approval of architectural programming at the time the Board prioritizes state funded capital developments and that the Board's approval be based on the prioritized ranking of the facilities.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the changes to Policies R701 and R702, effective immediately.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachments

R701, Capital Facilities[1]

R701-1 Purpose: To establish the respective roles of the State Board of Regents, the Boards of Trustees and the Presidents regarding capital facilities and institutional requests for new capital facility projects.

R701-2 References

2.1. Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3. Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5. Regent Policy R711, State Building Board Delegation of Capital Facilities Projects

2.6. Regent Policy R706, Capital Facilities Master Planning

2.7 Regent Policy R741, Capital Development Prioritization

R701-3 Definitions

3.1 Architectural Programming: A formal decision-making process used to identify and define the goals and uses of a capital project and to define the scope of work and cost prior to design or construction.

3.~~1~~2. ~~"~~Capital Facilities~~:"~~ – Capital Facilities are defined as fixed capital assets such as buildings and structures, real estate, utilities and distribution infrastructure, landscape features, hardscape (surface parking, plazas, sidewalks, and exterior stairs and ramps), roadways, campus lighting, and other improvements that serve and protect the general purposes of an institution.

3.~~2~~3. ~~"~~Capital Development~~:"~~ This policy adopts the definition established in Utah Code 63A-5-104(1)(a).

3.~~3~~4. ~~"~~Capital Improvement~~:"~~ This policy adopts the definition established in Utah Code 63A-5-104(1)(b).

3.~~4~~5. Remodeling: includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

R701-4 Effective and Efficient Use of Resources: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master

[1] Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, November 16, 2012, January 25, 2013, September 13, 2013, January 24, 2014 and May 15, 2015.

plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

4.1. Remodeling: Institutions should remodel existing capital facilities for the purpose of changing the building's function only when the project is justified by and consistent with the the institution's mission and in accord with the Board of Regents' previously approved goals and objectives.

R701-5. State Funded Capital Projects Approvals

5.1. Boards of Trustee Review of Requests: Institutions shall obtain approval from their respective Boards of Trustees before they may submit a request funding for capital development and capital improvement projects to the Board of Regents. Boards of Trustees shall ensure that proposed project requests are consistent with the institution's Master Plan, the role assignment of the institution, and institutional goals and objectives.

5.2 Commissioner's Office Recommendations: The Commissioner and his staff shall provide annual recommendations for capital facilities development and improvement projects based on approved prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

5.3 Regent Prioritization of State Funded Projects: The Board shall annually prioritize capital development projects for the System of Higher Education in accordance with Regent Policy R741, *Capital Development Prioritization,* and submit final recommendations to the State Building Board, the Governor, and the State Legislature.

R701-6. Submission of Capital Improvement Requests – Each year institutions shall submit to the Utah State Building Board and the Board of Regents a prioritized list of projects for funding through the state capital improvement program.

6.1. Non-inclusion of Equipment: Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement.

6.2. Non-inclusion of Normal Maintenance: Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget and may not be included as a component of a capital improvement project. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

R701-7 Responsibilities of Institutional Presidents. Presidents or their designees may:

7.1. Other Necessary Actions: Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

7.2. Routine Repair and Maintenance: Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

7.3. Change Orders: Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

7.4. Accept Completed Facilities: Accept completed capital facilities from the DFCM.

R701-8 Architectural Programming of State-Funded Capital Development Projects: Prior to entering into a contract for architectural programming services for a future state-funded capital development project that has not been approved by the State Legislature, an institution shall first receive approvals of the institution's Board of Trustees, the Board of Regents, and the State Building Board in that order.

8.1. Institutions do not need Board of Regent approval to architecturally program a facility that has been affirmatively authorized and funded by the State Legislature.

8.2. Institutions that fund an architectural program for a facility using donations, institutional funds, or other funds not appropriated by the State Legislature may request reimbursement for those funds in the state funded capital development request.

R701, Capital Facilities[1]

R701-1 Purpose: To establish the respective roles of the State Board of Regents, the Boards of Trustees and the Presidents regarding capital facilities and institutional requests for new capital facility projects.

R701-2 References

2.1. Utah Code §53B-6-101 (Master Plan for Higher Education - Studies and Evaluations)

2.2. Utah Code §53B-7-101 (Combined Requests for Appropriations)

2.3. Utah Code §53B-20-101 (Property Rights - Title and Control)

2.4. Utah Code Title 63A, Chapter 5 (State Building Board - Division of Facilities Construction and Management)

2.5. Regent Policy R711, State Building Board Delegation of Capital Facilities Projects

2.6. Regent Policy R706, Capital Facilities Master Planning

2.7 Regent Policy R741, Capital Development Prioritization

R701-3 Definitions

3.1 Architectural Programming: A formal decision-making process used to identify and define the goals and uses of a capital project and to define the scope of work and cost prior to design or construction.

3.2. Capital Facilities: Capital Facilities are defined as fixed capital assets such as buildings and structures, real estate, utilities and distribution infrastructure, landscape features, hardscape (surface parking, plazas, sidewalks, and exterior stairs and ramps), roadways, campus lighting, and other improvements that serve and protect the general purposes of an institution.

3.3. Capital Development: This policy adopts the definition established in Utah Code 63A-5-104(1)(a).

3.4. Capital Improvement: This policy adopts the definition established in Utah Code 63A-5-104(1)(b).

3.5. Remodeling: includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

R701-4 Effective and Efficient Use of Resources: The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

[1] Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, November 16, 2012, January 25, 2013, September 13, 2013, January 24, 2014 and May 15, 2015.

4.1. Remodeling: Institutions should remodel existing capital facilities for the purpose of changing the building's function only when the project is justified by and consistent with the the institution's mission and in accord with the Board of Regents' previously approved goals and objectives.

R701-5. State Funded Capital Projects Approvals

5.1. Boards of Trustee Review of Requests: Institutions shall obtain approval from their respective Boards of Trustees before they may submit a request funding for capital development and capital improvement projects to the Board of Regents. Boards of Trustees shall ensure that proposed project requests are consistent with the institution's Master Plan, the role assignment of the institution, and institutional goals and objectives.

5.2 Commissioner's Office Recommendations: The Commissioner and his staff shall provide annual recommendations for capital facilities development and improvement projects based on approved prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

5.3 Regent Prioritization of State Funded Projects: The Board shall annually prioritize capital development projects for the System of Higher Education in accordance with Regent Policy R741, *Capital Development Prioritization,* and submit final recommendations to the State Building Board, the Governor, and the State Legislature.

R701-6. Submission of Capital Improvement Requests – Each year institutions shall submit to the Utah State Building Board and the Board of Regents a prioritized list of projects for funding through the state capital improvement program.

6.1. Non-inclusion of Equipment: Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement.

6.2. Non-inclusion of Normal Maintenance: Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget and may not be included as a component of a capital improvement project. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

R701-7 Responsibilities of Institutional Presidents. Presidents or their designees may:

7.1. Other Necessary Actions: Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

7.2. Routine Repair and Maintenance: Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

7.3. Change Orders: Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

7.4. Accept Completed Facilities: Accept completed capital facilities from the DFCM.

R701-8 Architectural Programming of State-Funded Capital Development Projects: Prior to entering into a contract for architectural programming services for a future state-funded capital development project that has not been approved by the State Legislature, an institution shall first receive approvals of the institution's Board of Trustees, the Board of Regents, and the State Building Board in that order.

8.1. Institutions do not need Board of Regent approval to architecturally program a facility that has been affirmatively authorized and funded by the State Legislature.

8.2. Institutions that fund an architectural program for a facility using donations, institutional funds, or other funds not appropriated by the State Legislature may request reimbursement for those funds in the state funded capital development request.

R702, Non-State Funded Projects[1]

R702-1. Purpose: To provide guidelines and requirements for institutional requests to program, plan, design, or construct a facility using non-state funds.

R702-2 Definitions

2.1. Architectural Programming: A formal decision-making process used to identify and define the goals and uses of a capital project and to define the scope of work and cost prior to design or construction.

2.2. Capital Development: has the same definition as Utah Code 63A-5-104(1)(a).

2.~~1~~3. Non-State Funded Project: any capital development project whose source of funding comes from anything other than state funds appropriated by the Utah State Legislature.

R702-3 Requests for Non-State Funded Projects: Regardless of the funding source, the Board of Regents shall review and authorize institutional requests for non-state funded projects that require Building Board or Legislative approval before the requests are submitted to those bodies. Such requests shall be based upon the ~~programmatic planning and facilities~~ master planning requirements of Regent Policy R70~~7~~6, *Capital Facilities Master Planning.* Types of funding sources include:

3.1. Projects Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets: Proposals for capital development projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

3.2. Projects Funded from Private Sources: The institutional Board of Trustees must approve capital development projects funded through private sources or a combination of private sources and other non-state funds before the president may submit the request to the Board of Regents for consideration.

3.3. Projects for which Legislative Revenue Bonding Authorization is Required: Institutions shall submit capital development projects requiring revenue bonding to the Board of Regents for approval as required by Regent Policy R590, *Issuance of Revenue Bonds for Higher Education*.

3.4. Requests to use Donated or Institutional Funds for Planning and Design: Requests to the Building Board for approval to use donated or institutional funds for planning and design of proposed capital development projects require prior Regents' authorization.

R702-4. Operating and Maintenance (O & M) Costs on Non-State Funded Projects: A capital development project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the institution's ~~programmatic planning and~~ facilities master plan requirements.

[1] Approved January 20, 2017; amended ~~February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998, June 4, 1999, April 18, 2008, April 1, 2010, November 16, 2012, January 25, 2013, September 13, 2013, January 24, 2014 and May 15, 2015~~ July 21, 2017.

4.1 Excess Space: If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

4.2. Non-Academic Space: In most cases, a capital development project that is not primarily for approved for academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. If the institution requests to the Board of Regents to allow state-funded O & M, it shall include a detailed statement showing how space types included in the facility will relate to important institutional activities.

4.3. O & M Funding Sources for Projects Not Eligible for State Appropriated O & M: In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institution's proposal must explain how it will pay the ongoing O & M as defined by the State Building Board. When making arrangements for ongoing O & M funding, institutions shall give first priority to separate non-state funding assured through private contracts or an O & M endowment established by a private donor; second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

R702-5. Architectural Programming of Non-State Funded Projects: A capital development project funded from private sources or other non-state appropriated funds does not require approval by the State Building Board or the Board of Regents for the architectural programming of the facility.

R702, Non-State Funded Projects[1]

R702-1. Purpose: To provide guidelines and requirements for institutional requests to program, plan, design, or construct a facility using non-state funds.

R702-2 Definitions

2.1. Architectural Programming: A formal decision-making process used to identify and define the goals and uses of a capital project and to define the scope of work and cost prior to design or construction.

2.2. Capital Development: Has the same definition as Utah Code 63A-5-104(1)(a).

2.3. Non-State Funded Project: Any capital development project whose source of funding comes from anything other than state funds appropriated by the Utah State Legislature.

R702-3 Requests for Non-State Funded Projects: Regardless of the funding source, the Board of Regents shall review and authorize institutional requests for non-state funded projects that require Building Board or Legislative approval before the requests are submitted to those bodies. Such requests shall be based upon master planning requirements of Regent Policy R706, *Capital Facilities Master Planning.* Types of funding sources include:

3.1. Projects Funded from Student Fees, Contractual Debt, or Disposal or Exchange or Capital Assets: Proposals for capital development projects funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents.

3.2. Projects Funded from Private Sources: The institutional Board of Trustees must approve capital development projects funded through private sources or a combination of private sources and other non-state funds before the president may submit the request to the Board of Regents for consideration.

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R702-4. Operating and Maintenance (O & M) Costs on Non-State Funded Projects: A capital development project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the institution's facilities master plan requirements.

4.1 Excess Space: If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

[1] Approved January 20, 2017; amended 21, 2017.

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R702-5. Architectural Programming of Non-State Funded Projects: A capital development project funded from private sources or other non-state appropriated funds does not require approval by the State Building Board or the Board of Regents for the architectural programming of the facility.

UTAH SYSTEM OF HIGHER EDUCATION
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July 12, 2017

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 15-year lease at market rates to relocate the USU Salt Lake Education Center to Taylorsville after previous negotiations for space in Murray were unsuccessful.

Background

Regent Policy R705, *Leased Space* 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. During the September 2016 meeting the Board approved the University's request to enter into a 20 to 25-year lease for space in the Murray area for the USU Salt Lake Education Center due to the expiration of a lease with the Granite School District. The lessor was unable to accommodate the University's need within the established timeframe and USU now seeks Board approval to enter into a different lease.

USU seeks Board approval to enter into a 15-year lease (with two optional 5-year additional terms) for up to 33,600 square feet at $19.50 per square foot in a new facility located in Taylorsville, Utah. The lease will house the Salt Lake Education Center which provides USU regional education in the Salt Lake Valley and will be funded through revenues from instructional activities at the site.

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 authorize Utah State University to enter into a long-term lease in Taylorsville, Utah for the USU Salt Lake Education Center.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

UtahState University
VICE PRESIDENT FOR BUSINESS AND FINANCE

June 16, 2017

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:

During the September 2016 meeting, the Board of Regents approved Utah State University entering a long-term lease agreement for the USU Salt Lake Educational Center. Since this meeting, the lessor has experienced multiple delays and will be unable to meet the University's timeline. Therefore, Utah State University desires approval to enter into a long-term lease agreement with LSREF4 DUAL, LLC for 33,600 square feet of commercial space located at 920 West LeVoy Drive, Taylorsville, Utah.

The proposed lease would begin November 1, 2017 for a 15-year term with options to extend the lease for two additional five-year terms at Fair Market Value. The proposed lease rate is $19.50/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 December 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.

We appreciate your support and ask that you present this item to the Board of Regents during the July 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
Noelle Cockett, President
David Vernon, Executive Director

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: UESP – Adoption of Policy R686, *Student Prosperity Savings Program*

Issue

In response to House Bill 24, *Student Prosperity Savings Program – Tax Amendments* passed during the 2017 legislative session, the Utah Education Savings Plan (UESP) seeks Board approval of Regent Policy R686, *Student Prosperity Savings Program.*

Background

During the 2017 Legislative session, the legislature passed HB 24, *Student Prosperity Savings Program – Tax Amendments*. This bill created and established legislative procedures for a new program within UESP called the Student Prosperity Savings Account program. Furthermore, the bill directed the Board to establish an application process for a community partner to apply for an allocation of the program funding.

R686 identifies the application process to allow non-profit organizations who serve under-privileged youth to open 529 UESP savings accounts on behalf of a child under the age of 20 with private donations or appropriations from the legislature and meets the Board's statutory requirements outlined in the bill.

Commissioner's Recommendation

The Commissioner recommends that the Regents adopt Policy R686, *Student Prosperity Savings Program* effective immediately.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/GTL
Attachment

R686, Student Prosperity Savings Program[1]

R686-1. Purpose: To establish the process for awarding funding from the Student Prosperity Savings Program under Utah Code Section 53B-8a-202.

R686-2. References

2.1. Utah Code Section 53B-8a-202

R686-3. Definitions

3.1. "Applicant" means Community Partner as defined below who has requested Program funding.

3.2. "Basis" means the sum of contributions made to an account.

3.3. "Board" means the Utah State Board of Regents.

3.4. "Children's Savings Account" or "CSA" means an account that is opened as part of a Program to encourage and assist educational savings among low- and middle-income families.

3.5. "Child" means an individual younger than 20 years old.

3.6. "Community Partner" means a nonprofit organization that provides services to an Economically disadvantaged Child or to a family member, legal guardian, or legal custodian of an Economically disadvantaged Child.

3.7. "Donation" means a gift, grant, donation, or any other conveyance of money by a person other than the Legislature that is not made directly for the benefit or on behalf of a particular individual.

3.8. "Earnings/loss" means the market gains, losses, dividends and interest received.

3.9. "Economically disadvantaged" means that a child is:

3.9.1. experiencing Intergenerational poverty (see definition below);

3.9.2. a member or foster Child of a family with an annual income at or below 185 percent of the Federal poverty level; or

3.9.3. living with a legal custodian or legal guardian with an annual family income at or below 185 percent of the Federal poverty level.

3.10. "Eligible individual" is an individual who meets all of the following conditions:

3.10.1. is at least 15 years old and younger than 20 years old at the time of the application;

3.10.2. is a student in grade 10, grade 11, or grade 12 in Utah at the time of the application;

[1] Adopted July 21, 2017.

3.10.3. is economically disadvantaged; and

3.10.1. receives—or has a family member, a foster family member, or a legal custodian or legal guardian who receives—services from a Community Partner.

3.11. "Federal poverty level" is defined by the most recently revised poverty income guidelines published by the United States Department of Health and Human Services in the Federal Register.

3.12. "Higher education costs" is defined in Section 53B-8a-102.5 of Utah State Code, except that the expenses must be incurred at:

3.12.1. a credit-granting institution of higher education within the Utah System of Higher Education;

3.12.2. a private, nonprofit college or university in the state that is accredited by the Northwestern Association of Schools and Colleges; or

3.12.3. a college within the Utah College of Applied Technology.

3.13. "Intergenerational poverty" is defined in Section 35A-9-102 of Utah State Code.

3.14. “Master Account” means the Program account where the sponsor can deposit money dedicated for their CSA program without the requirement of designating a beneficiary.

3.15. “Program” means the Student Savings Prosperity Program as created by 53B-8a-202 of the Utah State Code.

3.16. “Scholarship Account” means an account opened by the Program sponsor (entity) for a participating Child. Each Scholarship Account has a specified beneficiary.

3.17. “UESP” means the Utah Educational Savings Plan.

R686-4. Appropriations and Donations: The program is funded by appropriations from the Legislature and donations made in accordance with Section 53B-8a-203.

4.1. Legislative Appropriations: The Legislature may appropriate funds to the Utah Board of Regents for the Program. The Board will transfer the appropriated funds to UESP.

4.2. Donations: Individuals or organizations may donate funds directly to the Program. Donations must be sent via check and include in correspondence that the funds are to be used for the Program. UESP will mail a receipt to the donor within five business days. The receipt should include the donor’s name, the amount donated, and the date the plan received the donation. UESP will hold all received funds in the UESP Administrative Fund until they are transferred to the Master Accounts of Community Partners who have been awarded the funds.

R686-5. Application Procedures

5.1. Community partners may apply for Program funding by completing UESP’s application, which will available on the UESP website. The application will request information about the community partner’s

strategic plan to establish children's savings accounts with the targeted students, to identify and verify eligible individuals, and to provide additional matching funds (if any). Community partners must mail completed applications to UESP.

5.2. To be eligible for the funds, a community partner must be a nonprofit organization that provides services to a child who is economically disadvantaged; or a family member, legal guardian, or legal custodian of a child who is economically disadvantaged.

5.3. Community partners may apply for funding once per year. Funding awarded can be used over multiple years provided the child remains eligible.

R686-6. Scoring Applications.

6.1. At least two UESP employees will review and score applications on a quarterly basis. UESP may also include outside community members to review applications.

6.2. The application will include the methodology by which reviewers will score. UESP may reject applications if any portion of the application does not satisfactorily meet the minimum requirements of the Program.

6.3. After scoring applications, the reviewers will recommend distribution of funding to the UESP Executive Director for final approval of award amounts. UESP will send award letters and rejection letters to all applicants.

6.4. If the amount of funding available is less than $1,000, applications will be held for up to one year, and reviewed again each quarter.

R686-7. Award Amounts and Funding Distribution.

7.1. Community partners may receive up to $100 per year for each eligible individual.

7.2. To receive awarded funds, community partners shall sign an agreement with UESP, which will establish the terms and conditions of receiving Program funding for community partner and UESP.

7.3. Community partners shall establish through UESP a master account for the organization and scholarship accounts for the eligible individuals identified by the community partners. The funds awarded through the Program will be transferred only after the community partner has established scholarship accounts.

7.4. Community partners are encouraged to add additional funding to the scholarship accounts set up through the Program.

7.4.1. If Community Partners wish to reallocate non-Program moneys from scholarship accounts that have received Program funds, the proportion of the account's current basis to earnings—excluding administrative fees and any other administrative adjustments—will be applied to original awarded amount to determine the amount of funds that must remain in the account or be returned to UESP for reallocation.

R686-8. Community Partner Responsibilities.

8.1. Community partners are required to track the progress of each child who is awarded funding, to determine whether the child has met the Program's requirements as established the child's plan.
8.2. Community partners will report to UESP the name, grade or high school graduation date, and student's enrollment status. The Community Partner will alert UESP of any students who received Program funds but have not met the requirements of the Program.

R686-9. Rescinded Funds.

9.1. Students who have received Program funds but have not enrolled at a qualifying institution of higher education within three years of high school graduation will forfeit the Program funds. Those funds will be returned to UESP, who may reallocate to the same community partner or to other community partners.

9.2. The proportion of the account's current basis to earnings—excluding administrative fees and any other administrative adjustments—will be applied to original awarded amount to determine the amount of funds that must be returned to UESP. The community partner may request transfer non-Program money to other accounts owned by the Community Partner.

R686-10. Community Partner Dissolution.

10.1. If a community partner dissolves, it shall inform UESP with as much advance notice as possible. The Community Partner should make reasonable attempts to find another nonprofit entity that meets the requirements for the Program to take over the program responsibilities. If another community partner cannot be located, UESP will take over as account owner of the scholarship accounts.

10.2. In the event that the community partner dissolves, UESP will send correspondence to the scholars with instructions on how to maintain the account and withdraw their funds. Any non-Program funds that are still in the scholarship accounts may be withdrawn by the scholar. Program funds in the scholarship accounts still require the student to enroll in a qualifying higher education institution within three years of graduation.

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Trustee Property Acquisition

Issue

As required by Regent Policy R703, *Acquisition of Real Property* Southern Utah University (SUU) is notifying the Board that its Board of Trustees approved the acquisition a 7,819 square foot airplane hangar at its April 27, 2017 meeting.

Background

Regent Policies R703, *Acquisition of Real Property* and R704, *Disposal of Real Property* delegates authority to institutional Board of Trustees to acquire and dispose of institutional property valued at less than $500,000. These policies require institutions to notify the Board regarding any Trustee property transactions approved under these policies at the next regularly scheduled State Board of Regents meeting.

During the April 27, 2017 meeting, the SUU Board of Trustees approved the purchase of a hanger adjacent to two University owned hangers at the Cedar City airport. After an environmental assessment was completed on the property the University purchased the property for $450,000 – less than the appraised value of $455,000. The new hanger will provide additional storage space for the University's expanding aviation program. The attached letter from the University provides additional details on the Board of Trustee action and fulfills the requirement of the Regent policy.

Commissioner's Recommendation

This is an information item only; no action is required.

David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

SUU SOUTHERN UTAH UNIVERSITY

MARVIN L. DODGE
CFO | VICE PRESIDENT

June 13, 2017

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

RE: SUU Aviation Program Notice – Purchase of additional hangar at the Cedar City Airport

Dear Commissioner Buhler,

As outlined in Regent Policy R703, *Acquisition of Real Property,* the SUU Board of Trustees has delegated authority to authorize the purchase of real property valued less than $500,000. Please accept this letter as formal notice to the Board of Regents of our recent acquisition of an airplane hangar at the Cedar City Airport.

In February 2017, the owners of an adjacent hangar inquired about the University's interest in purchasing their hangar located at 2390 Aviation Way. This hangar is directly north of the two hangars already owned by SUU. An appraisal of the property, which includes a total of 7,819 square feet of space and 1,228 square feet of office space, completed by Morley & McConkie L.C., determined a value of $455,000. Negotiations with the owners of the hangar resulted in a purchase price of $450,000.

A contingent Purchase and Sale Agreement was signed for the hangar on March 28, 2017. The Cedar City Airport Board granted preliminary approval for the assignment and assumption of the land lease on April 13, 2017. The SUU Board of Trustees approved the hangar purchase on April 27, 2017. An environmental assessment was completed on May 15, 2017, clearing the property of any contaminants. We closed on the hangar through Cedar Land Title on May 24, 2017, using retained earnings generated from the Aviation program as opposed to bank financing.

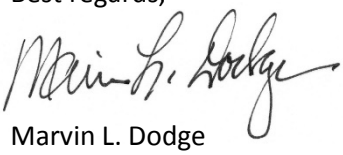
As previously approved by the Board of Regents, SUU Aviation is acquiring additional aircraft to alleviate the shortage of both rotor and fixed-wing aircraft. Due to the value of these assets, hangar space is critical for their protection from the elements. As we expand our fleet the ability to hangar all of our aircraft was not possible without additional space; which led to our interest in acquiring the property.

As a point of reference, at the beginning of the Fall 2017 semester, SUU Aviation anticipates having a total of 15 rotor-wing and 15 fixed-wing aircraft. This increase in aircraft is necessary as a direct result of the increase in aviation students between Fall 2016 and Fall 2017. Fixed-wing students are projected to increase from 27 to approximately 140, and rotor-wing students from 110 to approximately 135. Following industry standards we need one aircraft for every ten students.

This is a very timely transaction that will meet the needs of SUU Aviation both in terms of having sufficient hangar space to accommodate all our aircraft, and to provide additional workspace for the mechanics to maintain our expanding fleet. All fifteen of our rotor-wing aircraft will fit within this additional hangar and the offices and conference rooms will provide additional space for aviation faculty and staff.

A copy of the Purchase and Sale Agreement and the appraisal are included for your review. I look forward to responding to any questions that may arise during the July 21, 2017, Board of Regents meeting.

Best regards,



Marvin L. Dodge

Enclosures

CC: President Scott L Wyatt
Michael Mower, Executive Director, SUU Aviation
David Dyches, Asst. Executive Director, SUU Aviation
Tiger Funk, Executive Director, SUU Facilities

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Trustee Property Acquisition

Issue

Regent Policy R703, *Acquisition of Real Property* requires that institutions notify the Board of Regents about property transactions approved under these policies. Utah State University (USU) is notifying the Board that its Board of Trustees approved the acquisition of a 40.5 acre property at the June 23, 2017 meeting.

Background

Regent Policies R703, *Acquisition of Real Property* and R704, *Disposal of Real Property* delegates authority to institutional Board of Trustees to acquire and dispose of institutional property valued at less than $500,000. All Trustee property transactions approved under these policies must be reported to the Board of Regents at its next regularly scheduled Board meeting following the transaction approval.

During the June 23, 2017 meeting, the USU Board of Trustees approved the purchase of a 40.5 acre property adjacent to university-owned property in Richmond, Utah. The University purchased the property and 30 shares of water for the appraised Fair Market Value of $235,000. USU will use the property to produce feed for animal research at the Utah Agricultural Experiment Station. The property was purchased using farm commodity revenue. The attached letter from the University provides additional details on the Board of Trustee action and fulfills the requirement of the Regent policy.

Commissioner's Recommendation

This is an information item only; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/RPA
Attachment

UtahState University
VICE PRESIDENT FOR BUSINESS AND FINANCE

June 16, 2017

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: Real Property Acquisition

Dear Commissioner Buhler:

Following policy R703, Acquisition of Real Property, Utah State University (USU) desires to inform the Board of Regents of the recent acquisition of land and water shares located at approximately 300 West 8800 North, Richmond, Utah. The property is 40.5 acres in size and adjoins a 38-acre parcel of ground that USU owns as illustrated in Exhibit A.

USU obtained an independent appraisal of the property to establish Fair Market Value (FMV). The property and 30 shares of water were purchased for the appraised FMV.

The property allows the Utah Agricultural Experiment Station (UAES) to produce additional feed to support the increased demand for animal research, and enables UAES to irrigate and produce crops more efficiently on the adjacent farm ground. Funding for the acquisition was provided by research farm commodity revenue.

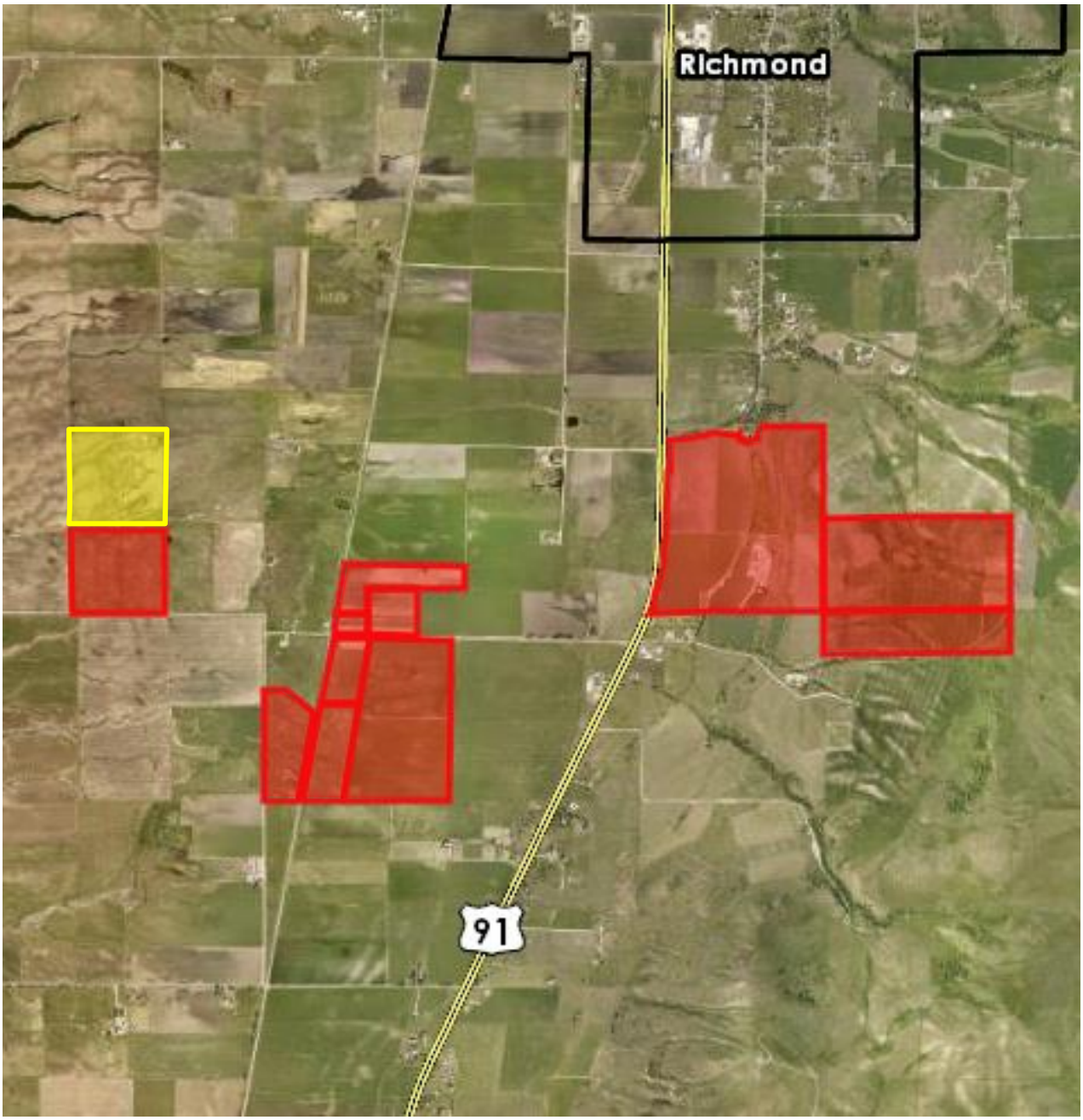
We appreciate your support and ask that this information be shared with the Board of Regents during the July 21, 2017 meeting. This request received Board of Trustees approval on June 23, 2017.

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
Noelle Cockett, President

EXHIBIT A



Property Acquisition

USU Property

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2017-2018 Performance Based Funding Initiatives

Issue

Each institution has submitted detailed performance based funding initiatives for the $6.5 million appropriation in fiscal year 2017-18, with descriptions, rationale, outcomes, assessment, and budgetary plan. Included are comparisons of the original budget request to actual appropriations. This information will be used for legislative budget item follow-up reports, and other requests.

Background

Performance based funding allocations by institution were approved during the May 2017 Regents meeting. Institutions were directed to use these funds to enhance the performance of the institution including in the areas of total number of graduates, graduates in high market-demand areas, services to underserved populations, and improving retention and graduation rates; and report back to the Board at the July 2017 Board meeting highlighting planned uses of the funds.

Commissioner's Recommendation

This is an informational item only; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2017-2018 OPERATING BUDGET REQUEST

Performance Based Funding Initiatives Request: $9,979,000 Actual: $6,500,000

The following Performance based funding initiatives support Senate Bills 232 (2015) and 117 (2017) as amended. Funding will be used to enhance the total number of graduates, graduates in high demand areas, services to underserved populations, and improving retention and graduation rates. Included are comparisons of the original budget request to actual appropriations, with descriptions, rationale, outcomes, assessment, and budgetary plan.

University of Utah	$1,872,900
Utah State University	$1,343,400
Weber State University	$ 713,400
Southern Utah University	$ 319,800
Snow College	$ 180,900
Dixie State University	$ 289,800
Utah Valley University	$1,000,900
Salt Lake Community College	$ 778,900
Total	$6,500,000

UNIVERSITY OF UTAH Request: $2,784,600 Actual: $1,872,900

Online Education Infrastructure
- Request: $1,200,000 Actual: $800,000
- Reduced salaries, wages & benefits by $350,000
- Reduced operation expenses by $50,000

Sophomore Year Support
- Request: $1,100,000 Actual: $700,000
- Reduced salaries, wages & benefits by $350,000
- Reduced operating expenses by $50,000

Library Databases and Resources
- Request: $484,600 Actual: $372,900
- Reduced operating expenses by $111,700

UTAH STATE UNIVERSITY Request: $2,128,600 Actual: $1,343,400

Services for Underserved Populations
- Request: $875,000 Actual: $550,000
- Reduced salaries, wages & benefits by $150,000
- Reduced operating expenses by $175,000

Improving Graduation Efficiency by Adding Capacity in High-Demand Courses
- Request: $753,600 Actual: 500,000
- Reduced salaries, wages & benefits by 253,600

USU Libraries Support Graduate Research
- Request: $500,000 Actual: 293,400
- Reduced salaries, wages & benefits by $100,000

- Reduced operating expenses by $106,600

WEBER STATE UNIVERSITY Request: $1,265,800 Actual: $713,400

Student Success Initiatives
- Request: $0 Actual: $137,600

Need Based Completion Scholarship
- Request: $100,000 Actual: $0

Faculty Development Program Centered on Retaining Students
- Request: $145,000 Actual: $0

Underrepresented Student Success Initiatives
- Request: $155,000 Actual: $0

Enhanced Advising
- Request: $367,400 Actual: $336,938
- Reduced salaries, wages & benefits by $30,462

Student Mental Health
- Request: $95,000 Actual: $75,000
- Reduced salaries, wages & benefits by $3,000
- Reduced operating expenses by $17,000

Outreach and Retention Initiatives
- Request: $353,400 Actual: $163,862
- Reduced salaries, wages & benefits by $76,263
- Reduced operating expenses by $113,275

Undergraduate Research Early Scholars
- Request: $50,000 Actual: $0

SOUTHERN UTAH UNIVERSITY Request: $451,900 Actual: $319,800

Proactive Advising
- Request: $451,900 Actual: 319,800
- Reduced salaries, wages & benefits by $132,100

SNOW COLLEGE Request: $270,700 Actual: $180,900

Snow Block-Addressing Bottle-Neck Courses
- Request: $35,000 Actual: $0

Money Smart-Helping Students Complete 30 Credits Per Year
- Request: $69,000 Actual: $0

Hiring Additional English Professors
- Request: $69,000 Actual: $140,000
- Increased salaries, wages & benefits by $71,000

Peer Mentoring Program
- Request: $44,400 Actual: $10,000
- Reduced salaries, wages & benefits by $34,400

Update Music Equipment and Technology for the Commercial Music Program

- Request: $52,300 Actual: $20,000
- Reduced operating expense by $22,300

Target Marketing for Prospective Students

- Request: $0 Actual: $10,900

DIXIE STATE UNIVERSITY Request: $497,700 Actual: $289,800

Student Success and Retention

- Request: $497,700 Actual: $289,800
- Reduced salaries, wages & benefits by $207,900

UTAH VALLEY UNIVERSITY Request: $1,397,000 Actual: $1,000,900

Student Success and Completion Advisement Technology and Infrastructure

- Request: $565,000 Actual: $801,100
- Increased salaries, wages & benefits by $122,500
- Increased operation expense by $113,600

Learning Support and Tutoring Services for STEM & Healthcare Programs

- Request: $285,000 Actual: $0

Completion Scholarships

- Request: $547,000 Actual: $199,800
- Reduced operating expenses by $347,200

SALT LAKE COMMUNITY COLLEGE Request: $1,182,700 Actual: $778,900

Chemistry Faculty

- Request: 110,000 Actual: $0

Academic Advising Guided Pathways

- Request: $140,000 Actual: $70,000
- Reduced salaries, wages & benefits by $70,000

PACE Program

- Request: $200,000 Actual: $200,000

College Funding Advisors for FAFSA Completion

- Request: $100,000 Actual: $0

Multicultural Student Success Coordinators

- Request: $152,700 Actual: $0

Veterans Services Coordinator

- Request: $70,000 Actual: $0

Guided Pathways Support Structure

- Request: $410,000 Actual: $322,400
- Increased salaries, wages & benefits by $87,600

Admissions Office Staffing

- Request: $0 Actual: $186,500

Online Education Infrastructure $800,000

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	$ 600,000
	Operating Expenses	$ 200,000
	Total	$ 800,000

Sophomore Year Support $700,000

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	$ 500,000
	Operating Expenses	$ 200,000
	Total	$ 700,000

Library Databases and Resources $372,900

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	$ 372,900
	Total	$ 372,900

UTAH STATE UNIVERSITY Total: $1,343,400

Services for Underserved Populations $550,000

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	$450,000
	Operating Expenses	$100,000
	Total	$550,000

Improving Graduation Efficiency by Added Capacity in High-Demand Courses $500,000

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	$500,000
	Total	$500,000

USU Libraries Support Graduate Research $293,400

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	$100,000
	Operating Expense	$193,400
	Total	$293,400

WEBER STATE UNIVERSITY Total: $713,400

Student Success Initiatives $137,600

Description –These initiatives support USHE's goal to "increase the number of Utahns who decide to access, are prepared for, and succeed in higher education." Part of this funding focuses on active outreach to historically underrepresented students, including those who are first generation and economically disadvantaged, to prepare them for college and help them successfully transition to and graduate from WSU. All funds in this category will be used for student support, referrals, guidance, internship and employment activities, and targeted intervention. Components include parent/family engagement programs, expanded tutoring, mentoring, and the development of other, targeted success initiatives.

Rationale –The Ogden area continues to diversify; however, the enrollment and retention of underrepresented students at Weber State University still has room for improvement. One way that we can increase the enrollment and success of our underrepresented students is to increase parent and family engagement while students are still in high school. In addition, we have a continuing need for advocates and tutors as our targeted demographic increases, as well as a need for effective programs that intentionally transition students from outreach programs into the retention programs provided at WSU. We hope to increase the support network for students to positively impact personal and academic success.

Outcomes –Increased number of students receiving mentoring/tutoring; increased underrepresented student enrollment at WSU; increased retention and completion rates of students; 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	$ 87,600
	Operating Expenses	$ 50,000
	Total	$137,600

Enhanced Advising $336,938

Description – This initiative involves hiring seven Academic Coaches/Advisors to promote success in less-prepared students by providing more intrusive advising, strengthening their academic skills, and connecting them to mentors. These Coaches, one per college, are essential to full functioning of our newly-purchase Starfish software. Starfish will identify students who need help; the new Coaches/Advisors will serve as initial points of contact, determining what specific help is appropriate and ensuring that the help gets to students in a timely way.

Rationale – One critical element of student success is quality academic and life 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.

Assessment – Expected increase in number of students retained from semester-to-semester, as well as increase in the number graduating in a timelier manner.

Budgetary Plan -	Salaries, Wages & Benefits	$336,938
	Total	$336,938

Student Mental Health $75,000

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 1:1,500. Our current ratio is 1:1,914. 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	$75,000
	Total	$75,000

Outreach and Retention Initiatives $163,862

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 (including employment of an Orientation Director), internship coordination, and an increased number of students and staff working as retention advisors, coaches, and navigators. In addition, Academic Affairs will hire a translator to translate and update website pages from English to Spanish. The translator will begin with Admissions and Financial Aid pages, progressing to other university-level pages and then to major pages.

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 orientation, student scholarships, student employment, high impact programming, Spanish-language materials (for access by parents as well as students), 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	$123,737
	Operating Expenses	$ 40,125
	Total	$163,862

SOUTHERN UTAH UNIVERSITY Total: $319,800

Proactive Advising $319,800

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	$319,800
	Total	$319,800

SNOW COLLEGE — Total: $180,900

Hiring Additional English Professors — $140,000

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 –	Salaries, Wages & Benefits	$140,000
	Total	$140,000

Peer Mentoring Program $10,000

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	$10,000
	Total	$10,000

Update Music Equipment and Technology for the Commercial Music Program $20,000

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 –	Operating Expenses	$20,000
	Total	$20,000

Target Marketing for Prospective Students $10,900

Description – Additional marketing funds to target prospective students.

Budgetary Plan –	Operating Expenses	$10,900
	Total	$10,900

DIXIE STATE UNIVERSITY Total: $289,800

Student Success and Retention $289,800

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:

- New biology advisor (1.0 FTE) and anatomy lab coordinator (0.75 FTE) to support academic program growth
- Increased availability of supplemental instruction and tutoring resources (including additional part-time 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 (1.0 FTE)
- New part-time positions (2.0 FTE) in Multicultural and Inclusion Center, Admissions/Registration, and Financial Aid to support growing and increasingly diverse student population

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.

Budgetary Plan –	Salaries, Wages & Benefits	$239,800

Operating Expenses	$ 50,000
Total	$289,800

UTAH VALLEY UNIVERSITY — Total: $1,000,900

STUDENT SUCCESS AND COMPLETION ADVISEMENT TECHNOLOGY AND INFRASTRUCTURE — $801,100

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	$378,000
	Operating Expenses	$423,100
	Total	$801,100

Completion Scholarships — $199,800

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	$199,800
	Total	$199,800

SALT LAKE COMMUNITY COLLEGE Total: $778,900

Guided Pathways (Access and Completions)

Overview – The 2017-18 new appropriated performance based funding for SLCC will go towards projects that promote and provide guided pathways for students. Guided pathways are an integrated, structured, and planned approach to guide a student from the point of entry into the College through obtaining a certificate or degree.

Academic Advising Guided Pathways – 1 Advisor $70,000

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.

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	$70,000
	Total	$70,000

PACE Program – one-time funds to base funding $200,000

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	$ 72,000
	Total	$200,000

Admissions Office Staffing $186,500

Description - The Office of Admissions is a relatively new office created in January 2016 and needs additional funding to accomplish its mission and goals to implement a comprehensive strategy for the college's recruitment initiatives. Dollars received for this project will be assigned to hourly staff support and to establish an operational budget for the Admissions Office.

Outcomes - The goal is to ensure Salt Lake Community College enrollment objectives are met and/or exceeded. The College desires to 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 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	$140,000
	Operating Expenses	$ 46,500
	Total	$186,500

Guided Pathways Support Structure $322,400

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 $77,000

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 $245,400

Two 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. One 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	$322,400
	Total	$322,400

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July 12, 2017

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2017-2018 Growth Funding Initiatives

Issue

Each institution has submitted detailed growth based funding initiatives for the $3.5 million on-going appropriations in fiscal year 2017-18, with descriptions, rationale, outcomes, assessment, and budgetary plan. Included are comparisons of the original budget request to actual appropriations. This information will be used for legislative budget item follow-up reports, and other requests.

Background

Growth based funding allocations by institution were determined by student growth (Fall 2017 over Fall 2016) by institution. These funds will be used to ensure 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.

Commissioner's Recommendation

This is an informational item only; no action is required.

_____
David L. Buhler
Commissioner of Higher Education

DLB/KLH/BLS
Attachment

UTAH SYSTEM OF HIGHER EDUCATION 2017-2018 OPERATING BUDGET REQUEST

Growth Funding Total USHE $3,500,000

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	$1,194,900
Utah State University	$ -
Weber State University	$ -
Southern Utah University	$ 807,500
Snow College	$ 400
Dixie State University	$ 243,900
Utah Valley University	$1,253,300
Salt Lake Community College	$ -
Total	$3,500,000

UNIVERSITY OF UTAH Request: $769,800 Actual: $1,194,900

Student Support for Access, Retention and Completion

- Request: $400,000 Actual: $600,500
- Increase salaries, wages & benefits by $100,500
- Increase operating expenses by $100,000

Technology Support for Academics

- Request: $369,800 Actual: $594,400
- Increase salaries, wages & benefits by $100,000
- Increase operating expenses by $124,600

SOUTHERN UTAH UNIVERSITY Request: $784,100 Actual: $807,500

General Education

- Request: $784,100 Actual: $807,500
- Reduce salaries, wages & benefits by $28,250
- Increase operating expenses by $51,650

SNOW COLLEGE Request: $420,900 Actual: $400

General Education

- Request: $0 Actual: $400

Wellness Counselor

- Request: $70,000 Actual: $0

IT Security

- Request: $265,900 Actual: $0

Lifting the Burden of the College Advising Office

- Request: $85,000 Actual: $0

DIXIE STATE UNIVERSITY Request: $276,400 Actual: $243,900

New Program Faculty

- Request: $276,400 Actual: $243,900
- Reduced salaries, wages & benefits by $32,500

UTAH VALLEY UNIVERSITY Request: $1,006,600 Actual: $1,253,300

Student Progress Toward Timely Program Completion

- Request: $1,006,600 Actual: $1,253,300
- Increase salaries, wages, and benefits by $229,700
- Increase operation expenses by $17,000

UNIVERSITY OF UTAH Total $1,194,900

Student Support for Access, Retention and Completion $600,500

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	$ 300,500
	Operating Expense	$ 300,000
	Total	$ 600,500

Technology Support for Academics $594,400

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	$200,000
	Operating Expense	$394,400
	Total	$594,400

SOUTHERN UTAH UNIVERSITY — Total $807,500

This on-going budget request is to fund impacts related to servicing 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 — $807,500

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 FTE faculty members to support GE and entry level coursework in English, Life Science, Physical Science, Mathematics, Psychology, Communications, Engineering, Technology and 2 FTE support staff in Financial Aid and for Summer Semester expansion. SUU will also use this appropriation to fully fund two sections of its integrated curriculum and project based GE learning program, Jump Start and establish SUU's Leadership Academy in Alumni and Community Relations.

Assessment – Increase in student enrollment and completion within General Education coursework

Budgetary Plan –	Salaries, Wages & Benefits	$717,500
	Operating Expenses	$ 90,000
	Total	$807,500

SNOW COLLEGE — Total $400

General Fund — $400

DIXIE STATE UNIVERSITY — Request: $276,400 — Actual: $243,900

New Program Faculty — $243,900

Description – DSU is quickly adding new bachelor's degree programs to accommodate the diverse needs of the rapidly growing Southern Utah region. Recently added programs include Studio Art, Applied Sociology, and Population Health. An additional full-time faculty position is

needed in each of these programs in order to successfully launch the new degree offerings. The increasing diversity of academic programs available at DSU will continue to bolster efforts to recruit and retain students.

Outcomes – Three new full-time faculty positions created to support new bachelor's degree programs.

Assessment – Number of declared majors and completed degrees in newly launched programs.

Budgetary Plan –	Salaries, Wages & Benefits	$243,900
	Total	$243,900

UTAH VALLEY UNIVERSITY Request: $1,006,600 Actual: $1,253,300

Student Progress Toward Timely Program Completion $1,253,300

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 14 new faculty to teach in high demand courses and programs such as Personal Financial Planning, Management, Marketing, Biology, Technology Management, Mathematics, English, Behavioral Science, and Chemistry. Academic and student support staff play key roles in assisting students. Funding would allow UVU to hire 2 new instructional/academic support staff.

Outcomes – UVU will be able to expand course offerings to sufficiently meet the needs of a growing student population thus enabling more timely degree completion.

Assessment – Percent of instruction taught by salaried faculty; number of graduates; average number of credits enrolled by degree-seeking students; reduced length of time to graduation

Budgetary Plan –	Salaries, Wages & Benefits	$1,204,300
	Operating Expenses	$ 49,000
	Total	$1,253,300

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July 12, 2017

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 May 19, 2017, Salt Lake Community College, Salt Lake City, Utah (Attachment).

B. Grant Proposals
   1. University of Utah – Ed Office of Special Education Programs; "Interdisciplinary Preparation"; $1,240,254. Aaron Jason Fischer, Principal Investigator.

   2. University of Utah – DHHS National Institutes of Health; "Semicircular Canals Renewal"; $1,905,209. Richard D Rabbitt, Principal Investigator.

   3. University of Utah – DHHS National Institutes of Health; "YU R01 Renewal"; $1,903,438. Michael Seungchu Yu, Principal Investigator.

   4. University of Utah – DOD Defense Advanced Resrch Prjcts Agcy; "Micromechanical ULF/VLF"; $1,816,248. Carlos Helect Mastrangelo, Principal Investigator.

   5. University of Utah – NIH National CTR Complementary & Altrn Medcn; "Smart Stepped Care Management"; 6,438,846. Julie Mae Fritz, Principal Investigator.

   6. University of Utah – National Science Foundation; "Food Water and Energy"; $2,495,977. Manoranjan Misra, Principal Investigator.

   7. University of Utah – DHHS National Institutes of Health; "Anuran Auditory Midbrain"; $1,904,175. Gary J Rose, Principal Investigator.

   8. University of Utah – DHHS National Institutes of Health; "Reaction to Novelty"; $1,441,977. Yana Suchy, Principal Investigator.

9. University of Utah – HRSA EMRGCY MED SRVCS CHLD NATL RESR CTR; “Dean EMSC HRSA MAR 2017”; $12,000,000. J Michael Dean, Principal Investigator.

10. University of Utah – NIH National Cancer Institute; “PDX U54”; $6,244,527. Alana Lee Welm, Principal Investigator.

11. University of Utah – NIH National Cancer Institute; “Escapers”; $3,550,244. Ken R Smith, Principal Investigator.

12. University of Utah – NIH National Cancer Institute; “Rare Sequence Variants”; $2,965,327. Sean Vahram Tavtigian PhD, Principal Investigator.

13. University of Utah – NIH National Cancer Institute; “Genetic Counseling Education”; $2,115,369. Kimberly A Kaphingst, Principal Investigator.

14. University of Utah – Columbia University; “Breast Cancer Cohort”; $1,173,160. Saundra S Buys MD, Principal Investigator.

15. University of Utah – DHHS National Institutes of Health; “NIH-DOD-VA Pain Mgmt Program”; $7,344,001. Yoshio Nakamura, Principal Investigator.

16. University of Utah – NIH National Heart Lung & Blood Inst; “Weyrich R35”; $6,393,258.

17. University of Utah – DHHS National Institutes of Health; “Propranolol & Rehab for FMS”; $4,121,546. Akiko Okifuji Hare, Principal Investigator.

18. University of Utah – DHHS National Institutes of Health; “Cholera R01”; $3,503,952. Daniel Ted Leung, Principal Investigator.

19. University of Utah – NIH National Cancer Institute; “Mr Breast Cancer Therapy”; $3,228,271. Allison Hampshire Payne, Principal Investigator.

20. University of Utah – NIH National Inst Arthrit Muscoskel Skin Dis; “Kinematic Role of Morphology”; $2,371,415. Andrew Edward Anderson, Principal Investigator.

21. University of Utah – DHHS National Institutes of Health; “Hersl Longterm Outcomes R01”; $2,004,797. David Turok, Principal Investigator.

22. University of Utah – NIH National Heart Lung & Blood Inst; “Liver X Receptors A1”; $1,917,508. Amnon Schlegel, Principal Investigator.

23. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “FOXN3 Regulation A1”; $1,904,175. Amnon Schlegel, Principal Investigator.

24. University of Utah – DHHS National Institutes of Health; “R01-A1 M Williams”; $1,904,175. Megan E Williams, Principal Investigator.

25. University of Utah – DHHS National Institutes of Health; “Lysosomes and Aging”; $1,904,176. Adam Lucas Hughes, Principal Investigator.

26. University of Utah – University of California San Diego; “UCSD Subcontract”; $1,880,916. Julio Cesar Facelli, Principal Investigator.

27. University of Utah – DHHS National Institutes of Health; “Neoroprotective Effects”; $1,844,459. Donna Cross, Principal Investigator.

28. University of Utah – NIH National Inst Allergy & Infectious Dis; “Mait Cells Cholerae Infection”; $1,796,135. Daniel Ted Leung, Principal Investigator.

29. University of Utah – University of Maryland; “UMD Subcontract”; $1,713,758. Dale Matthew Wachowiak, Principal Investigator.

30. University of Utah – University of California San Francisco; “Casper USCF R01 Sub Feb 2017”; $1,157,354. Theron Charles Casper, Principal Investigator.

31. University of Utah – NIH National Inst Neurology Disorders Stroke; “VWMD Ignite”; $1,137,439. Joshua Leitch Bonkowsky, Principal Investigator.

32. University of Utah – NIH National Human Genome Research Inst; “Ryan Layer K99 2016”; $1,060,632. Ryan M Layer, Principal Investigator.

33. University of Utah – NIH national Inst Deaf & Other Comm Disorder; “Renewal: SFI”; $1,906,250. Ingo R Titze PhD, Principal Investigator.

34. University of Utah – National Science Foundation; “CLOUBLAB2”; $10,743,953. Robert Preston Riekenberg Ricci, Principal Investigator.

35. University of Utah – National Science Foundation; “Creating Redundancy to Tackle”; $1,613,657. Mingyue Ji, Principal Investigator.

36. University of Utah – National Science Foundation; “TRIPODS”; $1,477,673. Jeffrey Phillips, Principal Investigator.

37. University of Utah – National Science Foundation; “Big Date: Personalized Discovery”; $1,342,401. Vivek Srikumar, Principal Investigator.

38. University of Utah – US Department of Energy; “Telemanipulation in Hot Cells”; $1,200,000. Jake J Abbott, Principal Investigator.

39. University of Utah – Medical University of South Carolina; “SPARC Subcontract”; $1,035,843. Robert John Kraemer PHD, Principal Investigator.

40. University of Utah 0 DHHS National institutes of Health; “Druggable Kinome”; $15,822,627. Randall Theodore Peterson, Principal Investigator.

41. University of Utah – NIH National Inst Allergy & Infectious Disease; “Effective Asthma Care”; $6,834,145. Christopher A Reilly, Principal Investigator.

42. University of Utah – NIH National Cancer Institute; “Racail/Ethnic Differences”; $7,630,353. Jennifer Anne Doherty, Principal Investigator.

43. University of Utah – DHHS National Institutes of Health; “ULRICH – R01 Resub – META”; $5,012,778. Cornelia Ulrich, Principal Investigator.

44. University of Utah – Arizona State University – ASU (ACE)-Subcontract”; $2,112,202. Joshua David Schiffman, Principal Investigator.

45. University of Utah – DHHS National Institute of Health; “Hemodialysis P01”; $9,747,155. Alfred K Cheung, Principal Investigator.

46. University of Utah – DHHS National Institutes of Health; “R01 – Susceptibility Genes”; $4,301,248. Kathleen Ann Cooney, Principal Investigator.

47. University of Utah – DHHS National Institutes of Health; “Vocal Tremor R01 April 2017”; $3,795,233. Juentlie M Barkmeier-Kraimer, Principal Investigator.

48. University of Utah – NIH national Inst of General Medical Sci; “Quinlan R01 Oct 2016”; $3,622,134. Aaron Quinlan, Principal Investigator.

49. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “Interaction of (PRO) Renin”; $3,013,456. Tianxin Yang, Principal Investigator.

50. University of Utah – DHHS National Institutes of Health; “NIH MIR155 Grant”; $2,461,418. Thomas E Lane, Principal Investigator.

51. University of Utah – NIH National Inst Child Hlth & Human Dev; “Clark CHRCDAK12 Mar 2017”; $2,295,000. Edward B Clark, Principal Investigator.

52. University of Utah – NIH National Inst Child Hlth & Human Dev; “NNIF”; $2,223,737. Christian C Yost, Principal Investigator.

53. University of Utah – DHHS National Institutes of Health; “Mechanisms of IGA”; $1,904,308. June Louie Round, Principal Investigator.

54. University of Utah – DHHS National Institutes of Health; “Sub-Lytic Activities Hlya”; $1,904,175. Matthew A Mulvey, Principal Investigator.

55. University of Utah – NIH National Inst Diabetes Digest Kidney Dis; “R01 Cone Snail Venom”; $1,904,175. Hung-Chieh Chou, Principal Investigator.

56. University of Utah – DHHS National Institutes of Health; “Response Fungal Meningitis”; $1,903,750. Jessica C. S. Brown, Principal Investigator.

57. University of Utah – DHHS National Institutes of Health; “Chow R35”; $1,903,750. Clement Chow, Principal Investigator.

58. University of Utah – CDC Natl Ctr for Chronic Disease Prvntn; “CDC National Program”; $1,777,725. Carol Sweeney, Principal Investigator.

59. University of Utah – NIH National Heart Lung & Blood Inst; “Role of Sensory Neurons”; $1,524,582. Markus Amann, Principal Investigator.

60. University of Utah – DHHS National Institutes of Health; “Oxidized Gluatathione”; $1,522,925. My Nga Helms, Principal Investigator.

61. University of Utah – Cystic Fibrosis Foundation Therapeutics; “Sleep Delay in CF”; $1,092,948. Theodore G Liou, Principal Investigator.

62. University of Utah – Genentech Inc; “Crenezumab”; $1,000,000. Richard Daniel King, Principal Investigator.

63. University of Utah – DHHS National Institutes of Health; “Shapworks: Automated Landmark”; $2,467.271. Shireen Youssef Elhabian, Principal Investigator.

64. University of Utah – DHHS National Institutes of Health; “Fluorender”; $1,891,941. Charles D Hansen, Principal Investigator.

65. Utah State University – US Department of Health & Human Services; “CPD Core Funding-University Centers for Excellence in Developmental Disabilities Education, Research and Service”; $2,735,000. Matthew Thomas Wappett, Principal Investigator.

66. Utah State University – SERDP; “A Data-Driven Decision Support System to identify Optimal Land Use Alternatives for Protecting Species of Concern on DoD and Surrounding Lands”; $1,079,606. Charles P Hawking, Principal Investigator; Edward Ramsey Hammill, Karen E Mock, Co-Investigators.

67. Utah State University – US Department of Education; “Preparing Personnel to Serve Infants, Toddlers, and Preschool-age Children with Disabilities”; $1,245,248. Lauri Jan Harwood Nelson, Principal Investigator; Renee Frances Polanco Lucero, Co-Investigator.

68. Utah State University – US National Science Foundation; “E-STITCH: Elementary STEM Teaching Integrating Technology and Computing Holistically”; $1,877,456. Colby Tofel-Grehl, Principal Investigator.

69. Utah State University – Air Force Space and Missiles Command; “Overhead Persistent Infrared Test manager Wide Field-of-View Support”; $3,552,202. John Seamons, Principal Investigator.

70. Utah State University – NASA Jet Propulsion Laboratory; “Near Earth Object Camera”; $1,429,825. Jed Hancock, Principal Investigator.

71. Utah State University – Air Force; “Steelhead”; $9,543,249. Don Thompson, Principal Investigator.

72. Utah State University – Missile Defense Agency; “Small Satellite Portfolio Program Support”; $2,495,575. Paul Stradling, Principal Investigator.

73. Utah State University – Missile Defense Agency; “NASA Event Tracking using Space Based infrared System Assets”; $1,645,299. Tom Bernhardt, Principal Investigator.

74. Utah State University – Missile Defense Agency; “Task Order 17 Overhead Persistent Infrared Algorithm Development and Tools, Applications & Processing Lab/OPIR Battlespace Awareness Center Tech Support”; $1,773,923. Ali Ghafourian, Principal Investigator.

75. Utah State University – US Department of Energy; “Developing a predictive ICME of the conversion of low cost precursors to carbon fiber”; $3,750,424. Randy Lewis, Principal Investigator.

76. Utah State University – National Institute of Food & Agriculture; “Western SARE 2017 Plan of Work”; $5,433,278. Rhonda L Miller, Principal Investigator.

77. Utah State University – US Department of Education; “GEAR UP ExCCEL Partnership”; $18,594,576. James T Dorward, Principal Investigator.

78. Utah State University – US Department of Education; “Utah State University STARS! – GEAR UP Partnership”; $15,156,971. James T Dorward, Principal Investigator.

79. Utah State University – University of California-Berkeley; “Center for the Utilization of Biological Engineering in Space”; $1,297,229. Lance C Seefeldt, Principal Investigator.

80. Utah State University – NASA Jet Propulsion Laboratory; “Tltan GRound Imaging System Camera”; $2,720,974. Erik Syrstad, Principal Investigator.

C. Awards

1. University of Utah – UT Governor’s Office of Economic Dev; “NIST MEP Center; $5,281,526. Bart Raeymaekers, Principal Investigator.

2. University of Utah – DOE Advanced Research Projects Agency-Energy; “TI-DRTS”; $1,999,835. Zhigang Zak Fang, Principal Investigator.

3. University of Utah – DOE National Nuclear Security Admin; “PSAAPII”; $3,778,000. Philip J Smith, Principal Investigator.

4. University of Utah – US Department of Energy; “Enhanced Geothermal – Forge”; $8,670,958. Joseph N Moore, Principal Investigator.

5. University of Utah – DOE National Energy Technology Lab; “Carbonsafe” $1,032,568. Brian James McPherson, Principal Investigator.

6. University of Utah – US Department of Housing & Urban Dev: “HUD/DOJ Grant – PIMA”; $1,300,000. Jeremy Keele, Principal Investigator.

7. Utah State University – Air Force; “Steelhead”; $3,300,000. Don Thompson, Principal Investigator.

8. Utah State University – Misc Federal Sponsors; “CubeSat and GEOINT Research and Development Task Order 0002- Virtual Imagery Processing Capability Enhancements and Sky Lynx Modernization”; $5,761,905. Shane Jenkins, Principal Investigator.

9. Utah State University – Air Force Materiel Command; “Extended Tether Program Virtual Imagery Processing Capability Basic & Options”; $6,580,578. Glen Wada, Principal Investigator.

10. Utah State University – Air Force Space and Missiles Command; "Overhead Persistent Infrared Test Manager Wide Field-of-View Support"; $1,778,159. John Seamons, Principal Investigator.

11. Utah State University – Air Force Research Laboratory; "UARC to 0005 Tuttle – Flash Test Bed"; $1,050,000. Amy Secrist, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs
   - University of Utah - Emphasis in Anatomy and Physiology within the Bachelor of Arts/Bachelor of Science in Biology
   - University of Utah – Graduate Certificate in Community College Leadership and Teaching
   - Utah Valley University – Certificate of Proficiency in Digital Media
   - Utah Valley University - Certificate of Proficiency in Leadership for Personal and Social Impact
   - Utah Valley University - Emphasis in Emergency Management and Disaster Assistance within the Bachelor of Science in Emergency Services Administration
   - Utah Valley University – Emphasis in Finance within the Master of Business Administration
   - Utah Valley University – Emphasis in Marketing within the Master of Business Administration
   - Utah Valley University - Graduate Certificate in Mathematics
2. Administrative Unit Name Change
   - University of Utah - The Barbara L. and Norman C. Tanner Center for Nonviolent Human Rights Advocacy to The Barbara and Norman Tanner Center for Human Rights
   - Utah Valley University - Noorda Regional Theatre Center for Children and Youth to Theatre for Youth and Education Center
   - Utah Valley University – Bachelor of Arts in Deaf Studies with Emphases in General Deaf Studies and Interpreting
3. Out-of-Service Area Delivery of Program
   - University of Utah - Master of Public Health delivered in Ghana
4. Three-Year Review
   - University of Utah - Bachelor of Arts/Bachelor of Science in Writing and Rhetoric Studies
5. Seven-Year Review
   - University of Utah - Master of Statistics Program

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David L. Buhler
Commissioner of Higher Education

DLB/KLS
Attachments

STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE
SOUTH CAMPUS, SALT LAKE CITY, UTAH
FRIDAY, MAY 19, 2017

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Adjournment 6

STATE BOARD OF REGENTS
SALT LAKE COMMUNITY COLLEGE
SOUTH CAMPUS, SALT LAKE CITY, UTAH
FRIDAY, MAY 19, 2017

COMMITTEE OF THE WHOLE
MINUTES

Regents Present
Daniel W. Campbell, Chair
Nina R. Barnes
Jesselie B. Anderson
Wilford W. Clyde
Marlin K. Jensen
Patricia Jones
Robert S. Marquardt
Steve Moore
Robert W. Prince
Harris H. Simmons
Teresa L. Theurer
John H. Zenger

Regents Absent
Ty Aller
France A. Davis, Vice Chair
Laura L. Belnap
Spencer F. Stokes
Steve Lund
Joyce P. Valdez
Mark R. Stoddard

Office of the Commissioner
David L. Buhler, Commissioner of Higher Education
Kimberly L. Henrie, Associate Commissioner for Planning, Finance and Facilities
Blair Carruth, on behalf of Elizabeth Hitch, Assistant Commissioner for Academic Affairs

Institutional Presidents Present
Martha Bradley on behalf of David W. Pershing, University of Utah
Noelle Cockett, Utah State University
James Sage on behalf of Scott L Wyatt, Southern Utah University
Gary L. Carlston, Snow College
Jeff Olson on behalf of Matthew S. Holland, Utah Valley University
Deneece G. Huftalin, Salt Lake Community College
Norm Tarbox on behalf of 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 12:49 p.m.; the meeting began with President Huftalin's State of the College.

Discussion – Past and proposed future discussion topics

A review of past topics and future topics was discussed.

State of the College

President Huftalin began with a video summarizing the history of Salt Lake Community College (SLCC) and followed up with the history of the building of the South Campus. She talked about the many events held in the theater at South Campus and said this entire campus is a space they are very proud of. President Huftalin said they are one year into their new comprehensive strategic plan that will establish the college roadmap over the next seven years. They reimagined and realigned their vision and mission statements to reflect who they are and what they do, and identified their values and how they want to approach their work together as a community over the next few years. Then they looked ahead to their 75th anniversary, which will happen in 2023, and set five strategic goals. In the Regents' annual report they were challenged to focus on three key constructs: Affordable Participation, Timely Completion and Innovative Discovery. She said today as she shares the State of the College, you will see the college's strategic planning aligns with these goals. The vision statement challenges them to be a model for transformative and inclusive education. The mission statement focuses on preparing students for a successful transfer or to have quality workforce skills to build their career. SLCC needs to change their way of thinking; how do we get students to complete timely, how can we do new things that will change the participation and completion rates of students of color, how can we integrate data more effectively into decision making and student success?

Affordable Participation: SLCC Promise – The launch of SLCC Promise, is perhaps the biggest step they have made towards affordable participation. They have rethought the distribution of tuition waivers and existing student-aid funds as well as scholarship fundraising. They have made the commitment to bridge the gap between Pell funds and cost of tuition and fees. To date they have distributed more than $800,000 in Promise funds during the first year of the program. PACE Program (Partnership for Accessing College Education) – This program guarantees ninth grade students a two-year scholarship to SLCC if the fulfill certain requirements. Since the program began in 2011, 478 students have participated. West Valley Center – The center opened in Fall 2016 with all classes full, serving 300 new students. Financial Aid and Scholarship Application Process – This simplified the process for applying for scholarships and allows students to complete one application to apply to multiple scholarships. This process has resulted in nearly double the number of students applying for scholarships.

Timely Completion: SLCC wants to move from a 22% completion rate to a 40% completion rate by 2023. Reverse Transfer – To date they have given 136 awards total – the majority to students who transferred to the U. Stackable Credentials and Auto Awards – They have embedded certificates in the Associate Degree programs to allow students to earn credentials along the way, but they were waiting for students to pay a fee and apply for these certificates. They are now doing this automatically and in the first year of the new process, SLCC has increased the number of certificates awarded by approximately 60%. Summer Completion Grants – 120 degrees were awarded with this program. Closing the completion gap – Students of color do not complete at the same rate as white students. The goal is to have all students completing. Mathways – They have changed prerequisites and placement scores, and with extensive advising are getting students in the right math classes for their degree pathways. One year into the program they have seen a 22% increase in enrollment and 25% increase in the number of students who earned QL. Guided Pathways – This requires establishing meta majors from within the current offerings to provide clearer roadmaps for students.

Innovative Discovery: Open Education Resources – SLCC received national acclaim for this program. This offers students a less expensive alternative to traditional textbooks. In three years they have saved students an estimated $3 million dollars. Pathway Programs – This partnership offers high school students a route to high tech careers. They broke ground in June 2016 on their innovative, state of the art Westpointe Workforce Training and Education Center. The Dumke Center for STEM Learning is another example of innovative discovery. Another innovative program and high impact learning practice is the Goldman Sachs small businesses partnership. Telehealth – They have developed a Telehealth Clinic using computers and cameras to provide occupational and physical therapies remotely. SLCC received a $75,000 donation to cover these services through 2017.

President Huftalin said they are making progress, and although there is still a lot of work to be done to fully meet their goals, she is convinced they are doing it collaboratively, collectively and with remarkable employees.

General Consent Calendar (TAB W)

On a motion by Regent Theurer, and seconded by Regent Zenger, the following items were approved on the Regents' General Consent Calendar:

A. Minutes – Minutes of the Board meeting March 31, 2017, Dixie State University, St George, Utah
B. Grant Proposals
C. Awards
D. Academic Items Received and Approved
E. Approval of revisions to R611, *Veterans Tuition Gap Program*.

Resolutions

Regent Jones read a resolution recognizing Regents Steven R. Moore, Laura L. Belnap, and Spencer Stokes. Regent Jones motioned to approve the resolution; the motion was seconded by Regent Barnes and the motion carried. Chair Campbell noted how diligent and engaged Regent Moore has been as a member of the Regents.

Regent Theurer read a resolution recognizing Regent Ty Aller. Regent Theurer motioned to approve the resolution; the motion was seconded by Regent Simmons and the motion carried.

Regent Clyde read a resolution recognizing Regent Zenger. Regent Clyde motioned to approve the resolution; the motion was seconded by Regent Marquardt and the motion carried. Chair Campbell noted Regent Zenger has been very helpful over the years with issues of the Regents.

Regent Chair Campbell read a resolution recognizing Regent Vice-chair Davis. Regent Campbell motioned to approve the resolution; the motion was seconded by Regent Zenger and the motion carried.

Report from the Nomination Committee and Election of Vice Chair

Regent Prince nominated Regent Harris Simmons to fill the position of Vice-chair for the Board of Regents; the motion was seconded by Regent Theurer and the motion carried.

Reports of Board Committees

Academic and Student Affairs Committee

Institutional Completion Update – Salt Lake Community College (TAB A)
Regent Prince noted this was an excellent representation of the efforts of SLCC. This is an information item only; no action was taken.

Utah Medical Education Council (TAB B)
Regent Prince noted Rick Campbell indicated the Healthcare workforce has critical lows in some areas. There was input by many that are working to improve this and they are looking forward to additional dialogue on how we as Board of Regents can help with the improvement of the workforce shortage. This is an information item only; no action was taken.

Utah College Application Week 2016 Report (TAB C)
Regent Prince noted this was a report from Assistant Commissioner Julie Hartley and noted this has been a very successful program. This is an information item only; no action was taken.

Dixie State University – Bachelor of Fine Arts in Studio Art (TAB D)

Dixie State University – Bachelor of Science in Information Systems & Analytics (TAB E)
Regent Prince noted proposals for both TAB D and TAB E were excellent.

Regent Prince moved to approve as outlined in TAB D and TAB E; the motion was seconded by Regent Clyde and the motion carried.

Utah Valley University – Associate of Applied Science/Bachelor of Science in Respiratory Therapy (TAB F)
Regent Prince noted Weber State University has had a satellite program at UVU. This program has recently undergone some changes and WSU will be taking this program to SLCC. Regent Prince moved to approve as outlined in TAB F; the motion was seconded by Regent Barnes and the motion carried.

Salt Lake Community College – Associate of Applied Science in Hospitality Management (TAB G)

Salt Lake Community College – Associate of Applied Science in Respiratory Therapy (TAB H)
Regent Prince noted this is a satellite program from Weber State University.

Regent Prince moved to approve as outlined in TAB G and TAB H; the motion was seconded by Regent Zenger and the motion carried.

Finance and Facilities

Capital Development Prioritization Process Review (TAB I)
Regent Marquardt noted this was a discussion item only; no action was taken.

Salt Lake Community College – Campus Master Plan (TAB J)
Regent Marquardt noted this is an extensive overview of all SLCC campuses and buildings. The next priority for SLCC is the Herriman campus. Regent Marquardt moved to approve as outlined in TAB J; the motion was seconded by Regent Simmons and the motion carried.

Southern Utah University – Non-State Funded Sports Performance Center Project Approval (TAB K)
Regent Marquardt noted the cost is $870,000; donations will cover the cost of construction and athletics revenue will cover O&M. Regent Marquardt moved to approve as outlined in TAB K; the motion was seconded by Regent Clyde and the motion carried.

University of Utah – Series 2017 General Revenue Bond Issue (TAB L)
Regent Marquardt noted this is for up to $94,500,000. This is authorized by the Legislature and will handle the construction of an expansion of the University Guest House and the Rehabilitation Hospital, as well as refunding some of the 2013 bonds. Regent Marquardt moved to approve as outlined in TAB L; the motion was seconded by Regent Barnes and the motion carried.

University of Utah – Non-State Funded Scoreboard project Approval (TAB M)
Regent Marquardt noted this is a $4.1 million project.

University of Utah – Non-State Funded Energy Efficiency Project Approval (TAB N)
Regent Marquardt noted this is to reduce energy consumption and cost and will be approximately $30 million that will be paid with institutional funds and repaid through energy savings with about a 10 year pay back.

Regent Marquardt moved to approve as outlined in TAB M and TAB N; the motion was seconded by Regent Jones and the motion carried.

Dixie State University – Series 2017 General Revenue Bond Issue (TAB O)
Regent Marquardt noted this was authorized by the Legislature and is for a bond not to exceed $23 million. This will cover a portion of the construction cost of the new Human Performance Center and The Legends Solar Stadium Visitor Grandstand. Regent Marquardt moved to approve as outlined in TAB O; the motion was seconded by Regent Barnes and the motion carried.

Adoption of Policy R613, *Public Safety Officer Career Advancement Reimbursement* (TAB P)
Regent Marquardt noted SB 165 created the Public Safety Officer Career Advancement Reimbursement Program. This program provided $200,000 in initial funding and will reimbursement up to $5,000 annually for coursework completed in a criminal justice program. As part of the statue, the Board of Regents was required to develop an administrative rule and policy to address the application process, deadlines, and appeals process.

USHE – Enrollment Forecasts (TAB Q)
Regent Marquardt noted the system continues to experience student growth and is projected to grow 3% per year for each of the next 10 years. The growth pattern results in approximately 241,000 students by Fall 2026, or approximately 182,000 annualized FTE.

USHE – 2017-18 Performance Funding Model and Allocations (TAB R)
Regent Marquardt noted the Legislature appropriated $6.5 million to support performance based funding initiatives. The legislation also changed the framework, which will be used next year.

Regent Marquardt moved to approve as outlined in TAB P, TAB Q, TAB R; the motion was seconded by Regent Prince and the motion carried.

USHE – Capital Development Prioritization (CDP) Cycle 2018-19 – Adoption of Priority Guidelines (TAB S)
Regent Marquardt noted there is a slight modification to the discretionary points by the Regents. There will be 10 regent priority points with some new criteria and 15 discretionary points. The regent priority points are determined by simplifying the priority guidelines to three primary guiding objectives. It will establish the criterion for each guiding objective using the previous guidelines to determine the points earned. It also renames guideline points to regent criteria points and provides an opportunity for full board participation in the scoring of capital facilities. Regent Marquardt moved to approve as outlined in TAB S; the motion was seconded by Regent Barnes and the motion carried.

Utah Valley University – Property Disposal (TAB T)
Regent Marquardt noted the Board of Trustees approved the sale of .9 acres to accommodate a private housing development. This is an information item only; no action was taken.

USHE – 2017-18 Institutions' Health Plan Changes (TAB U)
Regent Marquardt noted the legislature provided funding to support the State's share of an 8% cost increase for health plans. The actual increases ranged from 0 – 17%. This is an information item only; no action was taken.

USHE – Capital Improvement Update for 2017-18 (TAB V)
Regent Marquardt noted the Legislature appropriated $119 million for FY2018, which is the highest amount ever funded for capital improvements. Of that amount, the State Building Board has allocated $61 million to USHE institutions. This is an information item only; no action was taken.

It was moved by Regent Barnes and seconded by Regent Jensen to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, and ongoing investigations.

The Committee of the Whole adjourned at 2:01 p.m.

_____
Loreen Olney
Executive Secretary

Date Approved: July 21, 2017