



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

April 5, 2000

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, Utah 84180-1205**

AGENDA
MEETING OF THE STATE BOARD OF REGENTS
COLLEGE OF EASTERN UTAH
College Center
April 13-14, 2000

Thursday, April 13

5:00 p.m. EXECUTIVE SESSION DINNER MEETING –
STATE BOARD OF REGENTS
Board Room

Friday, April 14

7:30 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS,
9:00 a.m. CEU BOARD OF TRUSTEES, PRESIDENT JONES,
AND COMMISSIONER FOXLEY
Board Room

- Open Discussion
- Executive Session

9:00 a.m. - MEETINGS OF BOARD COMMITTEES
10:00 a.m. Multipurpose Room

Academic and Applied Technology Education Committee

ACTION:

1. Weber State University -- Bachelor of Arts/Science Degrees in Anthropology Tab A
2. College of Eastern Utah – Associate of Applied Science Degree in E-Commerce,
Web Design and Development Tab B
3. College of Eastern Utah – Associate of Applied Science Degree in
Computer Networking Tab C

DISCUSSION:

4. General Education Task Force Tab D

INFORMATION:

5. Information Calendar, Academic and Applied Technology Education Committee Tab E
 - a. Utah Valley State College – Name Change of the Business Communication
and Technology Department to Business Systems Administration

- b. Utah Valley State College – Name Change, Office Administration emphasis in the Associate of Applied Science Degree to Information Administration
- c. Salt Lake Community College – Name Change of the Electricity/Industrial Electronics Program to the Electricity Technology Program
- d. Salt Lake Community College – Name Change of the Electricity/Instrumentation and Process Control Program to the Instrumentation Technology Program
- e. Salt Lake Community College – Name Change of the Ethnic Minority Human Services Training Program to the Social Work Program

CONSENT:

- 6. Consent Calendar, Academic and ATE Committee Tab F
Weber State University – Practical Nursing (PN) and Associate Degree (AD) Nursing Programs in Alaska via Internet Instruction

Finance and Facilities Committee

ACTION:

- 1. Weber State University – Tuition for Criminal Justice Masters Degree Program Tab G
- 2. College of Eastern Utah – Campus Master Plans Tab H
- 3. Utah Valley State College – Revenue Bonds Authorization Tab I
- 4. Salt Lake Community College – Receipt of Larry H. Miller Entrepreneurship Center (Ratification of Executive Committee Action) Tab J

INFORMATION:

- 5. Student Financial Aid – UHEAA Board of Directors Report Tab K

CONSENT:

- 6. Consent Calendar, Finance and Facilities Committee Tab L
 - a. OCHE Monthly Investment Report
 - b. FY2001 Initial Work Programs
 - c. WSU – Surplus Fuel and Power Reallocation

10:00 a.m. -
11:30 a.m.

BREAKOUT DISCUSSION GROUPS
Multipurpose Room A&B, Alumni Room

- Discussion of Tuition Issues

Tab M

11:30 a.m. -
12:30 p.m.

LUNCH
Multipurpose Room

12:30 p.m. -
2:00 p.m.

COMMITTEE OF THE WHOLE AND REGULAR
BUSINESS MEETING OF THE BOARD OF REGENTS
Multipurpose Room

1. Reports of Breakout Discussion Groups
2. Review of Regents Policy R135, *Institutional Legal Counsel in the System of Higher Education*
3. Report of the Chair
4. Report of the Commissioner
5. Reports of Board Committees
 Academic Affairs and ATE Committee (Tabs A - F)
 Finance and Facilities Committee (Tabs G - L)
6. General Consent Calendar

Tab N

Tab O

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In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Whitney Pugh, ADA Coordinator, at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180, or at 801-321-7133, at least three working days prior to the meeting. TDD # 801-321-7130.

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Weber State University Request to Offer a Bachelor of Arts and Bachelor of Science Major in Anthropology - Action Item

Issue

Officials from Weber State University (WSU) are requesting to offer both Bachelor of Arts and Bachelor of Science Degree Programs in Anthropology.

Background

Currently, WSU offers an 18-credit hour Anthropology Minor, an 18-credit hour Anthropology Emphasis within the Bachelor of Integrated Studies (BIS) Degree, and an Archaeological Technician Institutional Certificate (26 credits), Associate of Applied Science Degree (63 credits), or BIS emphasis (18 credits).

Undergraduate programs in Anthropology are available at the University of Utah (U of U) and Utah State University (USU), as well as Brigham Young University and most other major institutions in the Intermountain West. Slight differences exist for each institution in the required minimum credit hours for a major in Anthropology: USU requires 31; U of U requires 33, and WSU would require 36 for its proposed program that it hopes to commence in Fall 2000. More significant differences between the proposed WSU Anthropology major and those offered at USU and the U of U include:

- S** A distinctive two-track option in either general Anthropology or Archaeology at WSU; the latter option is unique and provides undergraduates with a technical, applied study and practice of Archaeology under professional supervision in field and laboratory settings.
- S** A four-fields emphasis with each of the required courses (ANTHRO 1000, 4200, and 4300) containing integrated subject matter across biological, cultural, archaeological, and linguistic Anthropology at WSU.
- S** Required courses in theory, research, and statistics (also offered at USU).

It is important to also note that WSU primarily serves a student population in Weber and Northern Davis Counties, as designated by the Board of Regents. WSU students have indicated a strong interest in an Anthropology major, and it is not anticipated that this proposed degree program

will compete with existing programs within the USHE.

Two consultants from Northern Arizona University and Wake Forest University were involved in the preliminary planning stages of the proposed program. The Archaeological Technician Advisory Board, which exists for the current two-year Archaeological Technician Program, was contacted and informed about the proposed baccalaureate major and the members' input was sought during the early planning stages of the proposal. This Board consists of six WSU faculty members and four members from archaeological agencies external to the University. In addition, the current president of the American Anthropological Association was asked to review a final draft of the proposed program. Her response was favorable, and she indicated that the proposed program is of appropriate rigor comparable to other undergraduate majors in Anthropology across the country.

Policy Issues

Officials from the University of Utah (U of U), while voicing no objection to the proposed program, raised two issues, both concerning faculty. U of U Anthropology program faculty stated that they offer most of the same tracks as the proposed program with more faculty, a four or five to one ratio. Faculty also commented that while other Anthropology programs may be offered by four full-time faculty, the U of U faculty think these programs are "thinly supported." They also noted limited expertise in the area of Biological Anthropology.

Officials from WSU stated that the U of U is a research institution and, therefore, has more faculty for graduate programs. The teaching load for the metropolitan universities is eight courses per year, significantly higher than the teaching loads at research institutions. Thus, individual faculty are expected to teach more courses. Part-time/adjunct faculty will provide 15 percent of the instruction. In addition, there is a fifth instructor who will teach in the Archaeology portion of the proposed major. WSU believes its faculty are well-qualified. Regarding the tracks, WSU officials stated that there are small structural differences among the institutions. WSU will require majors to select one of two designated curricular tracks which is different than the student choice driven curriculum at the U of U.

Utah State University (USU) officials also had no objection to the proposed program. However, they raised several issues. They questioned if the interest of students for a baccalaureate as demonstrated in the WSU survey would translate into enrollments. They also stated that while the proposed program claims to offer four specializations - cultural, biological, archaeology, and linguistic - there is only one course offered in three of the four. USU officials questioned the necessity of an introductory course with four lower-division courses in the four fields. Like U of U officials they questioned the adequacy of the number of faculty to cover the proposed program and the distribution of part-time faculty that would be needed.

In addition, USU officials cautioned that students tend not to declare Anthropology as a major until their junior year. However, the proposed program schedules five courses in lower-division, some of which are at the 3000 level. They were concerned that transfer students will be disadvantaged. Also,

the proposed program required 36 credits in the major while the U of U and USU require 31 and 33 respectively, or one to two fewer courses.

Officials from WSU believe that their trend data demonstrate continuing interest in Anthropology among students who are very likely to declare Anthropology as a major. Regarding the number of courses in the four tracks, WSU officials state that the proposed program is not intended to produce specialists in each of the four fields. Instead, the proposed program stresses an integrated approach to the four fields. WSU faculty have elected to take a traditional approach requiring three courses which address the interconnectedness of the four fields: Introduction to Anthropology 1000, Anthropological Theory 4200, and Anthropological Research Methods 4300. Faculty believe that the introductory course, Anthropology 1000, taught in other Anthropology programs nation-wide, is essential as a foundations course that integrates the four fields, introduces basic concepts and terminology, and explains human behavior. The 2000 level courses provide more in-depth exploration of the four fields and can be articulated across the USHE.

WSU officials state that the proposed program is flexible. Students who do not declare the major until their junior year would not be disadvantaged and could complete the proposed program in two years. Most of the courses have no prerequisites and need not be taken in sequence. WSU officials say that they will work with individual students to design their pathways through the program. Consequently, having 3000 level courses listed in the first two years will not disadvantage transfer students. In addition, WSU officials commented that the number of required credits, 36, is a reflection of how statistics courses are handled by the other institutions. WSU intends to count it among the 36 required hours while USU counts it as part of its quantitative literacy requirement. The U of U does not require statistics.

Options Considered

After the Regents have reviewed the proposal from Weber State University to offer Bachelor of Arts or Science Degrees in Anthropology, they may raise other issues, request additional information, deny the request, or approve it at the April Board meeting.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve Weber State University's request to offer Bachelor of Arts and Bachelor of Science Degrees in Anthropology that would begin in Fall 2000.

Cecelia H. Foxley, Commissioner

Academic and Applied Technology Education Committee

Action Item

Request to Offer a bachelor of Arts and Bachelor of Science Degree in Anthropology

Weber State University

Prepared for
Cecelia H. Foxley
by
Michael A. Petersen
and
Phyllis C. Safman

April 5, 2000

SECTION I

The Request

Officials from Weber State University (WSU) are requesting to offer both Bachelor of Arts and Bachelor of Science Degree Programs in Anthropology.

SECTION II

Program Description

This new BA/BS in Anthropology requires completion of 120 credits, 36 of which are in the major. Students must complete four required core courses and select one of two program tracks, either General Anthropology or Archaeology, as detailed later in this proposal. The proposed program would produce carefully mentored, well-educated students with research experience and a strong sense of anthropology's relevance to Utah and the world today. Graduates of the proposed program would be well-prepared for a broad range of both public and private sector employment, or to enter professional or graduate schools appropriate to their interests. Based on current enrollment projections, implementation of the proposed program requires no new faculty, no new curriculum (courses were approved during semester conversion), and no significant new resources.

ANTHROPOLOGY MAJOR - BACHELOR DEGREE (B.S. or B.A.)

Program Prerequisite: Not required.

Minor: Required.

Grade Requirements: Minimum grade of "C" in courses counted toward fulfilling the major (a grade of "C-" is not acceptable) and an overall GPA of 2.00.

Credit Hour Requirements: A Total of 120 credit hours is required for graduation. A minimum of 36 hours is required within the major.

Advisement

A systematic advisement system assigns all Anthropology majors to a faculty advisor. Students are officially notified that they must be formally advised at least once a year with all contacts posted in their files which are maintained in the department. Undeclared majors/minors/BIS students and those with general questions should contact the Coordinator of Anthropology (Dr. Rosemary Conover, phone: 626-6641).

Admissions Requirements

Students must declare their program of study. There are no special admission or application requirements for the major or minor. New freshmen and transfer students admitted to WSU in good standing qualify for admission to this major.

General Education

The following courses will fulfill both general education and program requirements: Anthro SS1000, SS2000 SS2100, LS2200, and HU2300.

Course Requirements for B.S. or B.A. Degree

Required Program Courses (12 credit hours)

The following courses are required or equivalent courses as approved by the program coordinator:

Anthro SS1000	Introduction to Anthropology	3
Anthro 4200	Anthropological Theory	3
Anthro 4300	Anthropological Research Methods	3
Soclyg 3600	Social Statistics (or approved equivalent)	3

In addition, students must select one of the following two tracks:

General Anthropology Track

Four-Field Fundamentals Courses (6 credit hours, two courses from the following):

Anthro SS2000	Peoples and Cultures of the World	3
Anthro SS2100	Principles of Archaeology	3
Anthro LS2200	Biological Anthropology	3
Anthro HU2300	Language and Culture	3

Electives (18 credit hours from the following):

Anthro SS2000*	Peoples and Cultures of the World	3
Anthro SS2100*	Principles of Archaeology	3
Anthro LS2200*	Biological Anthropology	3
Anthro HU2300*	Language and Culture	3
Anthro 2810	Experimental Courses	1-3
Anthro 2920	Short Courses, Workshops...	1-3
Anthro 2990	Special Topics in Anthropology	1-3
Anthro 3100	Prehistory of North America	3
Anthro 3200	Archaeology of Early Civilizations	3
Anthro 3300	Archaeological Field Techniques	3-6
Anthro 3400	Archaeological Lab Techniques	3
Anthro 3500	Elements of Culture	3
Anthro 3600	Culture Area Studies	1-3
Anthro 3700	Sex Roles: Past, Present & Future	3
Anthro 3900	Magic, Shamanism & Religion	3
Anthro 4100	Arch Method, Theory & Cultural Res Mngemnt	3
Anthro 4810	Experimental Courses	1-3
Anthro 4830	Readings or Projects	1-3
Anthro 4920	Short Courses, Workshops...	1-3
Anthro 4990	Seminar in Anthropology	1-3

NOTE: *Course may not be used to fulfill both elective and four-field fundamentals course requirements.

Archaeology Track

Core Courses (21-24 credit hours)

Anthro SS2100	Principles of Archaeology	3
Anthro LS2200	Biological Anthropology	3
Anthro 3100	Prehistory of North America	3
Anthro 3200	Archaeology of Early Civilizations	3
Anthro 3300	Archaeological Field Techniques	3-6 (5 minimum)
Anthro 3400	Archaeological Lab Techniques	3
Anthro 4100	Arch Method, Theory & Cultural Res Mngemnt	3

Electives (3 hours, select one of the following):

<u>AND</u>	Geosci PS1110	Dynamic Earth: Physical Geology	3
	Geosci 1120	Physical Geology Laboratory: Earth Materials	1
	Anthro 3600	Culture Area Studies	1-3

Recommended

Engl 2100	Technical Writing	3
Engl 3100	Professional and Technical Writing	3
Geosci 3150	Geomorphology	4
Hist 4110	History of the American West	3

NOTE: Foreign language skills and computer skills beyond the university computer/information literacy requirement are strongly recommended for all majors.

Abbreviations: EN = Composition; AI = American Institutions; QL = Quantitative Literacy;
GenEd. = General Education; Minor = Course for Minor Program.

FOR GENERAL ANTHROPOLOGY TRACK			
Freshman Fall		Freshman Spring	
ANTHRO SS1000	(3)	1 ANTHRO 4-Field Fundamentals Course	(3)
Engl EN1010	(3)	Engl EN2010	(3)
Math QL Course	(3)	1 Minor Course	(3)
AI Requirement	(3)	2 GenEds	(6)
1 GenEd	(3)		
Total Hours:	(15)	Total Hours:	(15)
Sophomore Fall		Sophomore Spring	
1 ANTHRO 4-Field Fundamentals Course	(3)	2 ANTHRO elective courses	(6)
1 Minor Course	(3)	1 Minor Course	(3)
3 GenEds	(9)	2 GenEds	(6)
Total Hours:	(15)	Total Hours:	(15)
Junior Fall		Junior Spring	
2 ANTHRO elective courses	(6)	SOCLGY 3600	(3)
1 Minor Course	(3)	1 or more ANTHRO elective courses	(3)
2 Electives	(6)	1 Minor Course	(3)
		2 Electives	(6)
Total Hours:	(15)	Total Hours:	(15)
Senior Fall		Senior Spring	
1 or more ANTHRO elective courses	(3)	ANTHRO 4300	(3)
ANTHRO 4200	(3)	Electives	(12)
1 Minor Course	(3)		
2 Electives	(6)		
Total Hours:	(15)	Total Hours:	(15)

FOR ARCHAEOLOGY TRACK		
Freshman Fall ANTHRO SS1000 (3) Engl EN1010 (3) Math QL Course (3) AI Requirement (3) 1 GenEd (3) Total Hours: (15)	Freshman Spring ANTHRO SS2100 or LS2200 (3) Engl EN2010 (3) 1 Minor Course (3) 2 GenEds (6) Total Hours: (15)	
Sophomore Fall ANTHRO LS2200 or SS2100 (3) GEOSCI PS1110 (3) GEOSCI 1120 (1) 1 Minor Course (3) 1 GenEd (3) Total Hours: (13)	Sophomore Spring ANTHRO 3100 (3) ANTHRO 3600 (3) 1 Recommended List Course (3-4) 2 GenEds (6) Total Hours: (15-16)	Sophomore Summer ANTHRO 3300 (5+) Total Hours: (5+)
Junior Fall ANTHRO 3200 (3) ANTHRO 3400 (3) 2 Minor Courses (6) 1 GenEd (3) Total Hours: (15)	Junior Spring SOCLGY 3600 (3) 2 Minor Courses (6) 2 Electives (6) Total Hours: (15)	
Senior Fall ANTHRO 4100 (3) ANTHRO 4200 (3) 3 Electives (9) Total Hours: (15)	Senior Spring ANTHRO 4300 (3) 3 Electives (9) Total Hours: (12)	

Enrollment

The data below are based upon an estimated average student FTE for the Anthropology minor over the past five years, with a conservative annual increase of one to two percent student FTE expected if the proposed major is approved. No specific student/faculty ratio requirements exist for Anthropology.

PROJECTED STUDENT FTE ENROLLMENTS AND STUDENT/FACULTY FTE RATIOS		
YEAR	STUDENT FTE	STUDENT FTE: FACULTY FTE
2000-2001	83	20.5:1
2001-2002	84	21.0:1
2002-2003	86	21.5:1
2003-2004	88	22.0:1
2004-2005	90	22.5:1

The proposed Anthropology major builds upon the existing Anthropology minor and Archaeological Technician Programs. These two programs share many courses (as will the two proposed major tracks), and it is not possible to tease apart enrollment records. For Anthropology courses as a whole, the following headcounts and student credit hours were generated in the past five years:

FIVE YEAR ENROLLMENT TRENDS				
YEAR	HEADCOUNTS	STUDENT CR HRS (Quarter/Semester)	STUDENT FTE	FACULTY FTE*
1994-95	801	3,648/2,432	81.1	3.5
1995-96	910	3,774/2,516	83.9	3.75
1996-97	870	3,869/2,579	88.3	3.60
1997-98	802	3,475/2,317	77.2	3.5
1998-99	817	3,759/2,506	83.5	4.10

*Faculty FTEs were calculated on actual FTE for three contract faculty during the years of 1994-98 and four contract faculty in 1998-99, during which the Department Chair, as an anthropologist, had a teaching load of approximately half time, the Director of the Archaeological Technician Program's teaching load was approximately two-thirds time, and the adjunct faculty made up for this difference, plus added slightly to the overall load.

Faculty and Staff

There are four full-time, tenured Anthropology faculty with Ph.D.s at WSU. Three are full professors. All four have strong teaching records, each having taught for over ten years and each having achieved outstanding teaching awards. The academic backgrounds of these faculty enable the proposed program to address all four fields within the discipline (Archaeology, Biological Anthropology, Linguistics, and Cultural Anthropology), as well as Museology. When compared with other undergraduate Anthropology major programs nationally, approximately 26 departments offer the degree with three full-time faculty members and 37 departments do so with four faculty. Other faculty who support the Anthropology program include the Social Sciences Bibliographer for the WSU library who has a Ph.D. in Anthropology, a resident Ph.D. Archaeologist connected with the U.S. Forest Service, several adjunct faculty who typically hold the Ph.D. in Anthropology, and WSU Sociology and English faculty. A list of faculty with qualifications can be found in Appendix A.

No additional faculty will be needed to implement the proposed Anthropology major within its first five years. No additional staff, beyond the existing secretary and student assistant, will be needed to support the proposed program in the first five years.

Facilities and Equipment

No new facilities or modifications to existing facilities are needed to implement the proposed

program. Classrooms and office space are adequate and the Archaeological Laboratory that is shared with U.S. Forest Service personnel is an excellent facility that can accommodate student growth.

No additional equipment needs are anticipated.

Library and Learning Resources

Both upper- and lower-division Anthropology courses have been taught at WSU for over thirty years, and the library has been collecting appropriate resources throughout this time frame. The Social Sciences Bibliographer, who is also an adjunct faculty member in Anthropology, has evaluated the collection and judged it to be highly acceptable for supporting the proposed B.A./B.S. major program. He compares the collection very favorably to library collections at institutions of similar size, which currently support undergraduate majors, and notes that the collection is growing at a rate of at least five percent per year. In addition, the library has on-line, electronic access and periodical services, and it subscribes to the core journals in the discipline with plans to add subscriptions as needed.

No other learning resources are required for the proposed degree program. Because the Anthropology minor and Archaeological Technician Program have been in existence for some time, there are adequate media, computing, and other learning resources for use by both faculty and students.

Cost

The data below reflect only the Anthropology portion of the departmental budget which is shared with Sociology. (For example the Anthropology portion of the secretary’s salary is two-fifths of her total compensation.) The data combine general Anthropology with the Archaeology program accounts. Although the increments in current expense, library, equipment, and travel will probably not increase annually, the total five-year interval is expected to show an increase. These figures reflect a natural increase of the current program with or without the major.

PROJECTED BUDGET FOR ANTHROPOLOGY 2000-2005					
	2000-01	2001-02	2002-03	2003-04	2004-05
<u>Salaries and Wages*:</u>					
4 Contract Faculty	209,600	213,792	218,068	222,429	222,878
Adjunct Faculty	13,990	14,270	14,555	14,846	15,143
Secretary	6,323	6,449	6,577	6,709	6,843
<u>Benefits*:</u>					
Contract Faculty	67,365	68,712	70,086	71,488	72,918
Adjunct Faculty	2,098	2,140	2,183	2,227	2,271
Secretary	4,333	4,420	4,508	4,598	4,690
Current Expense**	10,300	10,609	10,927	11,255	11,593
Library	8,240	8,487	8,742	9,004	9,274

Equipment**	2,060	2,122	2,186	2,252	2,320
Travel**	3,296	3,395	3,497	3,602	3,710
TOTAL BUDGET	\$327,605	\$334,396	\$341,329	\$348,410	\$351,640

*Salaries and benefits were calculated by using 1999-2000 data as the base and then applying a 2% annual increase for each subsequent year. The 1999-2000 adjunct faculty rate is \$762/credit hour. All other categories were calculated with a 3% annual increase beyond the 1999-2000 data. Travel includes the annual allocation per faculty member plus the archaeology travel allotment.

**These categories are occasionally supplemented by money from the Dean’s Office and also through the U.S. Forest Service as per contractual obligation.

Because no new personnel or equipment are requested, no new funds or reallocation of existing state funds are required. The needed library holdings, learning resources, and current expense/travel funds will be met through internal funding support and budgeting. Adequate faculty offices, labs, and classrooms already exist for the proposed program, and no new additional fuel or power expenditures to operate these facilities are expected.

SECTION III

Need

Anthropology has much to offer to the education of all people in a diverse, complex world. There is strong student demand for this program, as well as growing employment demand for Anthropologists in Utah, nationally, and internationally. Overall, the proposed program addresses the need to provide the knowledge and appreciation of human diversity, cross-cultural awareness, and human problem-solving skills required by a society which can no longer tolerate racism, ethnocentrism, and other prejudices.

Student Demand: There has been consistently high student demand for the proposed degree program. In 1995, a student-initiated survey indicated that 51 percent of the 94 students surveyed in Anthropology classes would obtain a major in Anthropology if it were offered, and 29 percent said “maybe.” That same year a petition was signed by 96 students on campus indicating they would support the development of an Anthropology major. More recently, as the curriculum was converted to semesters, the faculty conducted several polls. In 1997, 77 of 176 students (44 percent) enrolled in lower- and upper-division Anthropology classes stated that Anthropology would be their major of choice if it were available at WSU; 24 percent were undecided. A survey conducted in May, 1998 with 36 Anthropology minors indicated that 27 (75 percent) would have majored in Anthropology had it been available. April and September, 1999, surveys of Anthropology minors indicated overwhelming support for an Anthropology major (100 percent and 82 percent, respectively, of students surveyed).

There has been a growing interest in Anthropology and Archaeology at WSU over the past five

years, which is demonstrated in the following table. Although predictions of the number of potential Anthropology majors from these data are tentative, conservative estimates indicate that one-third to one-half of the currently declared students could be majors (approximately 60 to 90 major students). This is comparable to numbers of majors at other institutions with Anthropology degree programs, both within Utah and nationally.

DECLARED STUDENTS IN THE WSU ANTHROPOLOGY PROGRAMS					
	1994-95	1995-96	1996-97	1997-98	1998-99
Anthro Minors	53	68	90	103	113
Anthro BIS	5	11	11	2	23
Arch Tech AAS	3	3	7	3	2
Arch Tech BIS	5	11	11	2	23
TOTALS	72	110	136	143	178

The number of graduates in the Anthropology minor and BIS Programs has consistently increased over the years between 1991 and 1999 (going from 19 graduates in 1991 to 29 graduates by 1999), with some dedicated graduates having electively accrued as many as 80 quarter hours (54 semester hours) in Anthropology, which would have earned them the Bachelor’s degree. Student class enrollments have also risen significantly, going from 673 students in 1990-91 to 817 in 1998-99, with a concomitant increase in annual student credit hours (from 2,702 SCHs in 1990-91 to 3,759 quarter-equivalent SCHs in 1998-99).

Employment Demand: While no official employment data are currently tracked nationally on baccalaureate graduates in Anthropology, some general trends which are monitored by the American Anthropological Association’s Academic Relations Department are described here. Traditional careers in Anthropology have been in the academic areas of teaching and research, but today there are many other career options for trained Anthropologists. Non-academic employment options for Anthropologists have expanded as the demand for research on humans and their behavior increases in research institutes, nonprofit organizations, federal, state and local government agencies, world organizations, and private corporations. Anthropologists are now actively employed as researchers, trainers, evaluators, and administrators in fields as diverse as medicine, business, and law.

It is felt that Anthropology majors are particularly well-prepared for 21st Century job markets which require a type of global, holistic knowledge and occupational flexibility. Projections indicate that the economy will be increasingly international, workforces and markets increasingly diverse, participatory management and decision-making increasingly important, and communication skills increasingly in demand. This is true locally, nationally, and internationally. Utah and the Intermountain Western states are undergoing an economic reorientation to attract corporations that are international in

scope and operations. Recent news magazines and newspaper articles have indicated that individuals with an anthropological background are being sought by both national and global corporations for their cross-cultural skills and heightened sensitivity towards human diversity (“Hot Asset in Corporate: Anthropology Degrees,” February 18, 1999 issue of *USA Today*).

Institutional Readiness

An Anthropology major is very consistent with and instrumental to fulfilling WSU’s mission, roles, and goals. The proposed degree program will build upon the existing Anthropology minor and Archaeology Technician Program and is appropriate for a comprehensive institution of higher education. As noted earlier, an Anthropology major will prepare students for immediate employment in a changing global and diverse environment and for graduate study. Both of these outcomes are important aspects of WSU’s mission.

The proposed program will be administered by the Anthropology Program Coordinator and Chair of the Department of Sociology and Anthropology in the College of Social and Behavioral Sciences. No changes in the current administrative structure are needed.

No significant impact is anticipated on any other particular major programs at WSU. Minors in Anthropology currently come from a wide variety of programs across campus. Possibly a slight impact might occur on the number of Bachelor of Integrated Studies students, since that degree has been the only alternative degree for students currently wishing to major in Anthropology. The courses required for this major already exist and enrollments are already good. Thus, significant enrollment shifts impacting other programs are not anticipated.

State’s Ability to Finance

No additional funds are being requested.

APPENDIX A

ANTHROPOLOGY FACULTY

Full Time Faculty:

Dr. Rosemary Conover, (1970), Chair of the Department of Sociology & Anthropology, Coordinator of Anthropology Program; Professor of Anthropology.

Degrees: B.A., Anthropology, University of Utah, UT, 1967; M.A., Anthropology, Brandeis University, MA, 1969; Ph.D., Anthropology, University of Utah, UT, 1984.

Areas of Specialization: Biological anthropology & anthropological linguistics; human gender roles; anthropological theory.

Courses Taught: Anthro SS1000, SS2000, LS2200, HU2300, 3700, 4200, 4830, 4990.

Dr. Brooke S. Arkush, (1990), Director, Archaeological Technician Program; Professor of Anthropology.

Degrees: B.A., Anthropology, Humboldt State University, CA., 1983; M.A., Ph.D., Anthropology, University of California - Riverside, CA., 1987, 1989.

Areas of Specialization: Archaeology -- prehistory and history of western North America, especially that of the Great Basin and California; processes of historic acculturation among arid hunter gatherer societies; Native American ethnohistory and ethnobiology.

Courses Taught: Anthro SS1000, SS2100, 3100, 3300, 3400, 4100.

Dr. Linda B. Eaton, (1992), Associate Professor of Anthropology.

Degrees: B.A., Anthropology and Art History, Rice University, TX, 1974; M.A., Ph.D., Anthropology, Brown University, RI, 1978, 1983.

Areas of Specialization: Cultural anthropology -- Native Americans, culture theory, comparative art, symbol, and metaphor; ethnoarchaeology of the U.S. Southwest (Zuni, Hopi, Navajo), East Africa, & Southeast Israel; museology (former Museum Curator and Assistant Director of Museum of Northern Arizona and Director of Museum of Anthropology, Wake Forest University).

Courses Taught: Anthro SS1000, SS2000, 3200, 3500, 3600, 4990.

Dr. Ronald L. Holt, (1986), Professor of Anthropology.

Degrees: B.A., M.A., Anthropology, Texas Tech University, TX, 1974, 1976; Ph.D., Anthropology, University of Utah, UT, 1987.

Areas of Specialization: Cultural anthropology -- Native America (esp. Great Basin) and Asia; comparative religion, martial arts, tribe-state relations; ethnographic research and methods.

Courses Taught: Anthro SS1000, SS2000, 3600, 3700, 3900, 4300, 4990.

Part-Time Faculty:

Dr. Wade R. Kotter, (1994), Social/Behavioral Sciences Bibliographer; Associate Professor of Library Science.

Degrees: B.S., Anthropology & Archaeology, Brigham Young University, UT, 1978; M.A., Ancient History & Archaeology, Andrews University, MI, 1980; M.L.S., University of Maryland, MD, 1993; Ph.D., Anthropology, University of Arizona, AZ, 1986.

Areas of Specialization: Archaeology, Middle East.

Courses Taught: Anthro SS1000, SS2000, SS2100, 2990, 3200.

Adjunct Faculty: (these are 1998-99 adjunct faculty):

Dr. LeGrande Davies

Degrees: B.A., Western Americana History, Brigham Young University, UT, 1968; M.A., Middle East Studies: Anthropology, University of Utah, UT, 1981; Ph.D. Middle East Studies: Anthropology, University of Utah, UT 1986.

Areas of Specialization: Archaeology; Middle East.

Courses Taught: Anthro SS1000, SS2100.

Dr. Caren Frost

Degrees: B.A., European and Japanese History, University of Utah, UT, 1982; M.P.H., Population and Family Health, Columbia University, NY, 1987; Ph.D., Cultural and Medical Anthropology, University of Utah, UT 1995.

Areas of Specialization: Cultural anthropology -- medical anthropology; Middle East; applied anthropology.

Courses Taught: Anthro SS2000, 3600, 4990.

Dr. Mark A. Stevenson

Degrees: B.A., Anthropology/Political Science, SUNY, NY, 1984; Ph.D., Anthropology, Temple University, PA, 1996.

Areas of Specialization: Cultural anthropology & linguistics -- political anthropology; mass media in society, industrialized societies; Europe, North America.

Courses Taught: Anthro SS1000, SS2000, 3600, 4990.

Adjunct Archaeologist-in-Residence:

Dr. Evan DeBloois, U.S. Forest Service's National Heritage Policy Development Project Manager.

Degrees: B.S., Archeology, Brigham Young University, UT, 1965; M.A., Archeology, Brigham Young University, UT, 1967; M.S., Ph.D., Anthropology, University of Washington, WA, 1970, 1974.

Areas of Specialization: Archaeology, esp. of Western/Southwestern/Great Basin U.S. and Mesoamerica.

Courses Taught: Anthro SS2100, 3100.

Support Faculty in Sociology and English:

Because Anthropology is housed departmentally with the Sociology Program, the following sociology faculty contribute significantly to the Anthropology Program (e.g., courses in comparative sociology, statistics, and a team-taught course with anthropology on gender roles). Of these sociologists, two have anthropology training as well: **Dr. Thomas E. Kearin** (Ph.D., Sociology - Brigham Young University, 1984) is also degreed in anthropology at the Master's level from Hunter Graduate School of the City University of New York and **Richard Hutchinson** (ABD, Sociology - University of Arizona and has a B.A. in anthropology from Northeastern Illinois University), has done field work in Brazil, Peru and Arizona. Further, **Dr. Huiying Wei-Arthus** (Ph.D., Sociology - SUNY- Stony Brook, 1994), has her MA in Linguistics from SUNY-Stony Brook. (Dr. Wei-Arthus will also teach the statistics course to be required in the program.) Other sociology faculty who contribute to the program include: **Dr. Robert W. Reynolds** (Ph.D., Sociology - Washington State University, 1993), who also teaches methods and statistics, and **Dr. Brenda M. Kowalewski** (Ph.D., Sociology - University of Maryland, 1995), who, as well as Dr. Reynolds, has team-taught the sex roles course with anthropology faculty. **Dr. Marjukka Ollilainen** (Ph.D., Sociology - Virginia Polytechnic Institute, 1999) teaches global sociology and also gender and the family, and **Dr. Susan McKay** (Ph.D. Linguistics, University of Utah, 1989) in the English Department can teach Language and Culture.

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: College of Eastern Utah - Request to offer an Associate of Applied Science Degree in Computer Networking - Action Item

Issue

Officials at the College of Eastern Utah (CEU) request approval to offer an Associate of Applied Science Degree in Computer Networking beginning Fall, 2000.

Background

The proposed program offers three emphasis areas: Computer Hardware, Microsoft, and Novell. Students will select two of the three emphases, which provide them with the opportunity to receive training leading to industry standard certifications from Microsoft (MCSE) and/or Novell (CNE), as well as hardware and electronics training including training in A+, Net+, and iNet+. This combination provides a detailed, solid technical background to supplement practical components.

According to the U.S. Department of Labor, 1999, the fastest growing employment market is for database administrators, computer support specialists, and all other computer science fields. The projected growth between 1996 - 2006 is 118%. Employment opportunities exist in every location, including telecommuting. This enhances the potential of employment in the rural areas of the state. Salaries for Microsoft and Novell certified professionals often exceed \$30,000.

In addition, the proposed program responds to Governor Leavitt's recent call for the Utah System of Higher Education to prepare for the changing economy of the 21st century by increasing the number of engineering and computer-related degrees by 50 percent over the next ten years.

No new state funds are requested for the program. Two additional faculty members will be hired in the first year, one in Business Information Systems and one for the Electronics and Networking Programs. Additional equipment will also be purchased for the proposed program. Funding will come from a combination of the reallocation of existing funds and faculty positions from other technology programs, an expected enrollment increase, and Carl Perkins funds.

Policy Issues

This proposal was discussed by the Chief Academic Officers at their meeting on March 21, 2000. Questions were raised by officials at Weber State University (WSU) and Salt Lake Community College (SLCC) regarding the general education component of the curriculum and the specific faculty certifications required to teach classes in the two industry certification emphases. In response to these concerns, officials at CEU have made appropriate revisions to the general education curriculum and have provided assurances that all faculty members who teach Microsoft and Novell classes will have the appropriate industry certifications.

In addition, officials at WSU and SLCC suggested that officials at CEU should concentrate on the employment needs of CEU's specific service delivery area, rather than referencing state and national need for graduates with the skills that this program will provide. In response, officials at CEU point out that CEU, like other USHE institutions, draws students from nearly every county in Utah, from bordering states in the region, and from other countries, and that CEU graduates are employed in similarly diverse locations.

After officials at WSU and SLCC reviewed CEU's changes to the general education curriculum, assurances regarding faculty certification and other responses, they expressed appreciation for CEU's willingness to address these issues and indicated that they had no further concerns regarding the program. No concerns were expressed by other USHE institutions.

Options Considered

After the Regents have reviewed the proposal from the College of Eastern Utah to offer an Associate of Applied Science Degree in Computer Networking they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request of the College of Eastern Utah to offer an Associate of Applied Science Degree in Computer Networking.

Cecelia H. Foxley, Commissioner

CHF/MAP/LF
Attachment

Academic and Applied Technology Education Committee

Action Item

Request to Offer an Associate of Applied Science Degree
in Computer Networking

College of Eastern Utah

Prepared for
Cecelia H. Foxley
by
Michael A. Petersen
and
Linda Fife

April 5, 2000

SECTION I

The Request

Officials at the College of Eastern Utah (CEU) request approval to offer an Associate of Applied Science Degree in Computer Networking beginning Fall, 2000.

SECTION II

Program Description

The proposed Associate of Applied Science Degree provides students with the opportunity to receive training leading to industry standard certifications from Microsoft (MCSE) and/or Novell (CNE). In addition, students may receive hardware and electronics training, including training in A+, Net+, and iNet+. This combination provides a detailed, solid technical background to supplement practical components.

An (*) indicates courses that will be developed over the first five years of the program. Course descriptions are included as Appendix A. A proposed student schedule can be found in Appendix B.

Course	Title	Credits
<u>Core Classes</u>		
ELEC 1250*	A+ Preparation Course	3
ELEC 2310*	Telecom Systems and ELEC 2320* Telecom S. Lab	
-or- BCIS 2330	Business Data Communications and Networking	3-4
ELEC 2330*	Telecom Mediums	3
ELEC 2340*	Telecom Mediums Lab	1
BCIS 2210	UNIX	2

Emphasis Areas (choose two of the three Emphases)

1. **Hardware Emphasis**

ELEC 1110	Electronics Math (Math Requirement)	3
ELEC 1130	Circuit Analysis	6
ELEC 1140	Circuit Analysis Lab	1

ELEC 1150	Digital Systems Theory	3
ELEC 1160	Digital Systems Lab	1
ELEC 2350*	Net+ Preparation Course	3
ELEC 2360*	Net+Lab	1
ELEC 2370*	iNet+ Preparation Course	3
ELEC 2380*	iNet+ Lab	1

2. **Microsoft Emphasis**

BCIS 2610*	Administering Windows 2000 Professional	3
BCIS 2611*	Administering Windows 2000 Server	3
BCIS 2612*	Administering Windows 2000 Network Infrastruct	3
BCIS 2613*	Implementing Windows 2000 Directory Services	3
BCIS 2614	Designing Windows 2000 Directory Services Infra	3
BCIS 2615*	Designing Security for a Windows 2000 Network	3
BCIS 2616*	Designing Windows 2000 Network Infrastructure	3

3. **Novell Emphasis**

BCIS 2630*	NetWare Administration	3
BCIS 2631*	Networking Technologies	2
BCIS 2632*	NetWare Advanced Administration	3
BCIS 2633*	NDS Design and Implementation	2
BCIS 2634*	NetWare Service and Support	3
BCIS 2635*	GroupWise Administration	2
MATH 1050 -or- BUSN 1050		0-4

Note: Must be Math 1050 if requirement has not been met

Elective: One of the following		3
BCIS 2330	Business Data Communications and Networking	
BCIS 2340*	Introduction to Multimedia Authoring	
BCIS 2422*	Oracle/InterDev	
BUSN 2500*	Electronic Commerce	

General Education

ENGL 1010	College Writing	3
PSYH 1010-or- SOSC 1010	Introduction to Psychology or Sociology	3
	Earth Science, Life Science or Physical Science General Education Course	3

<u>Human Relations (one of the following)</u>	3
BUSN 2390 Organizational Behavior	
BCIS 2930 Office Procedures & Human Relations	
COMM 2110 Interpersonal Communication	

TOTAL CREDITS **64-68**

Representatives from the business, computer and the electronics program advisory committees and additional representatives from the community recently met to determine the need for new programs. This proposal is a result of that meeting. Since that time, the College of Eastern Utah Joint Vocational Committee has voted to approve the addition of the proposed E-commerce and Web Design and Development degree to the curriculum. The College of Eastern Utah Board of Trustees also endorses the program. A list of involved community individuals and consultants is included in Appendix C.

Robert Potts, Jr., was involved as an external consultant for the networking program. Robert is the Information Systems (IS) director for Price city, a position he has held for the last eight years. He supervises all networking and PC troubleshooting for the city. He has MCSE and CNA certifications. His evaluation of the program was very favorable, and he suggested expansion of the program to include CISCO in the future.

Enrollment

Projected enrollment and student/faculty ratios for the first five years of the program follow. Enrollment figures reflect the projected average class size. Where class size is restricted to a limited number by industry (e.g., Novell and Microsoft), classes will not exceed the specified number.

Projected FTE Enrollments and Ratios

Year	2000-1	2001-2	2002-3	2003-4	2004-5
FTE Enrollments	20	25	30	30	30
Student FTE: Faculty FTE	10:1	12:1	15:1	15:1	15:1

The proposed program is not an expansion or extension of an existing program. However, enrollments in related programs are included below for the Board's information:

Business and Computer Information Systems Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	2452	2392	2420	1589	1935

Student Credit Hours	5642*	5716*	5752*	3760**	4694**
Annualized FTE	125.39	127.03	127.84	122.27	151.38

Business Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	1112	1256	1241	954	1144
Student Credit Hours	4214*	4544*	4575*	2774**	3359**
Annualized FTE	93.65	100.98	101.68	91.04	107.71

* = quarter hours
 **= semester hours

Electronics Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	218	125	110	196	146
Student Credit Hours	876*	536*	434*	568**	393**
Annualized FTE	19.5	11.9	9.6	18.8	13.11

* = quarter hours
 **= semester hours

Cost

The following table outlines the projected budget for the first five years of the program:

Year	2000-1	2001-2	2002-3	2003-4	2004-5
Salaries & Wages*	120,000	123,000	127,000	130,000	133,000
Benefits	36,000	36,900	38,100	39,000	39,900
Equipment	15,000	7,500	7,500	7,500	7,500
Current Expense	25,000	7,500	3,000	3,000	3,000
Travel	1,000	1,000	1,000	1,000	1,000
Library	1,000	1,000	1,000	750	750
Total	\$198,000	\$176,900	\$177,600	\$181,250	\$185,150

*This line represents one new faculty member. Existing faculty will teach portions of the program, either as part of current assignments or in place of other courses.

Faculty and Staff

One additional faculty member will be required in Business Information Systems for 2000-2001. This is in addition to a second faculty member to be added to the Electronics and Networking Programs in 2000-2001. The following current faculty members will support the proposed program:

Eric Mantz

M.S., Business Information Systems, Utah State University

Graduate work, Computer and Network Engineering, Air Force Institute of Technology

B.S., Management Information Systems, Utah State University

Former Army Signal Corps Officer that specialized in automation and information systems management. Currently serves as the Director of the Data Processing Installation, Utah Army National Guard and holds the rank of Major. Currently manages the CEU Price Campus networks. Six years of teaching experience.

Russell Goodrich

M.S., Business and Computer Information Systems, Utah State University

B.S., Business Education, Utah State University

A.S., Business, Ricks College

Over twelve years teaching experience in a variety of computer applications and programs. Helped administer both Macintosh and IBM Networks. Extensive dBASE programming and other database systems experience.

Ross Sacco

M.S., Technology Education, Brigham Young University

B.S., Electronics Engineering Technology, DeVry Institute of Technology

Designed, installed and currently maintains the Electronics Departments laboratory network.

Over thirteen years of teaching experience in the electrical, electronics, and pre-electrical engineering areas. Holds several industrial certifications.

Part-time lab assistants will be hired to support the program. No additional support staff will be required.

Facilities and Equipment

One existing classroom will be converted to a networking lab/classroom. The following equipment is necessary to provide a superior program and will be purchased in the first two years:

- Approximately twenty computers (ten in the 1st year, ten in the 2nd year)

- One laser printer
- Cable Master
- Fiber Optic Equipment
- Ten Tables
- Twenty Chairs
- Misc. Equipment (surge protectors, networking cables, etc.)

The budget presented in the “Cost” section above includes funding for these equipment purchases.

Libraries and Learning Resources

The CEU Library and Learning Resource Center has adequate holdings to support the program initially. Additional resources will be purchased on an ongoing basis during the first five years that will build upon the resources currently available. Funds have been budgeted by both the library and the department for these acquisitions; the proposed budget reflects funds from both sources. Software licenses will be expanded to provide sufficient quantities.

SECTION III

Need

Information systems employment is growing at double-digit rates. Over half of the current jobs in information systems did not exist in 1993. According to the U.S. Department of Labor, 1999, the fastest growing employment market is for database administrators, computer support specialists, and all other computer science fields. The projected growth between 1996 - 2006 is 118%. Jobs for computer engineers and system analysts are the second and third fastest growing fields. (Source: Wall Street Journal, November 29, 1999, p. R20.)

Employment opportunities exist in every location, including telecommuting, which enhances the potential of employment in the rural areas of the state. Salaries for Microsoft and Novell certified professionals often exceed \$30,000 per year.

In a December 10, 1999 news release, and during a meeting of the State Board of Regents, Utah Governor Leavitt challenged colleges and universities to prepare for the changing economy of the 21st century by offering more degrees in engineering, computer science and other high demand fields. The governor called for a 50 percent increase over the next ten years in the number of engineering and computer-related degrees. “Utah’s post-Olympic economy will be less dependent on mining, agriculture and construction and more dependent on high tech and science industries. We need the System of Higher Education to help Utah meet the changing demands of our economy.”

The College of Eastern Utah’s Joint Vocational Committee and the Board of Trustees have directed CEU to move into the newer high technologies and become less dependent on the older

heavy industry technologies.

Networking classes and degrees are offered at other institutions, but the estimated need for these trained personnel nationally, regionally and statewide, as underscored by the governor's recent appeal, should mitigate against any oversupply of graduates for the next decade. Several kinds of programs are already shared among multiple institutions, e.g., criminal justice, business administration, etc. without saturating the market. Indeed, a shortage of technology programs in Utah may lead to a slowing of economic growth within the state during the coming decades.

Institutional Readiness

The College of Eastern Utah currently provides a variety of two-year Associate of Applied Science Degrees that support the needs of society. This proposed degree includes a strong technical base which will continue to enhance College of Eastern Utah's role as a provider of applied technology education.

This program will be administered by the Business/Computer Information Systems Department. The department is housed in the Applied Science and Technology Division of the college.

The program will strengthen the computer department enrollments and have a positive effect on other college departments. The program includes a number of existing classes that will be able to support the anticipated increase in enrollment without a proportionate increase in costs (though additional faculty members will be employed in some areas).

State's Ability to Finance

No new state funds are being requested. Funding for the program will come from a combination of the reallocation of existing funds and faculty positions from other technology programs, an expected enrollment increase, and Carl Perkins funds.

Appendix A

Description of Proposed Program Courses

Currently Offered Courses

ELEC 1110 Electronics Math

Credit Hours: 3

This course covers the various specialized mathematical topics unique to and necessary for the study of electronics/electricity. These topics include but are not limited to: Systems of Units, Units of Measure, Scientific vs. Metric Prefix Notation of Numbers/Units, Functions, Complex Numbers, and Vectors, Numbering Systems, Introductory Statistics and Derivative and Integral Calculus as it applies to Electrical/Electronic Systems and Components. Prerequisite: Completion of MATH 0990 or ASSET/ACT test scores indicating a math level of Math 0990 or math exam given by the program.

ELEC 1130 Circuit Analysis

Credit Hours: 6

This course covers basic and advanced DC and AC electric circuit topics. These topics include but are not limited to: Ohm's Law, Kirchhoff's Voltage and Current Laws resistance, capacitance, inductance, conductance, reactance, susceptance, impedance, admittance, and RC and RL time constants. Analysis of series, parallel, series-parallel and bridge networks using Superposition, Thevenin's and Maximum Power Transfer Theorems, Resonance, Mesh and Nodal Analysis, and Source and -Y Conversions. Prerequisites: Completed or concurrent registration in ELEC 1140 and ELEC 1110 or MATH 1060.

ELEC 1140 Circuit Analysis Lab

Credit Hours: 1

This laboratory course provides practical experience related to topics in the ELEC 1130. Emphasis is placed on validation of concepts, laws, theorems and methods of analysis used in the classroom. In addition students will be required to design circuits and develop familiarity with electronic components, bread boarding and the proper use of test equipment. Laboratory reporting techniques will be developed through report writing. Prerequisites: Completed or concurrent registration in ELEC 1110

ELEC 1150 Digital Systems Theory

Credit Hours: 3

This course introduces the fundamentals of digital logic circuits and systems. Topics include but are not limited to numbering systems and codes, logic gates operation, Boolean algebra, combinational logic and design, flip-flops, counters, timers, registers, programmable logic devices, memories, logic families, interfacing circuits, sequential logic design and an introduction to microprocessors. Prerequisites: Completed or concurrent registration in MATH 1060 or ELEC 1110, ELEC 1120 and ELEC 1160.

ELEC. 1160 Digital Systems Lab

Credit Hours: 1

This laboratory course provides practical experience related to topics in ELEC 1150. Emphasis is placed on validation of concepts, laws, theorems and methods of analysis used in the classroom. In addition students will be required to design combinational and sequential circuits and develop familiarity with programmable logic devices and programming, digital electronic components, data sheet

interpretation and use, and the proper use of test equipment. Laboratory reporting techniques will be developed through report writing.

ENGL 1010 Introduction to Writing

Credit Hours: 3

This course is a core requirement for all students pursuing an AA, AS, AAS, or a certification of completion. The course will teach the student how to plan, write, revise, and edit expository essays. The class will be taught through lectures, class discussions, and group process experiences.

PSYH 1010 Introduction to Psychology

Credit Hours: 3

This course is a general education class intended for all students. It covers major areas of scientific psychology, including biological foundation, sensation, and perception, learning, motivation, human development, social psychology, and abnormal psychology. Writing assignments will be required. ACT English score of at least 14 is strongly recommended.

SOSC 1010 Introduction to Sociology

Credit Hours: 3

This course will introduce the students to the study of human social relations, groups, societies and their institutions. Social diversity and inequality will be examined, and students should learn that we are affected by global forces. Current concepts and research methods will be introduced, and students will be constantly challenged to use critical thinking.

BUSN 2390 Organizational Behavior

Credit Hours: 3

This course is a comprehensive study of human behavior in the workplace. Its focus is on the application of psychological theories of attribution, learning, motivation, and group processes to enhance productivity, quality, and job satisfaction. Prerequisite: Introductory writing course.

BCIS 2930 Office Procedures and Human Relations

Credit Hours: 3

This course provides instruction and application of skills and knowledge needed in an office setting. Skills in human relations will be stressed through a series of group and individual activities. Prerequisites: BCIS 1400, 1401, 2420, or BCIS 1010 or BCIS 1810.

COMM 2110 Interpersonal Communication

Credit Hours: 3

This course specifically deals with the communications skills needed for interpersonal relationships. Students will discuss as well as role-play various situations that may arise in the context of dyadic interaction. This course will empower students in the area of conflict resolution by focusing on such tools as empathic listening and a relationship centered paradigm of problem solution. The context of this course will cover both personal as well as organizational situations.

MATH 1050 College Algebra

Credit Hours: 4

This is an advanced course in algebra. Topics include functions, applied problems, equations, inequalities, graphing, logarithms, exponentials, roots of polynomials, partial fractions, binomial theorem, matrices, determinants, conic sections, sequences, series, combinatorics, mathematical induction, and systems of equations and inequalities. Students may be required to have a graphing calculator. Prerequisite: MATH 1010.

BUSN 1050 Business Mathematics

Credit Hours: 3

This course is required for students working towards a Certificate of Completion or an Associate of Applied Science in Business Administration. Business Mathematics examines common business practices and their associated math procedures. It is designed to provide a solid preparation and foundation for students who are going on to course work or careers in accounting, management, marketing, finance, and small business or for individuals who wish to become better informed consumers. Topics to be covered in this course include: discounts, markups/markdowns, payroll, promissory notes, time value of money, consumer and business credit, interpretation of financial statements, inventory, depreciation, and an introduction to business statistics. Prerequisite: MATH 0990 or higher.

BCIS 2210 UNIX Operating System

Credit Hours: 2

This course will teach the student the UNIX operating system from the user's standpoint and also cover some basic systems administration. The instruction offered includes shells, directories, file operations, permissions, processes, background execution, tools, utilities, editors, basic shell programming, and network/ remote operations. Prerequisite: Previous computer experience.

BCIS 2330 Business Data Communications and Networking Credit Hours: 3

This course places emphasis on business data communications in a LAN and WAN networking environment. Includes network protocols, cable technology, telecommunications standards, security issues, and general telecommunications management issues. Prerequisites: Computer literacy requirement.

New Courses

BUSN 2500 Electronic Commerce

Credit Hours: 3

This course is a complete introduction to the world of e-commerce, with balanced coverage of both technical and business topics. The class is primarily conceptual in nature; however, frequent case studies and practical examples help students understand the concepts and techniques used to establish and run a business on the Internet. Topics covered include Internet security, sales and marketing, payment systems, and legal and ethical issues. This course is a foundation course required for students completing a degree at CEU in E-commerce and multimedia design.

ELEC 1250 A+ Preparation Course

Credit Hours: 3

This course covers all nine exam domains in preparation for CompTIA's A+ Certification Exam. Prerequisite or concurrent registration in ELEC 1130, 1150.

ELEC 2310 Telecom Systems

Credit Hours: 3

This course will give the student an overview and history of the telecommunications industry, covering many voice telecom systems and data telecom systems. The student will be able to construct, troubleshoot, test and verify the proper operation of voice based telecommunication systems. Also safely test equipment and tools to measure operational parameters for purposes of diagnosis, repair and verification of proper operation. Prerequisite: ELEC 1250. Concurrent registration in ELEC 2320.

ELEC 2320 Telecom Systems Lab

Credit Hours: 1

This lab course gives practical application to the topics studied in ELEC 2310, as well as familiarizes the student with the use of basic tools, equipment, and troubleshooting techniques. Prerequisite: ELEC 1250. Concurrent registration in ELEC 2310.

ELEC 2330 Telecom Mediums

Credit Hours: 3

This course studies the characteristics, applications, planning, implementation, and management of telecommunication mediums. Prerequisite: ELEC 1250. Concurrent registration in ELEC 2340.

ELEC 2340 Telecom Mediums Lab

Credit Hours: 1

This lab course gives practical application to the topics studied in Elec. 2330, as well as familiarizes the student with the use of basic tools, equipment, and techniques used by Telecom professionals installing, managing, and troubleshooting these mediums. Prerequisites: ELEC 1250. Concurrent registration in ELEC 2330.

ELEC 2350 Net+ Preparation

Credit Hours: 3

This course covers all ten exam domains in preparation for CompTIA's Net+ Certification Exam. Prerequisites: ELEC 1250. Concurrent registration in ELEC 1260.

ELEC 2360 Net+ Preparation Lab

Credit Hours: 1

This lab course gives hands-on applications to all ten-exam domains in preparation for CompTIA's Net+ Certification Exam. Prerequisites: ELEC 1250. Concurrent registration in ELEC 1260.

ELEC 2370 iNet+ Preparation

Credit Hours: 3

This course covers all six exam domains in preparation for CompTIA's iNet+ Certification Exam. Prerequisites: ELEC 1250. Concurrent registration in ELEC 2380.

ELEC 2380 iNet+ Preparation Lab

Credit Hours: 1

This lab course gives hands-on applications to all six exam domains in preparation for CompTIA's iNet+ Certification Exam. Prerequisites: ELEC 1250. Concurrent registration in ELEC 2380.

BCIS 2340 Introduction to Multimedia Authoring

Credit Hours: 3

This course will use a popular authoring software package to create an interactive multimedia presentation. The purpose of the course is to give students a good start in multimedia development. This course will introduce students to Macromedia's Authorware software program. Since the Authorware program is very complex, only the essential functions of the program will be used as a basis for this course. Students will have the opportunity to develop a basic self-directed design module that will include the major components of the software covered during class time. Utilizing Authorware, this course will provide the designer with the core foundations for the development of computed based instruction.

BCIS 2422 Oracle/InterDev

Credit Hours: 3

This course uses Oracle to develop database objects that are accessible through the Internet as part of an E-commerce business. Students learn the basics of developing forms, reports, and integrated database applications. The SQL language will be introduced and used to create tables, insert data into tables, and display data from a search.

BCIS 2610 Administering Windows 2000 Professional

Credit Hours: 3

This course is designed to teach fundamental Installation, implementation, and configuration management tasks in Microsoft Windows 2000 Professional. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification.

BCIS 2611 Administering Windows 2000 Server

Credit Hours: 3

This course is designed to teach fundamental installation, configuration, and administrative management tasks in Microsoft Windows 2000 Server. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite: BCIS 2610

BCIS 2612 Administering a Windows 2000 Network Infrastructure

Credit Hours: 3

This course is designed to teach Windows 2000 Network Administration in the areas of Domain Naming Service (DNS), Dynamic Host Control Protocol (DHCP), Remote Access, Network Protocols, Windows Internet Naming Service (WINS), Internet Protocol (IP) routing, Address Translation, and Troubleshooting. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite: BCIS 2611

BCIS 2613 Implem. Windows Directory Services Infrastructure

Credit Hours: 3

This course is designed to teach Windows 2000 Directory Services Infrastructure. This includes the following areas: Active Directory, Active Directory DNS, Change and Configuration Management, and Active Directory Security. This course is intended for students interested in achieving Microsoft Certified Professional status. Student also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite BCIS 2611

BCIS 2614 Designing Windows Directory Services Infrastructure

Credit Hours: 3

This course teaches the design of Windows 2000 Directory Services Infrastructure. This includes doing extensive analysis of business and technical requirements to design appropriate Directory Service Architectures and Service Locations. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite: BCIS 2613

BCIS 2615 Designing Security for a Windows 2000 Network

Credit Hours: 3

This course teaches the designing of security for a Windows 2000 network. This includes doing extensive analysis of business, technical, and security requirements to design appropriate security for

local and wide area networks that use Windows 2000. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite BCIS 2611

BCIS 2616 Designing Windows 2000 Network Infrastructure Credit Hours: 3

This course teaches the designing Windows 2000 Network Infrastructure. This includes doing extensive analysis of business and technical requirements to design an effective Windows 2000 Network Infrastructure for local and wide area networks that use Windows 2000. This course is intended for students interested in achieving Microsoft Certified Professional status. Students also earn core credit toward Microsoft Certified Systems Engineer certification. Pre-requisite: BCIS 2612

BCIS 2630 NetWare Administration Credit Hours: 3

This course teaches how to accomplish fundamental network management tasks on a NetWare 5 network. This course is intended for students interested in gaining their Certified Novell Administrator (CNA) and Certified Novell Engineer (CNE) certifications.

BCIS 2631 Networking Technologies Credit Hours: 2

This course provides students with an excellent foundation upon which to build their network training. It covers the basics of computer networking, including terms and concepts. Networking technology- - how it works, and why it works- - is made clear in this course, where concepts like contemporary network services, transmission media, and protocols are explained. Students learn how protocols are used in networking implementations from many vendors, especially those most common in today's LANs and WANs. This course is an introduction to computer networking technologies for students who are new to networking technologies. These students may or may not already be IT professionals, but are not yet networking professionals.

BCIS 2632 NetWare Advanced Administration Credit Hours: 3

This course provides students with the knowledge and skills they need to design, configure and administer a complex NetWare 5 network. Skills learned include upgrading from a NetWare 3 environment, migrating to NetWare Distributed Print Services, executing Java-based utilities; network backup and configuring NetWare 5 for remote access. This course is for Network administrators or other networking professionals that provide service and support for the NetWare 5 environment. Pre-requisite: BCIS 2630, 2631

BCIS 2633 NDS Design and Implementation Credit Hours: 2

This course teaches network administrators, network designers and networking consultants the skills needed to create an NDS design and implementation strategy. Students will complete an NDS design strategy and implementation schedule using templates that they can re-use to create a design for their workplaces. Students will then use these strategies and schedules to complete a NetWare implementation in a hands-on environment. The processes taught in this course for creating a solid NetWare design have been proven in use with Novell Consulting Services. This course is for network administrators who have the skills and experience needed for administering and managing NetWare. This course is also for the CNE or Master CNE candidate. Pre-requisite: BCIS 2632

BCIS 2634 NetWare Service and Support Credit Hours: 3

This course focuses on the prevention, diagnosis, and resolution of hardware-related problems network

professionals encounter while working with the network. Through the course focuses on hardware issues in relation to NetWare, students learn practical skills in this course that will help them optimize hardware resources for networking products. The course shows students how to solve “real world” hardware problems, and includes extensive hands-on exercises (nearly 60% of all class time). The course materials are designed to provide a continuing reference that will be useful back at the student’s workplace. Students should be CNE candidates or technical support personnel responsible for diagnosing and resolving problems with NetWare networks. Pre-requisite: BCIS 2633

BCIS 2635 GroupWise Administration

Credit Hours: 2

This course is designed to teach students the fundamentals of administering a GroupWise system. It includes system architecture, installation and configuration, messaging within the system, managing documents and client features. This course is for GroupWise 5 CNA candidates, GroupWise 5 CNE candidates, Customer and expertise-based reseller personnel System administrators, engineers, and consultants, and Systems Engineers and Certified NetWare Engineers familiar with previous releases of GroupWise. Pre-requisite: 2630

Appendix B

Sample Class Schedules

Novell & Microsoft Emphases

Fall Semester 1

BCIS	2210	UNIX	2
BCIS	2630	NetWare Administration	3
BCIS	2631	Networking Technologies	2
BCIS	2632	NetWare Advanced Administration	3
MATH	1050	College Algebra	3-4
	- or -		
BUSN	1050	Business Mathematics	
Electives: Take one of the following classes			3
BCIS	2330	Business Data Communications	
BCIS	2340	Introduction to Multimedia Authoring	
BCIS	2422	Oracle/InterDev	
BUSN	2500	Electronic Commerce	

Total Semester Credits

16-17

Spring Semester 1

ELEC	1250	A+ Preparation Course	3
BCIS	2633	NDS Design and Implementation	2
BCIS	2634	NetWare Service and Support	3
BCIS	2635	GroupWise Administration	2
ENGL	1010	College Writing	3
<u>Human Relations (choose one)</u>			3
BUSN	2390	Organizational Behavior	
BCIS	2930	Office Procedures & Human Relations	
COMM	2110	Interpersonal Communication	

Total Semester Credits

16

Fall Semester 2

BCIS	2330	Business Data Communications 3 cr.	3-4
	or		
ELEC	2310	Telecom Systems 3 cr. -and-	
ELEC	2320	Telecom Systems Lab 1 cr.	
BCIS	2610	Administering Windows® 2000 Professional	3
BCIS	2611	Administering Windows® 2000 Server	3
BCIS	2612	Administering Windows® 2000 Network Infrastructure	3
PSYH 1010 or SOSC 1010			3
Life, Physical, or Earth Science GE course			3

Total Semester Credits

18-19

Spring Semester 2

ELEC	2330	Telecom Mediums	3
ELEC	2340	Telecom Mediums Lab	1
BCIS	2613	Implementing Windows® 2000 Directory services Infrastructure	3
BCIS	2614	Designing Windows® 2000 Directory services Infrastructure	3
BCIS	2615	Designing Security for a Windows® 2000 Network	3
BCIS	2616	Designing Windows® 2000 Network Infrastructure	3

Total Semester Credits

16

TOTAL CREDITS FOR DEGREE

66 - 68

Microsoft & Hardware Emphases

Fall Semester 1

BCIS	2210	UNIX	2
BCIS	2610	Administering Windows® 2000 Professional	3
BCIS	2611	Administering Windows® 2000 Server	3
BCIS	2612	Administering Windows® 2000 Network Infrastructure	3
ELEC	1110	Electronics Math (Math Requirement)	3

Human Relations (choose one) 3

BUSN	2390	Organizational Behavior
BCIS	2930	Office Procedures & Human Relations
COMM	2110	Interpersonal Communication

Total Semester Credits 17

Spring Semester 1

ELEC	1250	A+ Preparation Course	3
BCIS	2613	Implementing Windows® 2000 Directory services Infrastructure	3
BCIS	2614	Designing Windows® 2000 Directory services Infrastructure	3
BCIS	2615	Designing Security for a Windows® 2000 Network	3
BCIS	2616	Designing Windows® 2000 Network Infrastructure	3
ENGL	1010	College Writing	3

Total Semester Credits 18

Fall Semester 2

BCIS	2330	Business Data Communications 3 cr.	3-4
	or		
ELEC	2310	Telecom Systems 3 cr. -and-	
ELEC	2320	Telecom Systems Lab 1 cr.	
ELEC	1130	Circuit Analysis	6
ELEC	1140	Circuit Analysis Lab	1
		Life, Physical, or Earth Science GE course	3
ELEC	1150	Digital Systems	3
ELEC	1160	Digital Systems Lab	1

Total Semester Credits 17-18

Spring Semester 2

ELEC	2330	Telecom Mediums	3
ELEC	2340	Telecom Mediums Lab	1
ELEC	2350	Net+ Preparation Course	3
ELEC	2360	Net+ Lab	1
ELEC	2370	iNet+ Preparation Course	3
ELEC	2380	iNet+ Lab	1
		PSYH 1010 or SOSC 1010	3

Total Semester Credits 15

TOTAL CREDITS FOR DEGREE 67-68

Novell & Hardware Emphases

Fall Semester 1

BCIS	2210	UNIX	2
BCIS	2630	NetWare Administration	3
BCIS	2631	Networking Technologies	2
BCIS	2632	NetWare Advanced Administration	3
ELEC	1110	Electronics Math (Math Requirement)	3
Electives: Take one of the following classes			3
BCIS	2330	Business Data Communications	
BCIS	2340	Introduction to Multimedia Authoring	
BCIS	2422	Oracle/InterDev	
BUSN	2500	Electronic Commerce	
Total Semester Credits			16

Spring Semester 1

ELEC	1250	A+ Preparation Course	3
BCIS	2633	NDS Design and Implementation	2
BCIS	2634	NetWare Service and Support	3
BCIS	2635	GroupWise Administration	2
ENGL	1010	College Writing	3
<u>Human Relations (choose one)</u>			3
BUSN	2390	Organizational Behavior	
BCIS	2930	Office Procedures & Human Relations	
COMM	2110	Interpersonal Communication	
Total Semester Credits			16

Fall Semester 2

BCIS	2330	Business Data Communications 3 cr.	3-4
	or		
ELEC	2310	Telecom Systems 3 cr. -and-	
ELEC	2320	Telecom Systems Lab 1 cr.	
ELEC	1130	Circuit Analysis	6
ELEC	1140	Circuit Analysis Lab	1
Life, Physical, or Earth Science GE course			3
ELEC	1150	Digital Systems	3
ELEC	1160	Digital Systems Lab	1
Total Semester Credits			17-18

Spring Semester 2

ELEC	2330	Telecom Mediums	3
ELEC	2340	Telecom Mediums Lab	1
ELEC	2350	Net+ Preparation Course	3
ELEC	2360	Net+ Lab	1
ELEC	2370	iNet+ Preparation Course	3
ELEC	2380	iNet+ Lab	1
PSYH 1010 or SOSC 1010			3
Total Semester Credits			15
TOTAL CREDITS FOR DEGREE			64-65

Appendix C

Community Representatives and Consultants

Robert Potts	Price City Network Administrator
Carol Rogers	Electronics PAC Chair
Karl Kraync	Southeastern Vocational Rehabilitation Director
Patti Rigby	Carbon School District Purchasing and Accounting Director
Jay Knudsen	WalMart General Manager
Dawn Bentley	Customer Service Representative, Holiday Inn
Jeff Frandsen	Castleview Hospital Administrator
Scott MacKnight	Carbon School District Technology Director
Tawnie Hintze	Child Recovery Service Attorney General Assistant

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: College of Eastern Utah - Request to offer an Associate of Applied Science Degree in E-Commerce, Web Design and Development - Action Item

Issue

Officials at the College of Eastern Utah (CEU) request approval to offer an Associate of Applied Science Degree in E-Commerce, Web Design and Development beginning Fall, 2000.

Background

The proposed Associate of Applied Science Degree offers students, after completion of a core curriculum, the opportunity to pursue an emphasis in either Electronic Commerce (E-Commerce) or Web Design and Development. The curriculum combines business, marketing, computer, communication and e-commerce study with web design and development skills. The e-commerce emphasis will provide additional accounting, marketing, international business and consumer behavior skills for both a national and international market. The Web Design and Development emphasis will develop additional graphic arts, authoring, design, computer graphics and multimedia production skills.

The growing need for employees with information technology skills is well documented. According to the U.S. Department of Labor, 1999, the fastest growing employment market is for database administrators, computer support specialists, and all other computer science fields. Utah's Information Technology vendor industry is among Utah's largest industries, and among the top ten regions of Information Technology activity in the United States. In November 1998, *Newsweek* magazine included Utah among the top ten IT centers in the world. Salaries for e-commerce specialists, webmasters, content managers and developers often exceed \$40,000 per year.

In addition, the proposed program responds to Governor Leavitt's recent call for the Utah System of Higher Education to prepare for the changing economy of the 21st century by increasing the number of engineering and computer-related degrees by 50 percent over the next ten years.

There are no new state funds requested for the program. One additional faculty member and additional equipment will be required. Funding will come from a combination of the reallocation of existing

funds and faculty positions from other technology programs, an expected enrollment increase, and Carl Perkins funds.

Policy Issues

This proposal was discussed by the Chief Academic Officers at their meeting on March 21, 2000. Questions were raised by WSU and SLCC regarding the curriculum as it related to the degree title that was initially proposed. Upon review of these comments and program titles of similar community college programs in other states, officials at CEU changed the program title as reflected in the current proposal.

In addition, officials at WSU and SLCC suggested that officials at CEU should concentrate on the employment needs of CEU's specific service delivery area, rather than referencing state and national need for graduates with the skills that this program will provide. In response, officials at CEU point out the CEU, like other USHE institutions, draws students from nearly every county in Utah, from bordering states in the region, and from other countries, and that CEU graduates are employed in similarly diverse locations.

After officials at WSU and SLCC had reviewed CEU's program title change and other responses, they expressed appreciation for CEU's willingness to address these issues and indicated that they had no further concerns regarding the program. No concerns were expressed by other USHE institutions.

Options Considered

After the Regents have reviewed the proposal from the College of Eastern Utah to offer an Associate of Applied Science Degree in E-Commerce, Web Design and Development they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request of the College of Eastern Utah to offer an Associate of Applied Science Degree in E-Commerce, Web Design and Development.

Cecelia H. Foxley, Commissioner

CHF/MAP/LF
Attachment

Academic and Applied Technology Education Committee

Action Item

Request to Offer an Associate of Applied Science Degree in E-Commerce,
Web Design and Development

College of Eastern Utah

Prepared for
Cecelia H. Foxley
by
Michael A. Petersen
and
Linda Fife

April 5, 2000

SECTION I

The Request

Officials at the College of Eastern Utah (CEU) request approval to offer an Associate of Applied Science Degree in E-Commerce, Web Design and Development beginning Fall, 2000.

SECTION II

Program Description

The proposed Associate of Applied Science Degree combines business, marketing, computer, communication and e-commerce study with web design and development skills. Students will have a choice of two areas of emphasis: E-commerce or Web Design and Development. The E-commerce emphasis will provide additional accounting, marketing, international business and consumer behavior skills for both a national and international market. The Web Design and Development emphasis will develop additional graphic arts, authoring, design, computer graphics and multimedia production skills. Courses which will support the proposed program are listed below. An (*) indicates courses that will be developed over the first five years of the program. Course descriptions are included as Appendix A. A proposed student schedule can be found in Appendix B.

Course	Title	Credits
<u>Core Classes</u>		
BUSN 1091	Business Presentations	2
BUSN 2030	Business English & Communications	3
BUSN 2201	Marketing Concepts	3
BUSN 2211	Introduction to Advertising	2
BUSN 2500	Electronic Commerce	3
ART 1600	Intro to Graphic Design or ART 1620 Electronic Illustration	3
ART 2610	Electronic Image Processing	4
BCIS 1300	Intro to the Internet/Web Page Design	2
BCIS 2300	Advanced HTML and JAVA Script	2
BCIS 2430	Desktop Publications	2
<u>General Education</u>		
ENGL 1010	College Writing	3
PSYH 1010 or SOSC 1010	Introduction to Psychology or Sociology	3

Earth Science, Life Science or Physical Science
 General Education Course 3

Math Requirement

BUSN 1050 Business Mathematics or MATH 1050 College Algebra 3-4

Human Relations (one of the following) 3

BUSN 2390 Organizational Behavior
 BCIS 2930 Office Procedures and Human Relations
 COMM 2110 Interpersonal Communication

Emphasis Areas (E-Commerce or Web Design and Development)

E-Commerce Emphasis

BUSN 2010 Financial Accounting 4
 BUSN 2202 International Marketing* 3
 BUSN 2251 Consumer Behavior 3
 BCIS 2420 Introduction to Data Processing 2
 BCIS 2422 Oracle/InterDev* 3

or

Web Design and Development Emphasis

ART 2690 Graphic Arts Trends 2
 BCIS 1340 Digital Audio-Video Production* 3
 BCIS 2340 Introduction to Multimedia Authoring* 3
 BCIS 2345 Advanced Multimedia Authoring* 2
 BCIS 2346 Advanced Multimedia Authoring Lab* 3
 BCIS 2421 Advanced Photoshop for Web Design* 3

Other Electives (10 credits required)

BUSN 1010, Business Principles 3
 BUSN 2010 Financial Accounting 4
 BUSN 2090 Business Law 4
 BUSN 2202 International Marketing* 3
 BUSN 2251 Consumer Behavior 3
 BCIS 1340 Digital Audio-Video Production* 2
 BCIS 2340 Introduction to Multimedia Authoring* 3
 BCIS 2421 Advanced Photoshop for Web Design* 3
 BCIS 2422 Oracle/InterDev* 3

BCIS Networking Course	2+
ART 1600 Intro to Graphic Arts	3
ART 1620 Electronic Illustration	3
Any General Education Course	3

TOTAL CREDITS **66 -68**

Representatives from the business, computer and the electronics program advisory committees and additional representatives from the community recently met to determine the need for new programs. This proposal is a result of initial meeting. Since that time, the College of Eastern Utah Joint Vocational Committee has voted to approve the addition of the proposed E-commerce and Web Design and Development degree to the curriculum. The College of Eastern Utah Board of Trustees also endorses the program. A list of involved community individuals and consultants is included in Appendix C.

One external evaluator was involved in the planning stages of the proposed e-commerce and multi-media design program: John C. Vogel, General Manager of ReliaNET, an Internet services provider firm in Ogden, Utah. His evaluation of the program was favorable, and he indicated that the program included not only the components necessary for entry into the field of e-commerce, but included course work that would give students some key training in creativity and design.

Enrollment

Projected enrollment and student/faculty ratios for the first five years of the project program follow:

Projected FTE Enrollments and Ratios					
Year	2000-1	2001-2	2002-3	2003-4	2004-5
FTE Enrollments	15	20	25	25	25
Student FTE: Faculty FTE	15:1	15:1	20:1	20:1	20:1

The proposed program is not an expansion or extension of an existing program. However, enrollments in related programs are included below for the Board's information:

Business Computer Information Systems Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	2452	2392	2420	1589	1935
Student Credit Hours	5642*	5716*	5752*	3760**	4694**
Annualized FTE	125.39	127.03	127.84	122.27	151.38

Business Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	1112	1256	1241	954	1144
Student Credit Hours	4214*	4544*	4575*	2774**	3359**
Annualized FTE	93.65	100.98	101.68	91.04	107.71

* = quarter hours
**= semester hours

Electronics Headcounts, Student Credit Hours, Annualized FTE

Year	1995-96	1996-97	1997-98	1998-99	1999-00
Headcount	218	125	110	196	146
Student Credit Hours	876*	536*	434*	568**	393**
Annualized FTE	19.5	11.9	9.6	18.8	13.11

* = quarter hours
**= semester hours

Cost

The following table outlines the projected budget for the first five years of the program:

Year	2000-1	2001-2	2002-3	2003-4	2004-5
Salaries & Wages*	4,500	60,000	61,800	63,654	65,564
Benefits	500	18,000	18,500	18,700	19,000
Equipment	30,000	7,500	5,000	5,000	5,000
Current Expense	15,000	75,00	3,000	3,000	3,000
Travel	1,000	1,000	1,000	1,000	1,000
Library	1,000	1,000	1,000	750	750
Total	\$ 52,000	\$ 95,000	\$ 90,300	\$ 92,104	\$ 94,314

*This line represents one new faculty member. Existing faculty will teach portions of the program, either as part of current assignments or in place of other courses.

Faculty and Staff

One additional faculty member with competencies and experience in e-commerce will be employed in 2001-2002. Additional adjunct faculty support will also be required in the first year. In addition, the following current faculty members will support the proposed program:

Betty Banning

M.Ed., Instructional Technology, Utah State University

B.S., Office/ Business Education, Brigham Young University.

Authorware software education as part of master's degree. Experience with Adobe Premiere and Photoshop. Developed the Multimedia Academy program at Carbon High School. Fourteen years of teaching experience.

Gary Cox

MBA, Southern Oregon University

B.A., Marketing, Southern Oregon University

Received the Oregon State System of Higher Education (OSSHE) Multimedia Grant for a stand-alone multimedia class "Introduction to Personal Computers" created with a variety of software including Macromedia's Authorware, Extreme, Photostyler and Toolbook. Presented to the OSSHE board September 1995. Responsible for creating institutional and departmental multimedia recruitment modules for Oregon Institute of Technology (OIT) using Macromedia's Director. Developed Industrial Marketing Degree for OIT. Taught International Marketing at previous institutions. Completed post-graduate course work at University of Oregon in Adobe Photoshop. E-commerce consultant for C-ya Greeting Card Company. Eight years of teaching experience.

Russell Goodrich

M.S., Business and Computer Information Systems, Utah State University

B.S., Business Education, Utah State University

A.S., Business, Ricks College

Knowledgeable in Photoshop, Director, Podium, HyperCard, PowerPoint, Hijaak, morphing software, and Kai software, along with a variety of other graphical, developmental, and presentation programs. Currently teaching verbal presentation classes, using a variety of software packages. Helped administer both Macintosh and IBM Networks. Developed and maintained personal and departmental web sites. Worked with multimedia and web based applications on both Macintosh and IBM computers. Extensive dBASE programming and other database systems experience. Twelve years teaching experience.

Nate Wilson

B.S., Graphic Design and Illustration, Utah State University

A.S., Art, College of Eastern Utah

Four years experience as a professional graphic artist. Past experience includes holographic design for companies such as Scott U.S.A., Motorola, American Greetings, Sports Illustrated, Universal Pictures, K2, Oxygen, Rossignol, and many others. In-house design for Krystal Holographic Inc. of New York, and Germany. Published advertisements in the Holographic Marketplace© annual, and a British security label magazine. Working knowledge of the following computer graphic software applications: Adobe Photoshop, Adobe Illustrator, Adobe Streamline, Adobe Pagemill, Adobe Premier, QuarkXPress, Macromedia FreeHand, Macromedia Director, Strata Studio Pro, Metacreations Bryce, Metacreations Poser, and Metacreations InfiniD. Two years of teaching experience.

Part-time lab assistants will be hired to support the program. No additional support staff will be required.

Facilities and Equipment

One existing classroom will be converted to a web design and development laboratory. Other existing facilities are adequate to support the program.

The following equipment is necessary to provide a superior program and will be purchased in the first two years:

- Approximately thirty computers (twenty in the 1st year, ten in the 2nd year)
- A digital camera, digital camcorder, and a scanner
- Video capture cards (two in the 1st year)
- Appropriate color printers (two in the 1st year)

The budget presented in the “Cost” section above includes funding for these equipment purchases.

Libraries and Learning Resources

The CEU Library and Learning Resource Center has adequate holdings to support the program initially. Additional resources will be purchased on an ongoing basis during the first five years that will build upon the resources currently available. Funds have been budgeted by both the library and the department for these acquisitions; the proposed budget reflects funds from both sources.

A variety of web design, multimedia and authoring software will be purchased to support the program. These purchases are included in the proposed budget.

SECTION III

Need

Information systems employment is growing at double-digit rates. Over half of the current jobs in information systems did not exist in 1993. According to the U.S. Department of Labor, 1999, the fastest

growing employment market is for database administrators, computer support specialists, and all other computer science fields. The projected growth between 1996 - 2006 is 118%. (Source: Wall Street Journal, November 29, 1999, p. R20.)

Utah's Information Technology vendor industry is among Utah's largest industries, and among the top ten regions of Information Technology activity in the United States. In November 1998, Newsweek magazine included Utah among the top ten IT centers in the world (2,427 companies and 42,328 employees).

Internet business more than doubled sales during the 1999 holiday season. It is estimated that e-commerce accounted for over \$10 billion in sales in the United States.

Employment opportunities exist in every location, including the option of telecommuting. This enhances the potential for employment in the rural areas of the state. Salaries for e-commerce specialists, webmasters, content managers and developers often exceed \$40,000.

In a December 10, 1999 news release, and during a meeting of the State Board of Regents, Utah Governor Leavitt challenged colleges and universities to prepare for the changing economy of the 21st century by offering more degrees in engineering, computer science and other high demand fields. The governor called for a 50 percent increase over the next ten years in the number of engineering and computer-related degrees. "Utah's post-Olympic economy will be less dependent on mining, agriculture and construction and more dependent on high tech and science industries. We need the System of Higher Education to help Utah meet the changing demands of our economy."

The College of Eastern Utah's Joint Vocational Committee and the Board of Trustees have directed CEU to move into the newer high technologies and become less dependent on the older heavy industry technologies.

Although e-commerce and web design and development courses exist at other USHE institutions, the estimated need for these trained personnel nationally, regionally and statewide, as underscored by the governor's recent appeal, should mitigate against any oversupply of graduates for the next decade.

Institutional Readiness

The College of Eastern Utah currently provides a variety of two-year Associate of Applied Science Degrees that support the needs of society. The proposed degree includes a strong technical base which will continue to enhance CEU's role as a provider of applied technology education.

The proposed program will be administered by the Business/Computer Information Systems Department which is housed in the Applied Science and Technology Division of the college. The program is expected to strengthen enrollments of the Business and Art Departments and have a positive effect on other college departments. The program includes a number of existing classes that will be able to support the anticipated increase in enrollment without a proportionate increase in costs (though additional faculty members

will be employed in some areas).

State's Ability to Finance

No new state funds are requested. Funding for the program will come from a combination of the reallocation of existing funds and faculty positions from other technology programs, an expected enrollment increase and Carl Perkins funds.

Appendix A

Description of Proposed Program Courses

Currently Offered Courses

BUSN 1091 Business Presentations

Credit Hours: 2

Business Presentations is designed to help students develop skills in the art of expressing themselves by visually presenting business topics or proposals to individuals or groups. A variety of business presentations are given using microcomputer presentation software. Prerequisite: Some experience in WordPerfect or Keyboarding is recommended but not required.

BUSN 2030 Business English & Communications

Credit Hours: 3

This course is required for students working towards an A.A.S. in business administration. This course is designed to give students the knowledge and opportunity to write clear, concise, and correct business correspondence. Its focus is on the most common forms of business writing: sales letters, memos, proposals, research reports and resumes. The proper format of business writing is presented and stressed and emphasis is also placed on editing and proofreading in order to produce "mistake-free" correspondence. Prerequisites: An introductory English composition course and word-processing competency.

BUSN 2201 Marketing Concepts

Credit Hours: 3

This course is an introduction to marketing functions emphasizing concepts and terminology. The course covers the components of modern marketing, including promotion, pricing, distribution, e-commerce, product development, positioning, ethical considerations, the global environment, opportunities available in marketing, and the relationship between marketing and the world of business.

BUSN 2211 Introduction to Advertising

Credit Hours: 2

Introduces students to the basic techniques used in advertising. Teaches the use of marketing information and research to develop effective advertising campaigns for different media. Other topics include basic design skills, advertising terminology, examples of effective advertising and simple market research. Prerequisite: It is recommended that students have previously taken an introductory course in marketing such as BUSN 2201.

ART 1600 Foundations of Computer Graphics

Credit Hours: 3

Introduces students to graphics and design using personal computers. Students will use a combination of word processing, desktop publishing, spreadsheet, and illustration programs to create documents that combine graphics with text. Course demonstrations and several hands-on assignments cover topics such as graphic file formats, interapplication computer compatibility, operating systems, file management and printing.

ART 1620 Electronic Illustration

Credit Hours: 3

An introduction to PostScript-based computer illustrations using Free-Hand as a production tool. Students will learn to produce professional quality color and black and white designs. Topics will include drawing, type sharing files between applications, using color and printing.

ART 2610 Electronic Image Processing

Credit Hours: 4

Introduces students to Adobe Photoshop and other advanced graphic software applications as production tools for the creation of camera-ready artwork. This course emphasizes manipulation of bitmap images and digital photographs. Students will produce photo montages, original illustrations, and package designs. Topics will also include scanning, halftones, printing techniques, sharing files between applications, and color management. Prerequisites: ART 1620.

BCIS 1300 Intro to the Internet/Web Page Design

Credit Hours: 2

This course covers all major Internet Services. These services include Email, UseNet News, File Transfer Protocol (FTP), terminal emulation connections (Telnet), Gopher, and World Wide Web (WWW). Students will have hands on experience with these services and will learn what it takes to get connected to the Internet along with some networking basics. Students will also create their own World Wide Web page using HTML and a web editor.

BCIS 2300 Advanced HTML and Java Script

Credit Hours: 2

This course is a Web Page authoring course designed to give the student the knowledge to design advanced web pages. Graphics, content, layout, and aesthetics will be stressed. Extensive Java scripting and Active X will be used to enhance web page functionality and appearance. Web based forms, data collection and dynamic web pages will also be covered. Prerequisites: Computer literacy requirement; BCIS 1300 or Web page authoring experience recommended.

BCIS 2430 Desktop Publications

Credit Hours: 2

This course will introduce students to the concepts of desktop publishing using WordPerfect and Microsoft Publisher. Concepts covered include such topics as creating business cards, letterheads, flyers, brochures and booklets. Prerequisites: BCIS 1400, 1401. This course is taught as a block course.

ENGL 1010 Introduction to Writing

Credit Hours: 3

This course is a core requirement for all students pursuing an AA, AS, AAS, or a certification of completion. The course will teach the student how to plan, write, revise, and edit expository essays. The class will be taught through lectures, class discussions, and group process experiences.

PSYH 1010 Introduction to Psychology

Credit Hours: 3

This course is a general education class intended for all students. It covers major areas of scientific psychology, including biological foundation, sensation, and perception, learning, motivation, human development, social psychology, and abnormal psychology. Writing assignments will be required. ACT English score of at least 14 is strongly recommended.

SOSC 1010 - Introduction to Sociology

Credit Hours: 3

This course will introduce the students to the study of human social relations, groups, societies and their institutions. Social diversity and inequality will be examined, and students should learn that we are affected by global forces. Current concepts and research methods will be introduced, and students will be constantly challenged to use critical thinking.

BUSN 1050 Business Mathematics

Credit Hours: 3

This course is required for students working towards a Certificate of Completion or an Associate of Applied Science in Business Administration. Business Mathematics examines common business practices and their associated math procedures. It is designed to provide a solid preparation and foundation for students who are going on to course work or careers in accounting, management, marketing, finance, and small business or for individuals who wish to become better informed consumers. Topics to be covered in this course include: discounts, markups/markdowns, payroll, promissory notes, time value of money, consumer and business credit, interpretation of financial statements, inventory, depreciation, and an introduction to business statistics. Prerequisite: MATH 0990 or higher.

MATH 1050 College of Algebra

Credit Hours: 4

This course is an advanced course in algebra. Topics include functions, applied problems, equations, inequalities, graphing, logarithms, exponentials, roots of polynomials, partial fractions, binomial theorem, matrices, determinants, conic sections, sequences, series, combinatorics, mathematical induction, and systems of equations and inequalities. Students may be required to have a graphing calculator. Prerequisite: MATH 1010.

BUSN 2390 Organizational Behavior

Credit Hours: 3

This course is a comprehensive study of human behavior in the workplace. Its focus is on the application of psychological theories of attribution, learning, motivation, and group processes to enhance productivity, quality, and job satisfaction Prerequisite: Introductory writing course.

BCIS 2930 Office Procedures and Human Relations

Credit Hours: 3

This course provides instruction and application of skills and knowledge needed in an office setting. Skills in human relations will be stressed through a series of group and individual activities. Prerequisites: BCIS 1400, 1401, 2420, or BCIS 1010 or BCIS 1810.

COMM 2110 Interpersonal Communication

Credit Hours: 3

This course specifically deals with the communications skills needed for interpersonal relationships. Students will discuss as well as role-play various situations that may arise in the context of dyadic interaction. This course will empower students in the area of conflict resolution by focusing on such tools as empathic listening and a relationship centered paradigm of problem solution. The context of this course will cover both personal as well as organizational situations.

BUSN 2251 Consumer Behavior

Credit Hours: 3

A course designed to apply psychological, sociological, economic and anthropological influences to the

purchasing and the consumption of goods and services by the ultimate consumer. Pre-requisite: BUSN 2201

BCIS 2420 Introduction to Data Processing Credit Hours: 2

This course is taught using the current version of Microsoft Access for Windows. Students will be introduced to data processing techniques including creating, editing and querying a database. Students will also learn how to create custom forms and reports, and how to design custom advanced queries and use World Wide Web and Hyperlink Fields. Prerequisite: Previous computer Experience.

ART 2690 Graphic Arts Trends Credit Hours: 2

This course explores emerging trends in graphics and computer applications. A wide variety of topics will be discussed that may include the World Wide Web, 3-D applications, animation, etc. Students will research current graphic arts issues and prepare web pages based on their findings. Prerequisite: ART 2610.

BUSN 1010 Business Principles Credit Hours: 3

This course is for all students wanting a greater understanding of business. It is an examination of the role of business and commerce through history and how it shapes modern society. Students will study both classical and current theories of management, human relations and motivation, ethics and social responsibility. Emphasis will also be placed on factors needed for organizations to become and remain competitive in the global marketplace.

BUSN 2010 Financial Accounting Credit Hours: 4

This course is designed for all students wanting to learn about accounting as the language of business. A required course for business and accounting majors. This course introduces students to basic accounting principles necessary to prepare, understand, and use financial statements and financial information for decision making. This course is designed to provide the student with useful and productive skills that will help in understanding more about the business world and the role accounting information plays in the U.S. economy.

BUSN 2090 Business Law Credit Hours: 4

Business Law introduces the student to the fundamental yet dynamic nature of the legal environment among businesses, government and consumers. These relationships include questions of constitutional law, legal reasoning, ethics and procedures. Torts, crimes, contracts, property (real, personal and intellectual), physical environment, employment, agency, commercial transactions and bankruptcy are but a few issues facing national and international business.

ART 1600 Foundations of Computer Graphics Credit Hours: 3

Introduces students to graphics and design using personal computers. Students will use a combination of word processing, desktop publishing, spreadsheet, and illustration programs to create documents that combine graphics with text. Course demonstrations and several hands-on assignments cover topics such as graphics file formats, inter-application compatibility, operating systems, file management and printing.

New Courses**BUSN 2202 International Marketing**

Credit Hours: 3

This course is for the student who desires to investigate the challenges of doing business in an increasingly global environment. Lectures and in-class discussions place special emphasis on the cultural and social diversity of international markets, marketing strategies of global firms, and the challenges of international pricing, distribution, advertising and product development. Pre-requisite: BUSN 2201

BCIS 1340 Digital Audio-Video Production

Credit Hours: 3

Fundamental theories and practice in computer-based audio and video production, including recording, editing, digitizing audio and video segments utilizing current programs such as Adobe Premiere, MPEG, Quicktime and various Internet streaming technologies. Includes lectures, demonstrations, and a project during which each student will set up, shoot, edit, and digitize a high-quality video project for computer-based multimedia. Pre-requisite: Computer literacy

BCIS 2340 Introduction to Multimedia Authoring

Credit Hours: 3

This course will use a popular authoring software package to create an interactive multimedia presentation. The purpose of the course is to give students a good start in multimedia development. This course will introduce students to Macromedia's Authorware software program. Since the Authorware program is very complex, only the essential functions of the program will be used as a basis for this course. Students will have the opportunity to develop a basic self-directed design module that will include the major components of the software covered during class time. Utilizing Authorware, this course will provide the designer with the core foundations for the development of computed based instruction. Pre-requisite: BCIS 1340, ART 2610

BCIS 2345 Advanced Multimedia Authoring

Credit Hours: 2

This course focuses on multimedia authoring using the capabilities of Macromedia Director. Students learn to use authoring tools, scripting, Lingo, and other basics. The primary emphasis of the course is hands-on experience with beginning levels of Director. Students work through textbook lessons and create their own multimedia projects. Students must also be enrolled in BCIS 2346. Pre-requisite: BCIS 2340

BCIS 2346 Advanced Multimedia Authoring Lab

Credit Hours: 3

This laboratory course focuses on the production of interactive multimedia projects using the capabilities of Macromedia Director. The course is a hands-on experience that includes design, audience analysis, project management and delivery. Students work in teams during the term on a single instructional project of their choice. Students must also be enrolled in BCIS 2345. Pre-requisite: BCIS 2340

BCIS 2421 Advanced Photoshop for Web Design

Credit Hours: 3

This course is designed to teach advanced web site design techniques using Photoshop and its plug-in filters. Students will create a theme set for a web site which includes icons, graphics, background images, bullets, buttons, fonts and banners. Students will also get experience using ImageReady and Shockwave. Pre-requisites: ART 2610, BCIS 1300

BCIS 2422 Oracle/InterDev

Credit Hours: 3

This course uses Oracle to develop database objects that are accessible through the Internet as part of an E-commerce business. Students learn the basics of developing forms, reports, and integrated database applications. The SQL language will be introduced and used to create tables, insert data into tables, and display data from a search. This class meets a requirement for the Associate of Applied Science in Electronic Commerce and Multimedia Design. Pre-requisite: BCIS 2420

BUSN 2500 Electronic Commerce

Credit Hours: 3

This course is a comprehensive study of e-commerce, seen as the strategic deployment of computer-mediated business tools and information technologies to satisfy business objectives. It examines both business and social implications of the dynamic electronic commerce world, as well as the tools, understandings and skills necessary for successful participation. Students also examine the fundamental processes of business as performed on the Internet in contrast to the traditional marketplace. Topics covered include on-line consumer behavior, customization, managing customer relationships, Internet security, markets and marketing, sales force development, payment systems, supply-chain networks, distribution strategies, inventory control, and legal and ethical issues. Pre-requisite: BCIS 1300

Appendix B

Sample Class Schedules

Web Design and Development Emphasis

Fall Semester 1

BUSN 2201 Marketing Concepts	3
BCIS 1300 Intro to the Internet/Web Page Design	2
ART 1600 Intro to Graphic Design or ART 1620 Electronic Illustration	3
Life, Physical or Earth Science GE course	3
ENGL 1010	3
BCIS 1340 Digital Audio-Video Production*	3
Total Semester Credits	17

Spring Semester 1

BUSN 2211 Introduction to Advertising	3
ART 2610 Electronic Image Processing	4
BCIS 2300 Advanced HTML and JAVA Script	2
BUSN 2030 Business English & Communications	3
BUSN 2500 Electronic Commerce*	3
BCIS 2430 Desktop Publications	2
Total Semester Credits	17

Fall Semester 2

BUSN 1091 Business Presentations	2
ART 2690 Graphic Arts Trends	2
BCIS 2421 Advanced Photoshop for Web Design*	3
Math Requirement--BUSN 1050 or Math 1050	3-4
BCIS 2340 Introduction to Multimedia Authoring *	3
Elective	4
Total Semester Credits	17-18

Spring Semester 2

BCIS 2345 Advanced Multimedia Authoring*	2
BCIS 2346 Advanced Multimedia Authoring Lab*	3
Human Relations Course	3
PSYH 1010 or SOSC 1010	3
Electives	6
Total Semester Credits	17

TOTAL CREDITS FOR DEGREE	68-69
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E-Commerce Emphasis

Fall Semester 1

BUSN 2201 Marketing Concepts	3
BCIS 1300 Intro to the Internet/Web Page Design	2
ART 1600 Intro to Graphic Design or ART 1620 Electronic Illustration	3
Life, Physical or Earth Science GE course	3
ENGL 1010	3
BCIS 2420 Introduction to Data Processing	3
Total Semester Credits	17

Spring Semester 1

BUSN 2211 Introduction to Advertising	3
ART 2610 Electronic Image Processing	4
BCIS 2300 Advanced HTML and JAVA Script	2
BUSN 2030 Business English & Communications	3
BUSN 2251 Consumer Behavior	3
BCIS 2430 Desktop Publications	2
Total Semester Credits	17

Fall Semester 2

BUSN 1091 Business Presentations	2
BUSN 2010 Financial Accounting	4
BCIS 2422 Oracle/InterDev *	3
Math Requirement--BUSN 1050 or Math 1050	3
Electives	5
Total Semester Credits	17

Spring Semester 2

BUSN 2500 Electronic Commerce*	3
BUSN 2202 International Marketing*	3
Human Relations Course	3
PSYH 1010 or SOSC 1010	3
Electives	5
Total Semester Credits	17

TOTAL CREDITS FOR DEGREE	68
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Appendix C

Community Representatives and Consultants

Dave Knott	Local retail businessman
Bob Potts	Price City Network Administrator
Carol Rogers	Electronics PAC Chair
Karl Kraync	Southeastern Vocational Rehabilitation Director
Patti Rigby	Carbon School District Purchasing and Accounting Director
Jay Knudsen	WalMart General Manager
Dawn Bentley	Customer Service Representative, Holiday Inn
Jeff Frandsen	Castleview Hospital Administrator
Scott MacKnight	Carbon School District Technology Director
Tawnie Hintze	Child Recovery Service Attorney General Assistant

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE General Education Taskforce Report - Discussion

Issue

The Chair of the Regents' General Education Taskforce, Professor Ann Leffler of Utah State University, will be providing a status report to the Regents on plans to develop and implement General Education assessment and accountability measures. This report was originally scheduled for the March meeting but was postponed until the April Board meeting.

Background

The Regents' General Education Taskforce, which includes faculty from every USHE institution, was organized in 1992. Its initial charge was to find ways to more efficiently facilitate the transfer of general education courses across the system. USHE faculty committees were convened to identify specific learning goals in all general education areas. These goals were subsequently approved by the institutional Chief Academic Officers (CAOs), the Council of Presidents (COP), and the Board of Regents. Now that goals have been identified, the Taskforce is addressing assessment and accountability issues in order to determine how well students attain these goals and what can be learned to improve teaching, learning, and the design of curricula. The Taskforce reviewed assessment tools and activities in other states and found that few were attempting a system-wide approach comparable to what is being undertaken in Utah. The Taskforce also reviewed standardized national tests and has concluded that no single instrument measures the skills specified by USHE as its desired general education outcomes.

With the support of the CAOs, the General Education Taskforce is proposing to begin by focusing on three general education areas: writing, quantitative literacy, and American institutions. With Regents' approval, the Taskforce is ready to begin a pilot project in writing using portfolio assessment which would sample writing at the beginning of Writing 1010 and comparative samples from Writing 2010. The pilot project includes the use of an expert to teach portfolio assessment techniques, scoring, and interpretation. Quantitative literacy will include pre- and post-test assessment of student responses to quantitative problems, and American institutions will also use pre- and post-test measures of short-answer questions that, like the other two areas, are tied to Regent-approved goals. Once several

groups of students have engaged in these assessment tests, the Taskforce will be able to use the information to strengthen the teaching/learning transaction and to improve the assessment process.

Resources will be needed to begin the assessment effort. Faculty working on the writing assessment project have developed a modest budget of \$14,320. The other two areas, quantitative literacy and American institutions, have not yet completed their assessment strategies. Additional funding for assessment was not forthcoming in the allocation provided by the 2000 Utah Legislature. Still, national and local pressure for assessment continues, and faculty at USHE institutions are committed to assuring and demonstrating that their students are learning what is intended in the core general education courses.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents discuss issues related to assessment of general education and consider ways in which resources might be identified to continue the assessment effort.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS
Attachment

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley,

SUBJECT: Information Calendar, Academic and Applied Technology Education Committee

The following items have been submitted by the designated institutions for review by the Regents on the Information Calendar of the Academic and Applied Technology Education Committee. The actions that are described have been approved by institutional Boards of Trustees. No action is required by the Regents.

A. Utah Valley State College

1. Name Change of the Business Communications and Office Technology Department to the Department of Business Systems Administration

Extensive research indicates that the term "office" is too limiting to potential graduates who are seeking professional employment. The term often connotes specific gender and job classifications. Departmental offerings contain a broader focus which is more reflective in the new name.

2. Name Change of Emphasis in Office Administration to Emphasis in Information Administration in the Association of Applied Science Degree

The emphasis contains an extensive computer software component with strong written, oral, and interpersonal communications requirements. The emphasis also provides the foundation for accounting, business law, organizational behavior, and supervisory management. The name change conveys this broader perspective.

B. Salt Lake Community College

1. Name Change of the Electricity/Industrial Electronics Program to the Electricity Technology Program

Salt Lake Community College is seeking accreditation from the Accrediting Board for Engineering and Technology (ABET) for the Electricity/Industrial Electronics Program. In order to qualify for accreditation, “technology” must be in the name of its program. The accreditation process will provide useful evaluative information for strengthening the existing program. Thus, the name change is essential. The Program will not incur additional costs except for \$2,000 for the actual accreditation process.

2. Name Change of the Electricity/Instrumentation and Process Control Program to the Instrumentation Technology Program.

Salt Lake Community College is also seeking accreditation from the Accrediting Board for Engineering and Technology (ABET) for the Electronic/Instrumentation and Process Control Program and the Program must have the word “technology” in its name. Similar benefits will result from achieving accreditation. An additional expense of \$2,000 will be required for the accreditation process.

3. Name Change of the Ethnic Minority Human Services Training Program to the Social Work Program

The current program has shifted its focus and broadened its purview to preparing students to work with individuals who are economically, mentally, emotionally, and socially disadvantaged. Currently, the Program is part of a transfer degree and articulates with programs at Utah State University, Weber State University, and the University of Phoenix. The SLCC department that houses the Program changed its name in 1997 to the Department of Social Work. Students are required to take applied internships in the community and encouraged to take electives in Sociology and Psychology.

Commissioner’s Recommendation

It is the recommendation of the Commissioner that the Regents review the Information Calendar of the Academic and Applied Technology Education Committee and raise any questions they may have. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

MEMORANDUM

April 5, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Consent Calendar, Academic and Applied Technology Education Committee

The following request has been submitted by Weber State University for consideration on the consent calendar by the Academic and Applied Technology Education Committee:

Request to offer the Associate of Applied Science (AAS) Degree in Nursing via the Internet to various Alaska locations beginning August, 2000.

Rationale: In 1993, officials at Weber State University (WSU) were asked by Alaskan health care providers and educators to offer the Practical Nursing (PN) Program in Sitka, a remote location in Alaska. With Board approval, WSU successfully offered the program in Sitka and, subsequently, in Soldotna and Fairbanks, Alaska. This arrangement has addressed an unmet need in nursing education in these areas.

Officials at WSU now request approval to offer the AAS Degree in Nursing via the Internet to these and other locations in Alaska. The proposed program responds to student and employer requests for additional nursing training in Alaska, and has been approved by the Alaska Postsecondary Commission. Because the PN Program provides the first year of the AAS curriculum, the foundation for this request is already in place. The program will be delivered using a combination of technology and on-site instruction. All theory courses will be taught via the Internet and all clinical courses will be taught on-site at various locations in Alaska with faculty members supervising the students. Theory courses comprise 20 credit hours, or 58.8 percent of the curriculum. The clinical, or on-site, portion of the program consists of fourteen credit hours (41.2 percent).

Officials at WSU have submitted an outline of the proposed program to the Northwest Association of Schools and Colleges, and have received a letter indicating that the program will be

included under the existing accreditation of the University. A copy of the letter is on file in the Commissioner's Office.

There will be no impact upon WSU's institutional budget. The program will be self-supporting through program tuition revenue, as have programs offered in Alaska in the past.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the institutional request detailed on the Consent Calendar of the Academic and Applied Technology Education Committee.

Cecelia H. Foxley, Commissioner

CHE/MAP/LF

MEMORANDUM

April 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Weber State University - Tuition for Criminal Justice Masters Degree Program

Issue

Weber State University officials seek Regent approval of a tuition rate for the University's new Masters Degree Program in Criminal Justice. The program will begin offering courses during the 2000-2001 academic year.

Background

Over the past few months, the Regents have taken several actions relating to tuition levels at the USHE institutions. Many of these actions have been based on the Regents' Master Plan 2000--which calls for greater differentiation in graduate tuitions, and also for greater availability of high-demand graduate programs statewide. In this final tuition action for the 2000-2001 academic year, the Regents are asked to set tuition for WSU's new Masters Degree Program in Criminal Justice. This new program was approved by the Regents in March, 2000.

University officials propose a tuition rate for the new masters program that equals WSU's current general graduate tuition rate plus \$25 per credit hour. This would mean that for 2000-2001, tuition for the Criminal Justice Masters Degree Program would be \$15 per credit hour less than the new MBA program, and \$5 per credit hour more than the University's Masters of Accountancy Program. Once the program is fully implemented, University officials expect to collect approximately \$104,000 in tuition from the program.

Policy Implications

Past changes to Regents' Policy R-510, Tuition and Fees, enable program-specific tuition levels for graduate programs, such as WSU's Masters Degree Program in Criminal Justice. Currently, the UofU, USU, WSU, and SUU have differentiated tuitions in 21 separate graduate programs.

State Board of Regents

April 6, 2000

Page 2

Recommendation

It is the recommendation of the Commissioner that the Regents authorize Weber State University to establish a tuition rate of \$25 per credit hour above the general graduate tuition rate for its new Masters Degree Program in Criminal Justice.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachment

MEMORANDUM

April 3, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Action: College of Eastern Utah Campus Master Plans

Issue

As written in the attached letter from President Grace S. Jones, the master plans for the College of Eastern Utah (CEU) Price Campus and the CEU San Juan Campus were approved by their Board of Trustees on March 27, 2000. Annual public hearings were held in accordance with Regents' Policy R714. There are no changes to the Price Campus Master Plan and a minor modification to the San Juan Campus Master Plan. Copies of both plans are attached. Representatives will be available at the meeting to respond to questions.

Recommendation

It is the Commissioner's recommendation that the Board of Regents review the College of Eastern Utah's campus master plans, ask questions of College of Eastern Utah representatives at the meeting, and if satisfied, approve the College's master plans.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

Attachments

MEMORANDUM

April 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah Valley State College–Revenue Bonds Authorization

Issue

Utah Valley State College officials request that the Regents approve an authorizing resolution for the issuance of revenue bonds to finance the construction of a student center expansion at the College.

Background

At the request of the Regents, the 2000 Utah Legislature passed House Bill 210, Higher Education Revenue Bond, which enables the Regents to issue up to \$13.5 million in revenue bonds for UVSC's student center expansion. For nearly a decade the College has planned for an expansion to its existing student center. Crowding across the Orem campus, and particularly in the Student Center, has become acute in recent years.

Regent revenue bonds for new construction are traditionally issued through a three-step process. Step one requires the Regents to obtain legislative approval to exercise its statutory bonding authority. Step two, which the Regents are asked to take at this time, involves the approving of a "parameters resolution." The attached "parameters resolution" expresses the Regents' intent to issue bonds so long as the final structuring of the bond issue falls within certain parameters. Step three involves final pricing, structuring and marketing of the bonds. As is provided by statute, final pricing, structuring, and execution of the bonds (within parameters authorized by the Regents) is performed by the Chair or Vice-chair of the Board, or by the Chair of the Board's Finance and Facilities Committee.

Details of the proposed 2000 bond issue are outlined in Attachment A. The authorizing resolution itself is Attachment B. Parameters established by the attached resolution are as follows: a principal amount not to exceed \$13,500,000; a maximum term not to exceed 30 years; interest rates not to exceed 7.0 percent per annum; and an aggregate discount not to exceed 2%, of which up to 1% may be an original issue discount. The bonds are expected to be sold in May 2000.

Bond Counsel appointed by the Attorney General for this bond issuance is Ballard, Spahr, Andrews & Ingersoll. College officials have selected Zions Public Finance as underwriters for the bonds.

Recommendation

It is the recommendation of the Commissioner that the Board adopt the attached authorizing resolution for the Utah Valley State College Student Center Building Fee and Unified System Revenue Bonds, Series 2000, with the understanding that final pricing, structuring, and execution of the bonds will be performed by the Chair or Vice-chair of the Board, or the Chair of the Board's Finance and Facilities Committee.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachments

**State Board of Regents of the State of Utah
(Utah Valley State College)
Student Center Building Fee and
Unified System Revenue Bonds, Series 2000**

Preliminary Summary Sheet

Proposed Issue: Student Center Building Fee & Unified System Revenue Bonds, Series 2000.

Total Issue Size: Not to exceed \$13,500,000.

Use of Funds: To finance the cost of constructing, furnishing, and equipping a student center addition, fund a debt service reserve and to pay costs and expenses incident to the issuance of the bonds.

Detail of Proposed Series 2000 Bonds:

Principal Amount:	Not to exceed \$13,500,000
Interest Rates:	Not to exceed 7.00%
Maturity Date:	Not to exceed 30 Years
Aggregate Discount:	Not to exceed 2.0%, of which 1.0% is the maximum original issue discount.
Redemption Features:	Yet to be determined
Credit Enhancement:	State of Utah Moral Obligation and bond insurance
Debt Service Reserve:	Maximum Annual Debt Service
Source of Repayment:	Student Fees

Timetable Considerations: The College plans to move immediately upon Regents approval with the transaction and sell the bonds the first week in May and close on approximately May 16th.

APPROVING RESOLUTION
UTAH VALLEY STATE COLLEGE STUDENT
CENTER BUILDING FEE AND UNIFIED SYSTEM
REVENUE BONDS SERIES 2000

Price, Utah
April 14, 2000

The State Board of Regents of the State of Utah met in regular session at the College of Eastern Utah in Price, Utah on April 14, 2000, commencing at ____ p.m. The following members were present:

Charles E. Johnson	Chair
Aileen H. Clyde	Vice Chair
Jerry C. Atkin	Member
Pamela J. Atkinson	Member
Brian D. Brown	Member
David J. Grant	Member
L. Brent Hoggan	Member
Karen H. Huntsman	Member
James S. Jardine	Member
Michael R. Jensen	Member
David J. Jordan	Member
George Mantes	Member
Winn L. Richards	Member
Paul S. Rogers	Member
Maria Sweeten	Member

Absent:

Also Present:

Cecelia H. Foxley	Commissioner of Higher Education
Joyce Cottrell	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of

Regents of the State of Utah, Utah Valley State College Student Center Building Fee and Unified System Revenue Bonds, Series 2000.

The following resolution was introduced in written form by Regent _____, and after full discussion, pursuant to motion made by Regent _____ and seconded by Regent _____ was adopted by the following vote:

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH VALLEY STATE COLLEGE STUDENT CENTER BUILDING FEE AND UNIFIED SYSTEM REVENUE BONDS, SERIES 2000 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$13,500,000; AUTHORIZING THE EXECUTION OF A GENERAL INDENTURE OF TRUST AND A FIRST SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

WHEREAS, the State Board of Regents of the State of Utah (the "Board") is established and exists under and pursuant to Section 53B-1-103, Utah Code Annotated 1953, as amended; and

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah Valley State College (the "College") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended (the "Act"); and

WHEREAS, in order to provide funds for such purpose, the Board is duly authorized to issue and sell bonds pursuant to provisions of the Act; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the College, is authorized to issue bonds payable from the revenues of the College as may be deposited into a special fund, for the purpose of (i) paying all or part of the cost of constructing, furnishing and equipping a student center addition (the "Series 2000 Project"), (ii) funding a deposit to a debt service reserve, and (iii) paying costs of issuance related thereto; and

WHEREAS, such bonds will be issued by the Board under a General Indenture of Trust (the "General Indenture") and a First Supplemental Indenture of Trust (the "First Supplemental Indenture" and together with the General Indenture, the "Indenture") each between the Board and U.S. Bank National Association, as trustee (the "Trustee"), which bonds will be designated as the "State Board of Regents of the State of Utah Utah Valley State College Student Center Building Fee and Unified System Revenue Bonds, Series 2000" (the "Series 2000 Bonds") in an aggregate principal amount of not to exceed \$13,500,000; and

WHEREAS, the Series 2000 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") among the Board, the College and First Security Van Kasper and Zions First National Bank, as underwriters for the Series 2000 Bonds (the "Underwriters"), a form of a Preliminary Official Statement relating to the Series 2000 Bonds (the "Preliminary Official Statement") and a form of the Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board (formerly the Budget and Finance Subcommittee) the authority to approve the interest rates, the final principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2000 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH, AS FOLLOWS:

Section 1. All terms defined in the foregoing recitals hereto shall have the same meanings when used herein.

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board or the College directed toward the issuance of the Series 2000 Bonds are hereby ratified, approved and confirmed. The Board hereby finds and determines that the terms and conditions of the Bonds set forth herein are reasonable and necessary.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale of the Bonds. The Chair or Vice Chair of the Board are hereby authorized to execute and deliver on behalf of the Board the Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and

the President of the College are hereby authorized to execute and deliver the Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the College with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) constructing, furnishing and equipping the Series 2000 Project, (ii) funding a deposit to a debt service reserve fund, and (iii) paying costs of issuance of the Series 2000 Bonds, the Board hereby authorizes the issuance of the Series 2000 Bonds in the aggregate principal amount of not to exceed \$13,500,000. The Series 2000 Bonds shall mature on such date or dates and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Schedule "A" attached hereto and incorporated herein by reference. The issuance of the Series 2000 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2000 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the First Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President of the College are hereby authorized to execute and seal by manual or facsimile signature the Series 2000 Bonds and to deliver the Series 2000 Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the First Supplemental Indenture and the Series 2000 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the College are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2000 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2000 Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed 2.0% of the face amount of the Series 2000 Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board and the President of the College are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2000 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President of the College are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2000 Bonds for and on behalf of the Board and the College and any changes thereto from those terms

which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Indenture.

Section 8. The appropriate officials of the Board and the College, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President of the College are authorized to make any alterations, changes or additions to the General Indenture, the First Supplemental Indenture, the Series 2000 Bonds, the Bond Purchase Agreement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Budgets of the College, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the College any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the College, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Budgets of the College are hereby authorized to take all action necessary or reasonably required by the Indenture, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2000 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2000 Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the College, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the College, the State of Utah or any political subdivision thereof.

Section 12. After any of the Series 2000 Bonds are delivered by the Trustee to the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable

until the principal of, premium, if any, and interest on the Series 2000 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 13. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 14. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 15. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 14TH DAY OF APRIL, 2000.

STATE BOARD OF REGENTS OF THE
STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

After the conduct of other business not pertinent to the above, the meeting was, on motion duly made and seconded, adjourned.

Chair

(S E A L)

ATTEST:

Secretary

STATE OF UTAH)
 : ss.
COUNTY OF SALT LAKE)

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that:

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the April 14, 2000 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, Utah, on April ____, 2000, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Exhibit "1"; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit "1" to be provided on April _____, 2000, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2000 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents in the form attached as Exhibit "2" to be posted on October 21, 1999, at the principal office of the State Board of Regents in Salt Lake City, Utah; such Notice of Annual Meeting Schedule having continuously remained so posted and available for public inspection during the regular office hours of the undersigned until the date hereof; and causing a copy of such Notice of Annual Meeting Schedule to be provided on October 21, 1999, to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 14th day of April, 2000.

Secretary

(S E A L)

EXHIBIT "1"

Notice of Public Meeting
[See Transcript Document No. ____]

EXHIBIT "2"

Notice of Annual Meeting Schedule
[See Transcript Document No. ____]

SCHEDULE "A"Parameters

Principal amount not to exceed	\$13,500,000
Interest rates not to exceed	7.0%
Discount from par not to exceed	2.0%
Optional Redemption First Call Date on or prior to Tenth Anniversary of date of issuance at a price of not to exceed	101%
Final Maturity not to exceed	30 years

MEMORANDUM

April 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Salt Lake Community College--Receipt of Larry H. Miller Entrepreneurship Center
(Ratification of Executive Committee Action)

Issue

The Regents are asked to ratify action by the Regents' Executive Committee, authorizing Salt Lake Community College to accept the donation of the Larry H. Miller Entrepreneurship Center from Mr. Larry H. Miller.

Background

On March 30, 2000, the Regents' Executive Committee authorized Salt Lake Community College to accept the generous donation of the Larry H. Miller Entrepreneurship Center, subject to ratification by the full Board of Regents. Details of the transaction are described in the attached Commissioner's memorandum dated March 29, 2000 (Attachment A). Also attached are minutes from the Executive Committee meeting (Attachment B).

Recommendation

It is the recommendation of the Commissioner that the Regents review the attached material, and ratify the Executive Committee's authorization to SLCC to accept the donation of the Larry H. Miller Entrepreneurship Center from Mr. Larry H. Miller.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachments

MINUTES
STATE BOARD OF REGENTS EXECUTIVE COMMITTEE
CONFERENCE CALL MEETING
30 March 2000

Regents Present

Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
L. Brent Hoggan

Office of the Commissioner

Cecelia H. Foxley, Commissioner
Norm Tarbox, Associate Commissioner for Finance and Facilities
Joyce Cottrell, Executive Secretary

Salt Lake Community College

Frank W. Budd, President
Richard M. Rhodes, Vice President of Administrative Services
Constant Hughes, Assistant Attorney General

SLCC Receipt of Larry H. Miller Entrepreneurship Center

Commissioner Foxley greeted everyone and confirmed those participating in the conference call. Chair Johnson called the meeting to order at 10:00 a.m. President Budd commented that the Regents probably had assumed that this transfer of property had already been done. This is a five-acre parcel of property upon which the Larry H. Miller Entrepreneurship Center sits, as well as the parking lot and landscaping around it. Mr. Miller wanted the deed to be transferred to the College that afternoon. The College has secured an endowment to cover the O&M expenses of the property.

Regent Hoggan said the warranty deed was not a recordable instrument without a legal description of the property. Vice President Rhodes said one minor correction had to be made. The College does have the legal description which will be filed with the warranty deed. He will fax that description to Associate Commissioner Tarbox so all documents can be included in the Regents' agenda for ratification at their April 14 meeting.

Regent Hoggan moved approval of the warranty deed. The motion was seconded by Vice Chair Clyde and approved unanimously. Regent Hoggan noted that included in his motion was the Regents' heartfelt appreciation to Mr. Miller.

President Budd said College officials had been meeting with Mr. Miller, who is eager to get started on two additional buildings at this location. One building would be used for instructional purposes, and the Toyota Corporation has been invited to establish a portion of their “Toyota University” there. The other building would be an automotive facility with 45-50 bays for cars. The College would probably move its automotive and auto body programs from the Redwood Road Campus to this location, including the Ford Asset Program.

President Budd said SLCC could not cover the O&M costs for these additional buildings. Several options are being explored to pay these costs. President Budd is working with Legislative Fiscal Analyst John Massey to ascertain which options would require legislative approval.

Associate Commissioner Tarbox said legislation was recently passed, sponsored by Representative Gerry Adair, which liberalized the abilities of USHE institutions and agencies to develop alternative financing arrangements for new facilities. He offered to meet with President Budd and Vice President Rhodes to see what new options were available to SLCC, based on this legislation.

Chair Johnson asked if Mr. Miller had specified that these were “restricted use” buildings. President Budd said he had not. Mr. Miller had only proposed the “Toyota University,” which would be to the College’s advantage. He has been very open about the use of these buildings.

The meeting was adjourned at 10:20 a.m.

Joyce Cottrell CPS
Executive Secretary to the Board of Regents

MEMORANDUM

April 3, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: INFORMATION: Student Financial Aid-UHEAA
Board of Directors Report

Issue

This information report is submitted pursuant to State Board of Regents (SBR) Policy R610, which delegates administrative oversight for student financial aid programs to the UHEAA Board of Directors and requires the UHEAA Board regularly to inform the Regents of its activities and decisions.

Report

The UHEAA Board of Directors meeting scheduled for February 10, 2000, was cancelled. Instead, the UHEAA Board held a special meeting by conference call, on January 11, 2000. Minutes of the Board of Directors meeting on November 30, 1999, and the conference call meeting on January 11, 2000, will be provided in a supplement to this report which will be distributed at the Board of Regents meeting on April 14.

The next meeting of the UHEAA Board of Directors will be on April 11, 2000. The agenda for that meeting is attached. Information on actions taken at the meeting will be included in the Supplement to this report distributed on April 14.

Cecelia H. Foxley, Commissioner

Attachment

CHF/CGN

Revised 4-2-00

UHEAA BOARD AGENDA ITEMS

Meeting of April 11, 2000

1. Calling of the Role and Welcome
2. Minutes of the November 30, 1999 Meeting
3. Minutes of the January 11, 2000 Conference Call Meeting
4. Motion for Executive Session at Next Meeting (if needed)
5. Consideration of Board Reports
 - #1 ACTION Money Management Investment Reports**
 - #2 ACTION Selection of Contractor to Provide Loan Guarantee System and Related Systems**
 - #3 DISCUSSION Utah Student Loan Programs Annual Financial and Operations Summary, Fiscal Year 1999**
 - #4 ACTION Rule Changes, Utah Centennial Opportunity Program for Higher Education (UCOPE)**
 - #5 ACTION Rule Changes, Utah Educational Savings Plan Trust (UESP)**
6. **INFORMATION ITEMS (Presented at Meeting)**
7. Executive Session (if needed)

MEMORANDUM

April 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Action: Consent Calendar, Finance and Facilities Committee

It is the recommendation of the Commissioner that the Regents approve the following items on the Finance and Facilities Committee Consent Calendar:

- a. **OCHE Monthly Investment Report (Attachment A).** Board Policy R541, Management and Reporting of Institutional Investments, requires approval of investment reports by the Board of Trustees or the Finance and Facilities Committee for the Office of the Commissioner. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for fiscal year 1999-00 for the Office of the Commissioner is attached.
- b. **2000-2001 Initial Work Programs (Attachment B).** “Work Program” is a term applied to revenue and expenditure allotment schedules submitted to the State Division of Finance. Work programs serve as a basis for the disbursement of state appropriated funds to institutions. Attached is a summary of the initial work programs for 2000-2001.
- c. **Weber State University - Surplus Fuel & Power Reallocation.** Weber State University is requesting authorization to use surplus fuel and power funds totaling \$350,000 on a one-time basis to fund an upgrade to its central chiller plant. This upgrade will add cooling capacity, address life safety and code compliance issues and will also improve efficiency in the campus cooling systems. Applicable legislative intent language instructs the Board to closely supervise funds budgeted for fuel and power and to authorize expenditures “in excess of 10 percent of the projected surplus for energy efficiency projects.” The appropriateness of the requested one-time reallocation has been evaluated and all planned expenditures meet legislative intent.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

MEMORANDUM

April 5, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Discussion of Tuition Issues

As a follow-up to many of the questions which were raised during our discussion on tuition at the March 16-17 Board meeting, we will spend some time discussing various issues related to tuition, including non-resident tuition, establishing residency for tuition purposes, a review of the Regents' current tuition policy, the relationship between tuition increases and faculty and staff compensation, etc.

Materials for this discussion will be distributed at the meeting. To begin the discussion, Regents and Presidents will first meet in small groups (see attachment for assignments), and then reconvene into the Committee of the Whole for a reporting out of the group discussions.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachment

**BREAKOUT DISCUSSION GROUPS
for April 14, 2000 Board Meeting**

**DISCUSSION GROUP #1 – Area A, Multipurpose Room
Research/Teaching Universities**

- Regent Michael R. Jensen, Discussion Leader
- Regent Aileen H. Clyde
- Regent Karen H. Huntsman
- Regent James S. Jardine
- Regent David J. Jordan
- President George H. Emert
- President J. Bernard Machen
- Associate Commissioner Norm Tarbox, Recorder

**DISCUSSION GROUP #2 – Area B, Multipurpose Room
Metropolitan/Regional Universities and State College**

- Regent Paul S. Rogers, Discussion Leader
- Regent Pamela J. Atkinson
- Regent Brian D. Brown
- Regent Winn L. Richards
- President Steven D. Bennion
- President Kerry D. Romesburg
- President Paul H. Thompson
- Assistant Commissioner Phyllis C. Safman, Recorder

**DISCUSSION GROUP #3 – Alumni Room
Community Colleges**

- Regent Maria Sweeten, Discussion Leader
- Regent David J. Grant
- Regent L. Brent Hoggan
- Regent Charles E. Johnson
- President Frank W. Budd
- President Gerald J. Day
- President Robert C. Huddleston
- President Grace S. Jones
- Associate Commissioner Michael A. Petersen, Recorder

Commissioner Foxley will spend time in each of the discussion groups.

MEMORANDUM

April 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Review of Regents' Policy R135, *Institutional Legal Counsel in the Utah System of Higher Education*

In light of present-day needs for legal advice for institutions of higher education, we will review Regents' policy R135, *Institutional Legal Counsel in the Utah System of Higher Education*. Attached is the policy for your review in preparation for our discussion. This is not an action item.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachment

April 5, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Consent Calendar

It is the recommendation of the Commissioner that the Regents approve the following items on the Consent Calendar:

- a. Minutes – Approval of the Minutes of the Meeting of the Utah State Board of Regents held March 16-17, 2000, at Dixie College in St. George, Utah
- b. Grant Proposals - Approval to submit the following proposals:
 1. Utah State University - Training and Institutional Strengthening for PROMATREC, \$1,352,050; Gary Merkley, Principal Investigator.
 2. Utah State University - Youth and Families with Promise, \$1,214,788; Glen Jenson, Principal Investigator.
 3. Utah State University - Development LWIR Scene and Target Generator, \$1,504,650; J. Steven Hansen, Principal Investigator.
 4. Utah State University - DX Pathfinder Sensor Fabrication and Engineering Support, \$11,974,810; J. Steven Hansen, Principal Investigator.
 5. Utah State University - SIBERS LOW LWSTG Design and Development Continuation, \$1,819,488; J. Steven Hansen, Principal Investigator.
 6. Utah State University - Preparing Teachers for the New Millenium, \$1,226,162; Steve Soulier, Principal Investigator.
 7. Salt Lake Community College - Title III, \$351,826; L. Olsen, Principal Investigator.
- c. Executive Session(s) — Approval to hold an executive session or sessions in connection with the meetings of the State Board of Regents to be held May 19, 2000, at Snow College, to consider property transactions, personnel performance evaluations, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Cecelia H. Foxley, Commissioner