



AGENDA

MEETING OF THE  
UTAH STATE BOARD OF REGENTS

September 15, 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**  
**UTAH STATE BOARD OF REGENTS**  
**SNOW COLLEGE**  
**NOYES BUILDING**

**September 15, 2000**

MEETINGS OF BOARD COMMITTEES

**9:00 a.m. - 10:30 a.m.**

**Finance and Facilities Committee**

Heritage Room

**ACTION:**

- |   |       |
|---|-------|
| 1. University of Utah – Budget Status of Physician Assistant Program                    | Tab A |
| 2. Utah State University – Acquisition of Western Medical Center                        | Tab B |
| 3. Utah State University – Property Acquisition   | Tab C |
| 4. Utah State University – Lease Purchase of Research Park Building                     | Tab D |
| 5. Snow College – Campus Master Plans   | Tab E |
| 6. College of Eastern Utah – Property Acquisition                                       | Tab F |
| 7. Utah Valley State College – Campus Master Plan (Consideration of new Wasatch Campus) | Tab G |
| 8. Utah Valley State College – Property Acquisition                                     | Tab H |
| 9. Salt Lake Community College – Jordan Campus Land Trade                               | Tab I |
| 10. 2001-2002 Non-state Funded Capital Projects   | Tab J |

**INFORMATION:**

- |  |       |
|--|-------|
| 11. USHE - 1999-2000 End-of-Year Enrollment Report | Tab K |
|--|-------|

**CONSENT:**

- |   |       |
|---|-------|
| 12. Consent Calendar, Finance and Facilities Committee    | Tab L |
| a. OCHE Monthly Investment Report                         |       |
| b. UofU and USU Capital Facilities Delegation Reports     |       |
| c. University of Utah – Donated Property to be Liquidated |       |
| d. USHE – 2000-2001 Budget Implementation Reports         |       |

**9:30 a.m. - 10:30 a.m.**

**Academic and ATE Committee**

Academy Room

**ACTION:**

- |   |       |
|---|-------|
| 1. Southern Utah University – Bachelor of Science Degree in Athletic Training | Tab M |
|---|-------|

- 2. Utah Valley State College – Bachelor of Science Degree in Earth Science Tab N
- 3. Minutes of the SBE-SBR Joint Liaison Committee, 4/25/2000 Tab O

**INFORMATION:**

- 4. Information Calendar, Academic and ATE Committee Tab P
  - A. University of Utah – Alternate Paths to Completion of the Master’s Degree in Special Education
  - B. Weber State University – Elimination of the CNC Machinist Certificate Program

**CONSENT:**

- 5. Consent Calendar, Academic and Applied Technology Education Committee Tab Q
  - A. University of Utah – Reinstatement of Bachelor of Science Degree in Special Education
  - B. Utah State University – Proposal to Offer a Doctorate of Education Degree (Ed.D.) Program through Telecommunications

10:30 a.m. - REGULAR BUSINESS MEETING OF THE BOARD OF REGENTS  
12:00 noon Founders Hall

- A. Report of the Chair
- B. Report of the Commissioner
- C. Reports of Board Committees  
(Finance and Facilities, Tabs A - L)  
(Academic and ATE, Tabs M - Q)
- D. General Consent Calendar Tab R
- E. Discussion of Master Planning Issues Tab S
  - 1. ATE
  - 2. Tuition and Financial Aid
  - 3. Formula Funding
  - 4. Service Area Education Coordination Plans
- F. 2001-2002 Budget Hearings – Statewide Programs
  - 1. Utah State University – Extension Cooperative Education Agriculture Experiment Station
  - 2. University of Utah – Medical Education and University Hospital

12:00 noon - LUNCHEON MEETING – STATE BOARD OF REGENTS,  
1:30 p.m. SNOW COLLEGE BOARD OF TRUSTEES,

PRESIDENT DAY, COMMISSIONER FOXLEY  
Heritage Room

Presidents  
Lorenzo and Erastus Snow Conference Room

Business Affairs Council  
Room 101

Chief Academic Officers  
Academy Room

Faculty Senate Leaders  
Centennial Room

Student Services Vice Presidents  
President's Conference Room

Others  
Founders Hall

1:30 p.m. -  
4:00 p.m.

INSTITUTIONAL 2001-2002 BUDGET HEARINGS  
Founders Hall and Heritage Room

Tab T

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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 Angie Loving, ADA Coordinator, at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180, or at 801-321-7124, at least three working days prior to the meeting. TDD # 801-321-7130.

**MEMORANDUM**

September 8, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: University of Utah–Budget Status of Physician Assistant Program

Issue

University of Utah officials seek a change in the budget status of the University's Physician Assistant Program from self-supporting to budget-related. If authorized the change would be effective for the 2001-2002 academic year.

Background

As noted in the attached letter from Senior Vice President for Health Sciences, Dr. A. Lorris Betz, the University's Physician Assistant Program began as a non-credit endeavor in 1971. At the time it was required to be a self-supporting program—meaning that program tuitions were required to cover the instructional costs of the program. In 1988, the Regents authorized the program to begin offering credit, and beginning 2000 a master's degree has been added to the program. Over the years the cost structure of the program has changed substantially. But it remains a self-support program.

Presently, tuition provides only a portion of the instructional expenses for the Physician Assistant Program. In kind resources from other School of Medicine programs have been used to keep the program functioning. However, to provide an adequate funding base for the program in the future, the University has requested that the program be changed to budget-related status.

The immediate effect of this proposed change is that the Regents' enrollment growth request for 2001-2002 would increase by approximately \$400,000. The University would also be required to alter tuition levels of the program to meet current Regent policies regarding resident/non-resident tuition. And most importantly, this mature, for-credit program would begin to be supported as are all other School of Medicine instructional programs and most-all other master degree programs in the State.

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Policy Implications

The Regents have guidelines as to what courses and programs will be budget-related and what ones will be self-supporting. So long as tuition in the Physician Assistant Program is changed to be compliant with current Regent policies, the program can appropriately be recategorized as budget-related. The University has expressed a willingness to make such changes.

Recommendation

It is the recommendation of the Commissioner that the Regents change the status of the University of Utah's Physician Assistant Program from self-supporting to budget-related and instruct the University to make changes in the tuition levels of the program as appropriate.

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachment

**MEMORANDUM**

September 8, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Utah State University–Acquisition of Western Medical Center

Issue

USU officials request authorization to acquire a 20,262 square-foot medical facility known as Western Medical Center. The medical center is situated immediately north of Romney Stadium on University property. Officials propose to purchase the property for \$2,300,000.

Background

In December 1985, the Regents approved a lease allowing USU to lease ground to Western Medical Capital Properties, LLC for the purpose of building Western Medical Center. This ground lease included an option for the University to purchase the building.

The accompanying letter from Vice President Fred Hunsaker (Attachment A) expresses the University's intended use of the proposed acquisition. First, the facility would provide needed space for Student Health Services, which is currently housed in the Taggart Student Center. Officials indicate the Taggart Student Center location is inadequate. In addition, the University Athletic Department has utilized Western Medical Center for strength training and rehabilitation since 1988 according to terms in the ground lease. Purchasing the facility allows the Athletic Department to continue using this space.

The map in Attachment B shows the location of the facility on University property. Other important facts regarding the proposed transaction include the following items:

- The purchase price of \$2,300,000 is \$470,000 below the appraised value.
- The source of funding for the purchase is institutional discretionary funds.
- The acquisition will not necessitate a request for state-supported O & M.
- The University Board of Trustees will act on the proposal prior to the Regents' meeting.

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Recommendation

It is the recommendation of the Commissioner, contingent upon approval by the Utah State University Board of Trustees, that Regents authorize Utah State University officials to acquire Western Medical Center for \$2,300,000 from discretionary funds.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM  
Attachments



**MEMORANDUM**

September 8, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Utah State University--Property Acquisition

Issue

USU officials request Regent authorization to acquire 5 acres of undeveloped property to the north of the Logan campus for the appraised price of \$153,750. Institutional discretionary funds will be used for this purchase.

Background

As outlined in the attached letter from Vice President Fred Hunsaker (Attachment A), the acquisition of the 5 acres complements USU's campus master plan which includes the property for expansion of new facilities and open space. Initially, the property will be used and maintained by the Agriculture Experiment Station as farm ground and as a buffer for encroaching residential development in the area.

Attachment B is a map showing the location of the proposed 5-acre acquisition. The purchase price is set at fair market value as determined by an independent appraisal. Funding for the acquisition will come from institutional discretionary funding.

Recommendation

It is the recommendation of the Commissioner that, contingent upon approval by the Utah State University Board of Trustees, the Regents approve the acquisition of 5 acres along the north border of the USU main campus for the appraised value of \$153,750.

Cecelia H. Foxley, Commissioner

CHF/NCT/NGM  
Attachments

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University–Lease Purchase of Research Park Building

Issue

USU officials request Regent authorization to enter into a lease-purchase arrangement with Tri-Park Partnership for an approximately 12,000 square-foot facility in the USU Research and Technology Park.

Background

In order to accommodate the increasing demands for research space at USU, University officials have orchestrated an arrangement to acquire additional research facilities in the Research and Technology Park. Through a request-for-proposal process, the University has selected a private developer who will lease ground from the University and construct a 12,000 square foot research facility. The University will then lease the facility for 12 years. At the conclusion of the lease, the ground lease will terminate and the University will assume ownership of the building. Specific provisions of the lease are as follows:

- The fixed monthly lease amount for the 12-year contract is \$11,880, or approximately \$11.88 per square foot per year.
- The University is responsible for utilities, insurance, and maintenance of the facility. Tri Park Partnership is responsible for structural maintenance of the foundations, roof, and support systems.
- Construction of the facility is to be completed by March 1, 2001. The University is granted access to inspect and examine the construction plans and site.

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A letter from Vice President Fred Hunsaker, included as Attachment A, further outlines this proposal. This letter indicates that state-funded operations and maintenance will not be requested for the research facility. Also included as Attachment B is a copy of the lease agreement that leases the facility to the University, the amendment to the ground lease that leases the ground to the developer, and exhibits outlining the site of the property and facility. The State Attorney General's Office has reviewed the agreement and did not express any material legal concerns. The USU Board of Trustees will review this request at their meeting on September 8, 2000.

Recommendation

It is the recommendation of the Commissioner that, contingent upon approval by the USU Board of Trustees, the Regents authorize USU officials to enter into a lease-purchase as detailed in Attachment B.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM  
Attachments

**SUMMARY OF ATTACHED LEASE**

Date: \_\_\_\_\_ 2000

Name and Address of Landlord: TRI-PARK PARTNERSHIP  
125 West 2500 North  
Logan, Utah 84341

Name and Address of Tenant: UTAH STATE UNIVERSITY  
Research and Technology Park  
1770 North Research Park Way  
Suite 120  
North Logan, Utah 84341

Leased Property: Building at 590 East Research Park Way  
North Logan, Utah 48341  
(801) 797-9600

Lease Term: 144 months from rent  
commencement date

Rental: \$11,880 per month, payable on a  
monthly basis for the term of the lease.

Increased Rental: There will be no increase in rent  
over the period of the lease

Utilities: Paid by Tenant

Insurance: Paid by Tenant

Use of Property: Subject to Master Lease and  
Protective Covenants

CAUTION: This summary is intended to be used for convenience only. It is not part of the Lease Agreement, which should be read in its entirety.

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## **LEASE AGREEMENT**

This AGREEMENT is made and entered into as of the \_\_\_\_ day of \_\_\_\_\_, 2000, by and between TRI-PARK PARTNERSHIP, (hereinafter referred to as "Landlord") and UTAH STATE UNIVERSITY (hereinafter referred to as "Tenant").

## **LEASE OF PROPERTY**

1.0 Landlord, in consideration of the rental to be paid and the covenants to be performed by Tenant, hereby leases to Tenant and Tenant hereby leases from Landlord for the term, at the rental and upon the covenants and conditions herein set forth the approximately 12000 square feet building (Leased Premises and/or "Subject Property"), to be situated at approximately 590 East Research Park Way of the Utah State University Research and Technology Park, more fully described in Exhibit "A", attached hereto and by this reference made a part hereof.

## **TERM OF LEASE AND OWNERSHIP UPON LEASE TERMINATION**

2.0 The term of the lease shall begin on the Rent Commencement Date, as herein defined, and end at the completion of twelve (12) years (144 months) thereafter unless earlier terminated. Tenant and Landlord are parties to a ground lease dated 3 March 2000 wherein Tenant (as ground lessor) has leased to Landlord (as ground lessee) the 0.86 acres of ground pertinent to the Leased Premises. Upon completion of the twelve (12) years (144 months) herein, the parties agree that the 0.86 acre parcel shall be removed from the ground lease and the amounts due under the ground lease shall be reduced as provided in the Amendment to Ground Lease entered into by the parties of even date hereof. The intent of the parties is that Tenant shall be vested with all rights of ownership and use of the building and the ground at the end of the twelve years.

## **RENT COMMENCEMENT DATE**

3.0 As used in this Lease, the "Rent Commencement Date" shall mean the date upon which the Landlord presents the Tenant with a certificate of occupancy.

## **RENTAL**

4.0 For the term of Lease, Tenant shall pay to Landlord, in legal tender at the Landlord's office at 125 West 2500 North, Logan, Utah 84341, or such other address as Landlord may designate in writing from time to time, \$11,880 per month, payable on or before the first day of each month. It is agreed that the lease payments shall be fixed for the period of the lease.

## **UTILITIES, INSURANCE, MANAGEMENT AND MAINTENANCE**

5.0 In addition to the rental provided herein, Tenant at its sole expense shall be responsible for and shall provide and/or pay when due:

(a) All actual charges assessed by utility companies for electricity, gas, water, sewer and all other utilities supplied to the Subject Property or otherwise used by Tenant.

(b) Fire and extended coverage insurance, equal to the replacement value of Tenant's improvements, trade fixtures, furnishings, equipment and other items belonging to Tenant located thereon. Such policy shall be obtained by Tenant from a company acceptable to Landlord and shall name Landlord as co-insured. Tenant further waives as against Landlord any and all claims and demands for damages, loss, or injury to the contents of the Subject Property which may be caused by fire and/or other perils which are subject to Tenant's extended coverage insurance.

(c) All self-insured premium assessments for public liability insurance covering the Subject Property and naming Landlord as loss payee, in an amount of not less than \$500,000.00 per person and \$1,000,000.00 per occurrence, together with property damage insurance of not less than \$300,000.00 per occurrence. All insurance shall provide coverage to ensure the performance by Tenant of the indemnity agreement as to liability for injury or death of persons and damage to property which is subject to this lease agreement or the Master Lease described herein.

(d) Janitorial services and similar services, and to maintain the Subject Property to the reasonable satisfaction of the Landlord.

5.1 In addition to all other payments required by this lease, Tenant shall pay reasonable operational expenses, together with insurance and taxes on the land and Building, within sixty (60) days of receipt of Landlord's statement as follows:

(a) During the term of this lease, Tenant shall operate, manage and maintain the premises. The manner in which the premises shall be maintained shall be as reasonably determined by Landlord.

(b) Tenant shall pay all reasonable costs and expenses as may be paid or incurred by Landlord during the lease term in operating, securing and maintaining the premises as determined in accordance with generally accepted accounting principles consistently applied and allocated to any particular calendar year. Such costs and expenses shall include, but shall not be limited to: maintaining directional signs; snow, garbage and rubbish removal; cleaning and janitorial expenses; costs and expenses of replanting and replacing flowers and landscaping; common metered water and other utility charges; personal property taxes; fees for required licenses and permits; supplies and maintenance of all signs, equipment, operating machinery, including but not limited to heating, ventilation and air conditioning equipment; and all property taxes or assessments or payments in lieu thereof levied or assessed against any or all of such areas.

(c) Tenant shall pay all costs and expenses for providing public liability, property damage, fire and extended coverage insurance for the building, including common areas.

(d) All maintenance and minor repair of the Subject Property, including painting of walls, and maintenance repairs and replacement of equipment within the Subject



Property, shall be the responsibility of the Tenant.

- 5.2 Landlord shall be responsible for, and shall bear the cost of structural maintenance of the foundations, roof and support portions of the Building. Landlord shall initially paint the improvements to the Subject Property (as defined herein) and Tenant shall be responsible for painting thereafter. All other maintenance and repair of the Subject Property, including painting of walls, and maintenance, repairs and replacement of equipment within the Subject Property, shall be the responsibility of the Tenant.

### **CONSTRUCTION**

6.0 Prior to 1 March, 2001, Landlord shall at Landlord's sole expense, complete construction of the building in accordance with the attached plans and specifications (Exhibit B). Tenant shall at all times have full and complete access to inspect the Subject Property and to examine plans and specifications. Tenant acknowledges that Landlord shall have the right as determined by the Landlord's architect or in accordance with requirements of laws and regulations of North Logan City and requirements of the Utah State University Research and Technology Park, to make such changes in the plans and specifications as the Park, to make such changes in the plans and specifications as the Landlord deems reasonable or necessary; provided, however, that Landlord shall give Tenant advance notice of any proposed changes that may affect Tenant, and Landlord and Tenant shall confer with each other regarding such changes; and further provided, that Landlord shall not make any changes which shall materially adversely affect the interests of the Tenant in the Subject Property.

### **ACCEPTANCE OF PROPERTY**

7.0 Execution of this Agreement and occupancy of the Subject Property by Tenant constitute conclusive evidence that Tenant accepts the Subject Property in its present condition "as is" and that there are no representations or warranties with respect to the Subject Property except as specifically provided herein.

### **IMPROVEMENTS BY TENANT**

8.0 Tenant shall be solely responsible for all internal fixtures and improvements within the Subject Property which are not included on the architectural plans and specifications for construction of the building including, but not limited to, additions or alterations to electrical, communications, mechanical, and plumbing facilities, floor coverings, walls, dividers, fixtures, shelving, equipment and machinery. Notwithstanding anything to the contrary contained herein, Tenant shall first obtain approval from Landlord for all improvements and installations on the Subject Property; provided, Landlord shall not unreasonably withhold such consent. All such additions and improvements shall be accomplished in a first class workmanlike manner. All costs incurred in improving the space leased here under, except as contained in Exhibit B as requested by Tenant shall be the sole responsibility of the Tenant. Upon the termination of this lease, Tenant may remove additions and improvements installed by Tenant as long as such removal shall not damage the Subject Property. In the event Tenant leaves any

fixtures, additions and improvements, such improvements shall become the property of the Landlord.

8.1 Should Tenant's improvements require additional space, changes in design or other alterations in order to comply with applicable fire codes, building codes, or similar governmental regulations, Tenant shall bear the entire cost of all such changes, including all fees and permits associated therewith and any increase in rental associated with the additional space.

### **USE OF SUBJECT PROPERTY**

9.0 Tenant acknowledges that the Building has been constructed upon real property situated in the Utah State University Research and Technology Park. The Subject Property, therefore, is subject to strict requirements of occupancy and use resulting from the terms and conditions of the underlying Master Lease on the real property (the "Master Lease") in favor of the Utah State University and also the Declaration of Covenants, Conditions and Restrictions of the Utah State University Research and Technology Park (the "Covenants"). Tenant acknowledges receipt and examination of copies of the Master Lease of the Covenants.

9.1 Tenant further acknowledges its understanding that the Covenants and Master Lease substantially restrict the use of the Subject Property to the purposes set out in the subject Covenants. Tenant assumes and agrees to fully perform the duties of the named "Lessee" under said Master lease, except as otherwise authorized in writing by Landlord.

9.2 Tenant expressly warrants and represents that Tenant shall occupy and use the Subject Property solely within the uses permitted by the Master Lease and Covenants. Tenant shall also fully comply with all provisions of law and regulations applicable to the Subject Property. Tenant in addition, also agrees that:

(a) Tenant, in connection with the use of the Subject Property, shall not cause or allow any offensive noise, offensive odors, or any unsightly, unsanitary or unsafe conditions.

(b) Tenant shall not store or park any materials, equipment, vehicles or any other items outside the Subject Property except in areas specifically designated in writing by Landlord. Landlord shall attempt to accommodate Tenant's reasonable business needs.

(c) Tenant shall fully cooperate with all other Tenants of the entire Building to ensure that the entire Building is in compliance with the Covenants; and that, also, the nature and tone of the activities in the Building are carried on in a professional and businesslike manner.

(d) Tenant agrees to conform to all applicable environmental health and safety standards.

### **WASTE AND NUISANCE**

10.0 Tenant shall not cause or allow any waste or destruction to the Subject Property, nor shall Tenant perform any acts or carry on any practices which may injure the Building or be a nuisance or menace to other tenants in the Building, to neighboring properties, or to the public in general.

### **COMPLIANCE WITH LAWS**

11.0 Tenant shall fully comply with all laws and regulations of all applicable federal, state and local governmental entities and regulatory authorities with respect to Tenant's occupancy and use of the Subject Property, and indemnify Landlord from Tenant's failure to do so.

### **MAINTENANCE**

12.0 In addition to all other duties of maintenance expressed herein, Tenant shall be solely responsible, at Tenant's expense, to maintain and to keep clean the Subject Property and to keep all portions of the Subject Property in good repair throughout the term of this lease. Except as provided under section 5.2, Tenant shall bear at Tenant's expense, all costs to maintain and repair exterior walls, halls, stairways, common areas, mechanical electrical and heating equipment serving the entire building, sidewalks, parking areas and surrounding grounds.

### **SIGNS**

13.0 Tenant shall not place, or allow to be placed or maintained on any exterior door, wall or window of the Subject Property or of the Building or upon the surrounding grounds, any sign, awning, canopy or advertising of any other kind inconsistent with the Master Lease and Covenants.

### **ESTOPPEL CERTIFICATE**

14.0 Tenant agrees that from time to time, upon not less than ten (10) days prior request by Landlord, Tenant will deliver to Landlord a statement in writing certifying:

- (a) That this lease is unmodified and in full force and effect (or if there have been modifications that the same is in full force and effect as modified and identifying the modification);
- (b) The dates to which rentals and other charges have been paid; and
- (c) So far as Tenant is aware, Landlord is not in default under any provision of this Lease; and if Landlord is in default, specifying each such default of which Tenant may have knowledge, it being understood that any such statement so delivered may be relied upon by any prospective purchaser, mortgagee, or assignee of any mortgage on the Building.

### **ATTORNTMENT**

15.0 Tenant shall, in the event any proceedings are brought for the foreclosure of, or in the event of exercise of the power of sale under any mortgage or deed of trust made by Landlord covering the Subject Property or the Building, or in the event of any assignment, deed or transfer in lieu of foreclosure, attorn to the new owner of Landlord's interest in the Subject Property and recognize such

new owner as Landlord under this Lease.

### **NO LIENS**

16.0 Tenant shall not cause or allow any claims, liens or encumbrances to be attached to the Subject Property without the prior written consent of Landlord.

### **SURRENDER OF PROPERTY**

17.0 Upon termination of this Lease, any Subject Property, which Tenant no longer has any use or ownership rights in, shall be surrendered to Landlord in the same condition as when the Subject Property was entered into by Tenant, reasonable wear, tear, acts of God, and damage covered by fire and casualty insurance excepted.

### **ASSIGNMENT AND SUBLETTING**

18.0 Tenant will not in any way assign or encumber this lease, in whole or in part, nor sublet any or all of the Subject Property without the prior written consent of Landlord in each instance; provided, such consent shall not be unreasonably withheld. Any attempted transfer, assignment, subletting, license or hypothecation of this lease or the Subject Property or any part thereof, without the prior written consent of the Landlord, shall constitute a default hereunder and shall be void and confer no rights upon any third party. The consent by Landlord to any assignment or subletting shall not constitute a waiver to any assignment or subletting shall not constitute a waiver of the necessity for such consent to any subsequent assignment or subletting. This prohibition against any assignment or subletting shall be construed to include a prohibition against any assignment or subletting by operation of law. All subleases must specifically refer to the Master Lease and covenants and restrictions associated with the property.

18.1 If the Subject Property or any part thereof is sublet or occupied by anyone other than Tenant with Landlord's consent, Landlord may continue to collect from Tenant the rent specified in paragraph 4 hereinabove, as may be agreed to by the parties; however, if Tenant defaults in the payment of rent, and such default remains uncorrected more than five (5) days after Landlord serves notice of such default upon Tenant, Landlord at its option, may collect rent directly from the subtenant or occupant and apply the net amount collected to the rent herein reserved. No such collection of rent from an assignee, subtenant or occupant shall be deemed a waiver of the provision or the acceptance of the assignee, subtenant, or occupant as tenant, or a release of Tenant from any further performance by Tenant or covenants on the part of Tenant herein contained. Notwithstanding any assignment or sublease, both Tenant and any guarantor of this lease shall remain fully liable under this lease, and shall not be released from performing any of the terms, covenants and conditions of this lease except as may be agreed upon by the parties.

### **DAMAGE OR DESTRUCTION**

19.0 If the Subject Property is damaged by any cause covered by fire or other casualty insurance, Landlord shall cause the damage to be repaired with reasonable dispatch, and if the damage

has rendered the Subject Property untenantable in whole or in part, then so long as Tenant has and continues to fully perform its obligations under paragraphs 5.0, 5.1, and 5.2 hereof, the rental shall be abated proportionately until the damage has been repaired. If the Subject Property is rendered uninhabitable in whole or in part by any cause not covered by fire or casualty insurance, Landlord may, at his option, terminate this lease and the tenancy hereby created by giving Tenant, within thirty (30) days following the date of said occurrence, written notice of Landlord's election to terminate; and, in the event of any such termination, rent shall be adjusted as of the date of such occurrence.

19.1 If the Subject Property is rendered either partially or wholly uninhabitable and Landlord does not elect to terminate this Lease, and Tenant is not otherwise in default, Landlord shall commence repairs within fifteen (15) days after the date of such occurrence, subject to the provisions of any insurance policy which may affect the time for commencing repairs. Landlord shall complete such repairs in a timely and workmanlike manner in accordance with original specifications for the Subject Property. If within one hundred and twenty (120) days after the date of the occurrence, Tenant is not in default hereunder and Landlord will be unable to complete repairs required by the terms of this lease, Tenant may, at its option, terminate this lease and the tenancy hereby created by giving to Landlord within one hundred fifty (150) days following the date of such occurrence written notice of election to terminate; and in the event of any such termination, rent shall be adjusted as of the date of such occurrence. If there is a dispute whether Landlord will be able to complete repairs within the time limit specified above, it shall be resolved by arbitration.

19.2 Notwithstanding anything herein to the contrary, if damages to the Subject Property rendering either party or all of the Subject Property uninhabitable is caused by the fault or neglect of Tenant, or by Tenant's agents or employees, or Tenant fails to insure or indemnify as provided in this Lease Agreement, there shall be no abatement of rent during the period the Subject Property or part thereof is being restored and rendered habitable.

#### **DEFAULT OF TENANT OR LANDLORD**

20.0 In the event of Tenant's or Landlord's default at any time prior to the Rent Commencement Date, Tenant or Landlord shall have the right, at its option, to terminate this lease and to retain all monies theretofore paid by Tenant or due Landlord as liquidated damages. Tenant or Landlord shall, in lieu thereof, have the option to continue specifically to enforce the terms of this Lease.

#### **ACCESS BY LANDLORD**

21.0 Landlord or Landlord's agent shall have the right to enter the Subject Property during usual business hours to examine the same; to assist in promotion of the Building and Utah State University Research and Technology Park; to show the Subject Property to prospective purchasers or lessees of the Building or the Subject Property; and to make such repairs alterations, improvements or additions to the Building of the Subject Property as Landlord may deem necessary or desirable. Prior to making any major alterations, improvements or additions that will affect the Subject Property, Landlord shall submit to Tenant proposed information regarding such alteration, improvement or addition for Tenant's approval; provided, however, Tenant shall not unreasonably withhold such approval. Landlord

shall be allowed to take all material into and upon the Subject Property that may be required therefore without the same constituting an eviction of Tenant in whole or in part, and the rent shall in no wise abate during the time such repairs, alterations, improvements or additions are being made by reason of loss or interruption or business of Tenant or otherwise so long as Tenant's habitability is not disturbed or substantially impaired.

21.1 In the event of an emergency and if Tenant shall not be personally present or permit an entry into the Subject Property, Landlord or Landlord's agents may enter the same by a master key or may forcibly enter the same without rendering Landlord or such agents liable therefore and without in any manner affecting the obligations and covenants of this Lease except Landlord shall be solely responsible for any damages caused by any unreasonable forcible entry. Nothing herein contained, however, shall be deemed or construed to impose upon Landlord any obligation, responsibility or liability whatever for the care, maintenance or repair of the Building or any part thereof, except as otherwise herein specifically provided.

### **QUIET ENJOYMENT**

22.0 As long as Tenant timely pays the rents provided herein, and upon the observance and performance of all the covenants, conditions and terms on Tenant's part to be observed and performed, Tenant shall peaceably and quietly hold and enjoy the Subject Property for the Lease term without hindrance or interruption by Landlord or any other person or persons lawfully or equitably claiming by or through or under Landlord, subject nevertheless to the terms and conditions of this Lease and the Master Lease.

22.1 Notwithstanding anything to the contrary contained in this Lease, the parties acknowledge that it may become necessary for Landlord to reallocate the space leased in the Building from time to time as conditions warrant. If it becomes necessary for Landlord to reallocate space in order to accommodate the needs of other tenants, Tenant agrees to relocate subject to the following conditions:

- (a) Ninety (90) days prior written notice by Landlord;
- (b) Allocation of comparable space to Tenant by Landlord;
- (c) Written consent by Tenant which shall not be unreasonably withheld;
- (d) Compensation for the reasonable value of and expense, loss, damage or interruption of business caused by the relocation either by Landlord or by Tenant for whose benefit the relocation is made.

### **INDEMNIFICATION AND WAIVER**

23.0 Tenant shall indemnify and shall hold harmless Landlord and all of Landlord's partners, directors, trustees, officers, agents and employees, and each of them, from and against any and

all obligations, debts, loss, damage, claims, demands, suits, controversies, costs, fees and liabilities whatsoever, including attorney's fees, in any way resulting from or arising out of any failure by Tenant to substantially abide by the terms of this Lease or any contractual, negligent or intentional act or omission by Tenant or any of its agents, employees, invitees, licensees, or contractors relating to the Subject Property or any portion thereof which would create a legal liability of said Tenant. Landlord shall not be responsible or liable for any loss or damage to Tenant or Tenant's property or business that may be occasioned by or through the acts or omissions of persons occupying, using, or passing over any part of the Subject Property. Tenant shall use and occupy the Subject Property at its own risk and hereby releases Landlord to the full extent permitted by law, from all claims of every kind or nature, including claims for loss by fire, personal or bodily injury, or property damage to the extent said claims are not caused by Landlord and hereby agrees to indemnify Landlord of and from such claims and losses.

### **HOLDING OVER**

24.0 Any holding over after the expiration of the Lease term shall be construed to be a tenancy from month to month and not as an extension of this Lease. During any such holdover, all appropriate terms and conditions of this Lease shall apply; and the rental shall be at the rate then in effect.

### **SUBJECT TO LEASE**

25.0 The parties hereby expressly understand and agree that the terms of this Lease are expressly subject to, and conditioned upon, all terms and provisions of that certain Master Lease and Covenants described above.

25.1 Tenant agrees to comply strictly with the terms of such underlying Lease agreement or Covenants. In the event of any conflict between the terms of this agreement and the terms of the Master Lease, the terms of such Master Lease or covenants shall govern.

### **NO WAIVER**

26.0 Waiver by either party or the breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenants or condition or any subsequent breach of the same or any term, covenant or condition herein contained. The subsequent acceptance of rent hereunder by Landlord shall not be deemed to be a waiver of any preceding breach by Tenant of any term, covenant or condition of this Lease other than the failure of Tenant to pay the particular rental so accepted, regardless of Landlord's knowledge of such preceding breach at the time of acceptance of such rent. No covenant, term or condition of this Lease shall be deemed to have been waived by either party unless such waiver is given in writing by such party.

### **ACCORD AND SATISFACTION**

27.0 No payment by Tenant or receipt by Landlord of a lesser amount than the monthly rent herein stipulated shall be deemed to be other than on account of the earliest stipulated rent nor shall any endorsement or statement on any check or any letter accompanying any check or payment as rent be

deemed accord and satisfaction; and Landlord may accept such check payment without prejudice to Landlord's right to recover the balance of such rent or to pursue any other remedy in this Lease provided.

### **ENTIRE AGREEMENT**

28.0 This Agreement together with an underlying ground lease ("Master Lease") as may be amended from time to time, constitutes the entire agreement of the parties and supersedes all prior agreements, negotiations and undertakings between the parties with regard to development and Lease of the Subject Property, except as expressly provided herein. This Agreement may not be changed by any party hereto except by an agreement, in writing, signed by all parties hereto.

### **NO PARTNERSHIP**

29.0 Landlord does not, in any way or for any purpose, by this Lease become a partner of Tenant in the conduct of its business or otherwise, or joint venture or a member of a joint enterprise with Tenant.

### **FORCE MAJEURE**

30.0 In the event that either party hereto shall be delayed or hindered in, or prevented from, the performance of any act required hereunder, by reason of strikes, lock-outs, labor trouble, inability to procure materials, failure of power, restrictive governmental laws or regulations, riots, insurrection, war, natural disaster, or other reason of a like nature, not the fault of the party delayed in performing work or doing acts required under the terms of this Lease, the performance of such act shall be excused for the period of the delay, and the period for the performance of any such act shall be extended for a period equivalent to the period of such delay.

### **NOTICES**

31.0 Any notices required to be sent to the parties hereunder may be sent to them by certified or registered mail at the addresses shown herein, or to such other addresses specified in writing.

Name and Address of Landlord:

TRI-PARK PARTNERSHIP  
125 West 2500 North  
Logan, Utah 84341

Name and Address of Tenant:

UTAH STATE UNIVERSITY  
c/o Research and Technology Park  
1770 North Research Park Way  
Suite 120  
North Logan, Utah 84341



### **MEANING OF TERMS**

32.0 Whenever the context so requires, the neuter gender shall include the masculine and feminine and the singular number shall include the plural.

### **PARAGRAPH NUMBER AND HEADINGS**

33.0 Headings and paragraph numbers have been inserted herein solely for convenience and reference and shall not be construed to affect the meanings, construction or effect of this Agreement.

### **PARTIAL INVALIDITY**

34.0 If any term, covenant or condition of this Lease or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Lease or the application of such term, covenant or condition to persons or circumstances other than those to which it is held invalid and unenforceable shall not be affected thereby; and each term, covenant or condition of this Lease shall be valid and be enforced to the fullest extent permitted by law.

### **NO OPTION**

35.0 The submission of this Lease for examination does not constitute a reservation of, or option for, the Subject Property, and this Lease becomes effective as a Lease only upon execution and delivery thereof by Landlord and Tenant.

### **DEFAULT**

36.0 If this agreement is deemed invalid or illegal in part or in whole Landlord may at its sole election elect all or any of the following remedies in addition to any other remedies available at law or in equity:

(a) Reinstatement of the Master Lease referred to herein upon the same terms and conditions as were existing immediately prior to the execution of this agreement and Landlord at its sole election may extend the aforesaid Master Lease (Ground Lease) for three (3) additional 15-year periods beyond the original term specified therein.

(b) Landlord shall retain all payments made hereunder and Lessee hereby acknowledges the same as reasonable rents for the period of occupancy of the Subject Property.

If either party defaults in any of the covenants or agreements herein contained, or those of this Lease Agreement, the defaulting party shall pay all costs and expenses, including reasonable attorney's fees incurred by either party in enforcing its rights arising under this agreement, whether incurred through legal action or otherwise.

**RECORDING**

37.0 Tenant shall not record this Lease or any memorandum thereof without the prior written consent of Landlord. Upon the request of Landlord, Tenant shall join in the execution of a memorandum or so called "short form" of this Lease for the purposes of recording. Such memorandum or short form of this Lease shall incorporate this Lease by reference and shall contain such other provisions (consistent with this Lease) as Landlord may require.

**BINDING**

38.0 This Agreement shall be binding upon and inure to the benefit of the parties thereto, their agents, successors and assigns.

**GOVERNING LAW**

39.0 This Agreement shall be construed pursuant to the laws of the State of Utah.

39.1 Tenant, a public non-profit corporation, shall not be liable for injury or harm caused to Landlord because of any change of Utah State law or any regulation or other withdrawal of authority which the Utah Legislature or the Utah State Board of Regents shall effect making Tenant's conditioned performance under this agreement impossible. Landlord may at its sole election, however, in the event of such change, extend the aforesaid Master Lease as provided in 36.0 (a) herein.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first hereinabove written.

LANDLORD:  
TRI-PARK PARTNERSHIP

By \_\_\_\_\_  
Its \_\_\_\_\_

TENANT:  
UTAH STATE UNIVERSITY

By \_\_\_\_\_  
Its \_\_\_\_\_

**EXHIBIT A**

**EXHIBIT B**

Building Program and Proposal

## **Amendment to Ground Lease**

This Amendment to Ground Lease is entered into this \_\_\_ day of \_\_\_\_\_, 2000 between UTAH STATE UNIVERSITY, hereinafter referred to as "LESSOR" or "UNIVERSITY" or "Utah State University" and TRI PARK PARTNERSHIP, hereinafter referred to as "LESSEE".

**WHEREAS**, LESSOR and LESSEE entered into a ground lease dated 3 March 2000 for approximately 3.54 acres within the Utah State University Research and Technology Park; and

**WHEREAS**, LESSOR and LESSEE of same date hereof entered into a building lease for a twelve year term upon the expiration of which, it is intended that Utah State University shall be vested with all rights of use and ownership of the building and the ground upon which the building is situated; and

**WHEREAS**, LESSOR and LESSEE upon expiration of the building lease desire to remove from the ground lease the 0.09 acre parcel and the 0.77 acre parcel pertinent to the building lease with all rights of ownership and use of such parcels and the facilities thereon vesting with LESSOR.

**NOW THEREFORE**, in consideration of the above referenced building lease, the parties agree as follows.

1. Article I shall be amended to read as follows:

### **ARTICLE I THE LEASED PREMISES**

LESSOR hereby leases to LESSEE and LESSEE hereby leases from LESSOR, subject to the terms and conditions stated and referred to herein (including exhibits hereto) that certain 3.54 acres tract of land located in Cache County, Utah, described in Exhibit "A" attached hereto, together with and subject to easements appertaining thereto (including, without limitation, utility easements a minimum of ten (10) feet in width, for culinary water, telephone lines, natural gas lines, electric power lines, sanitary sewer lines, and fire sprinkler or similar services), all as described or more particularly referred to in the said Exhibit "A" or elsewhere herein. The foregoing, collectively, are hereinafter referred to as the "Leased Premises".

Nothing in this Lease shall be deemed to include as any part of the Leased Premises a fee title interest in the land itself.

2. Upon the expiration of the twelve year term of the building lease dated of same date hereof, Article I shall be amended to read as follows:

### **ARTICLE I THE LEASED PREMISES**

LESSOR hereby leases to LESSEE and LESSEE hereby leases from LESSOR, subject to the terms and conditions stated and referred to herein (including exhibits hereto) that certain 2.68

acres tract of land located in Cache County, Utah, described in Exhibit "B" attached hereto, together with and subject to easements appertaining thereto (including, without limitation, utility easements a minimum of ten (10) feet in width, for culinary water, telephone lines, natural gas lines, electric power lines, sanitary sewer lines, and fire sprinkler or similar services), all as described or more particularly referred to in the said Exhibit "B" or elsewhere herein. The foregoing, collectively, are hereinafter referred to as the "Leased Premises".

Nothing in this Lease shall be deemed to include as any part of the Leased Premises a fee title interest in the land itself.

All rights of ownership and use of such parcels removed from the ground lease and the facilities thereon shall vest with LESSOR.

- 3. Upon the expiration of the twelve year term of the building lease dated of same date hereof, Section 3.1 shall be amended to read as follows:

**SECTION 3.1 Base Rental.** LESSEE shall pay rental for the 2.68 acres constituting the Leased Premises referred to in Article I, and described on Exhibit "B". Such rental shall be the sum of \$20,865.60 increased by an additional sum equal to \$20,865 multiplied by the percentage increase in the Consumer Price Index which has occurred between 3 March 2000 and the date of expiration of the twelve year term of the building lease dated of even date hereof. Such total sum shall be the "Base Rental."

On the first March 1, 2012 and every three years thereafter on March 1, the Base Rental to be paid by LESSEE to LESSOR shall be adjusted and increased based upon increases in the Consumer Price Index as follows: The number to be adjusted shall be increased by the percentage increase which has occurred between (i) the date upon which the last adjustment occurred, and (ii) the index number in effect nearest the date on which the current adjustment is to occur. Under no circumstances shall rent so determined be lower than the Base Rental then in effect under this Lease (said rental being the amount referred to in this Section 3.1, above, as adjusted upward by the formula also referred to in this Section 3.1).

If the said Consumer Price Index is hereafter converted to a different standard reference base or otherwise revised, the determination of increase shall be made with the use of such conversion factors, formula or tables as may be published by the Bureau of Labor Statistics, or its successor, and if such Index shall cease to be published, then for the purposes of this Lease, the parties shall agree on a reasonable substitute Index.

IN WITNESS WHEREOF, the parties have executed this Agreement in duplicate as of the date first above written.

LESSEE:

LESSOR:

TRI PARK PARTNERSHIP

UTAH STATE UNIVERSITY

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: Partner

Its: Vice President for Administrative Services

**MEMORANDUM**

September 5, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Snow College - Campus Master Plans

Issue

As indicated in the attached letter from Vice President Larry J. Christensen, members of the Board of Regents approved the existing plans for the Ephraim and Richfield campuses during its April 1999 meeting. The approved master plan for the Ephraim campus and a picture of the proposed Performing Arts Building is attached. There are no additional changes. The Richfield campus master plan will be hand carried to the meeting. Both master plans have been approved by Snow College's Board of Trustees.

Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

Attachments

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: College of Eastern Utah–Property Acquisition

Issue

College of Eastern Utah officials seek authorization to purchase a .34 acre parcel of land adjacent to the Price Campus.

Background

For nearly 2 years, CEU has been utilizing a vacant lot just south of the campus for parking. The use of the property was subject to a land lease agreement that lapsed on July 1, 2000. Use of the property is currently on a month-to-month basis. In an effort to permanently increase the footprint of the campus, and to continue to provide adequate parking for faculty, staff, and students, CEU officials seek authorization to purchase the property.

As explained in the attached letter from President Jones, the owner has expressed a willingness to sell the property to the College for \$50,000. The property recently appraised for \$30,000. The attached material presents reasons why a purchase price above appraised value may be appropriate in this instance.

Funding for the proposed acquisition would come from institutional funds, including land easement payments and royalties. No state funds will be requested to maintain the property. The immediate use of the property would continue to be for parking.

Attachment 1 is the letter of request from President Jones. Attachment 2 is supplemental information from the appraiser that estimates the value of the parcel to the College. Attachment 3 shows the location of the .34 acre parcel in relation to the Price Campus.



September 10, 2000  
State Board of Regents  
Page 2

Policy Issues

There are no policies that prohibit USHE institutions from buying or selling property for other than appraised prices. In fact, on a few occasions the Regents have determined that circumstances surrounding the potential sale or purchase of a property have necessitated action, despite the fact that the sales price was not justified by an independent appraisal.

Recommendation

It is the recommendation of the Commissioner that the Regents authorize CEU officials on to acquire .34 acres of land to adjacent to the Price Campus for \$50,000.

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachments

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah Valley State College - Campus Master Plan (Consideration of New Wasatch Campus)

Issue

UVSC officials request Regent authorization to proceed with master planning of a 23-acre campus in Wasatch County just north of Heber City.

Background

For several years, UVSC officials have worked to secure a permanent campus in Wasatch County to provide academic and applied technology education services to communities in Wasatch and Summit Counties. In Master Plan 2000, the Board of Regents recognized the need for a permanent campus in this area as well. UVSC officials have secured 23 acres of donated land, worked with Heber City to obtain needed infrastructure for the site, and solicited a \$5 million donation for the first building.

Tab J of this agenda includes a request to authorize the first building at UVSC's Wasatch Campus. Associated with this non-state funded facility will be a \$286,900 request for state-funded O&M.

Attached is a letter from President Romesburg describing the developments of the Wasatch Campus to date. UVSC officials will be present at the Regents meeting to provide detail and address questions that may arise.

Recommendation

It is the recommendation of the Commissioner that Regents authorize Utah Valley State College to proceed with master planning for the College's Wasatch Campus.

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachments

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Utah Valley State College--Property Acquisition

Issue

UVSC officials request Regent authorization to acquire .33 acres of property adjoining the southeast border of UVSC's Orem Campus. The sale price of the property is for the appraised value of \$106,000.

Background

The acquisition of the property complements UVSC's campus master plan. Situated near the recently acquired Education Building (also known as the Journal Property), this parcel is needed to create a new access to the Orem Campus. The attached letter from Vice President Brad Cook (Attachment A) expresses the College's interest to purchase the property. Attachment B is a map showing the location of the proposed acquisition. The UVSC Board of Trustees recently approved the transaction. Pending Regent approval, the property will be acquired with internal funds. No state funds will be requested for this transaction.

Recommendation

It is the recommendation of the Commissioner that Regents approve the acquisition of .33 acres along the southeast corner of the UVSC's Orem Campus for the appraised price of \$106,000.

Cecelia H. Foxley, Commissioner

CHF/NCT/NGM  
Attachments

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Salt Lake Community College–Jordan Campus Land Trade

Issue

SLCC officials request approval from the Regents to exchange 4.44 acres of College-owned property at the Jordan Campus for 2.17 acres and 3 homes adjoining the Jordan Campus.

Background

At the time the Jordan Campus property was acquired, the College was unable to negotiate an acceptable purchase price for three adjoining residential parcels. These sites, which presently have homes on them, were included in the College's Master Plan for the Jordan Campus. Subsequent to this, however, the LDS Church negotiated the purchase of the three parcels and homes and now proposes to trade the property to the College in exchange for a site to construct an LDS Institute building. Independent appraisals have judged that the properties in the proposed exchange are equal in value. The SLCC Board of Trustees is expected to act on this item in its September 13<sup>th</sup> meeting.

Additional information regarding the specifics of the transaction appears in the attachments. Attachment A is a letter from Vice President Richard Rhodes outlining the College's request. Attachment B is a proposal summary. Attachment C is a map which shows the location of the properties to be exchanged.

Recommendation

It is the recommendation of the Commissioner that, subject to approval of the Salt Lake Community College Board of Trustees, the Regents authorize SLCC officials to exchange 4.44 acres of property at the Jordan Campus with the LDS Church in return for receiving 2.17 acres of property and associated structures contiguous to the Jordan Campus.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM  
Attachments

**MEMORANDUM**

September 6, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: 2001-2002 Non-State Funded Capital Projects

Issue

Attached for review and approval by the Regents are descriptive materials for 16 non-state funded capital projects – five from the University of Utah, three from Utah State University, one from Southern Utah University, two from Dixie State College, one from Utah Valley State College, and four from Salt Lake Community College.

Background

The 2000 Utah Legislature passed legislation that altered the process for approving projects built or acquired with non-state funds in the USHE. Most non-state capital projects will continue to require approval from the Regents, State Building Board, and State Legislature. A minority of projects, however, no longer require the approval of all three bodies.

***Projects Needing Regent, Building Board, and Legislative Approval***

Projects in this category are development projects that are being built on state land, and for which either state-funded O&M or improvements will be sought or for which Legislative authorization to bond will be needed. Twelve of the 16 projects fall into this category. They are as follows.

UofU Emma Eccles Jones Medical Sciences Building. This is an approximately 25,000 gross square foot facility that will provide research space primarily for the School of Medicine. Cost of the project is estimated to be \$7 million and will be funded by donations. The projected O&M expense is expected to be \$133,000 annually. The University is requesting state support for 100% of the O&M requirements of this project.

UofU Marriott Library Phase I Renovation. This project consists of renovating 153,000 gross square feet (bottom 3 levels) of the existing Marriott Library. The portion of the library to be renovated is 32 years old. Cost of the project is estimated to be \$13.2 million and will be funded by private donations. No additional O&M is expected as a result of this project.

UofU Huntsman Cancer Research Hospital. This is an approximately 250,000 gross square foot project that will provide the second major facility for the Huntsman Cancer Institute. The Regents have previously authorized design work for this project. Cost of the project is estimated to be \$70 million. Final financing has not been determined but will likely include a combination of donations and university-issued revenue bonds. The O&M expense is expected to be \$1,382,500 annually. No state funding is sought for O&M expenses.

UofU Moran Eye Center Phase II. This is an approximately 135,000 gross square foot facility with two levels of parking beneath. Total cost of the project is expected to be \$38.7 million and will be funded from donations and clinical revenues. The O&M expense is expected to be approximately \$891,000. The University is requesting state support for O&M on the research portion of the facility (\$660,000).

UofU Utah Museum of Natural History. This is an approximately 175,000 gross square foot facility that will provide a new home for the Utah Museum of Natural History. The museum has been housed for 31 years in a retrofitted building that is increasingly inadequate. As part of the project the museum would be moved from Presidents' Circle to Research Park. Cost of the project is estimated to be \$26 million and will be funded by a combination of federal grants and private donations. The projected O&M expense is \$782,250 annually. The University is requesting state support for 100% of the O&M requirements of this project.

USU Engineering Building Addition. This project will add approximately 74,000 gross square feet to the University's existing engineering complex. A related state-funded development request will renovate the existing engineering building. Cost of the project is estimated to be \$10 million and will be funded through private donations. The projected annual O&M expense for the addition is \$481,000. The University is requesting state support for 100% of the O&M requirements of this project.

USU HPER Expansion. This project will add approximately 15,000 gross square feet to the existing Health, Physical Education, and Recreation facility (HPER) on the Logan campus. The purpose of this project is to expand lab space for fitness programs and related activities. Cost of the project is estimated to be \$3.5 million and will be funded through private donations. The annual projected O&M expense for the new space is \$90,000. The University is requesting state support for 100% of the O&M requirements of this project.

SUU Utah Shakespearean Festival Centre for the Performing Arts. This is an approximately 191,347 gross square foot complex of facilities to include theaters, scene and make-up studios, offices, and retail space. The center has been a long-standing element of SUU's campus master plan. In past years the State has provided funding to purchase land for this project. Cost of the complex is expected to be \$60 million and will be funded through a combination of donations and operating revenue from the center itself. The annual projected O&M expense for the complex is \$679,100. No state funding is being sought for O&M expenses.

Dixie Hurricane Center Addition. This is an approximately 4,500 gross square foot addition to the College's Hurricane Center. Demand for instruction at the new center exceeds the College's space capacity. Cost of the project is estimated to be \$440,000 and will be funded by donations. The annual projected O&M expense for the new space is \$24,750. The College is requesting state support for 100% of the O&M requirements of this project.

Dixie Student Center Expansion. This project is an approximately 10,000 gross square foot addition to the Gardner Student Center that will include a kitchen, serving facility and dining room. Currently, food services is being housed in three inadequate kitchens, two serving and dining areas, and several remote storage areas. Total cost of the project is expected to be \$1.5 million and will be funded through revenue bonds. The annual projected O&M expense for the new space is \$55,000. No state support will be sought for O&M.

UVSC Wasatch Campus Initial Building. This is an approximately 50,000 gross square foot facility that will be the initial facility on the College's Wasatch Campus (See Tab F). Cost of the project is estimated to be \$7 million, and will be funded entirely with donations. The annual projected O&M expense for the new space is \$302,000. The College is requesting state support for 95% of the O&M requirements of this project (\$286,900).

SLCC Redwood Cafeteria Remodel. This project includes a major remodel of the Redwood Campus cafeteria and completion of a portion of the shelled space on the second floor of the College Center. The total project cost is expected to be approximately \$6 million and will be funded by campus auxiliary revenue bonds. No additional O&M will result from the project.

**Projects Needing Regent and Building Board Approval**

Projects in this category are development projects that are being built on state land and for which no legislative assistance will be sought for financing the project presently or in the future. These projects are as follows.

**USU Logan City Fire Station.** This is an approximately 7,000 gross square foot facility that will provide fire protection for the USU campus as well as northeast Logan. The facility is to be owned, operated and maintained by Logan City. Because the financing arrangement envisions no state funding for this project in the present or the future, the project does not need legislative approval, but can be authorized by the concurrence of the Regents and the State Building Board. Cost of the project is estimated to be \$1 million and will be funded by Logan City municipal funds. The annual projected O&M expense for the new space is \$42,000. No state funding is sought for O&M or capital improvement expenses.

**SLCC Baseball Field.** This project involves constructing a baseball field at the SLCC Jordan Campus to provide a permanent home for the College's baseball program. The project will include the field, bleachers, concession stands, restrooms and locker room space. The estimated cost of the project is \$5 million and will be funded by a private donation. Estimated O&M on the project \$150,000 annually. As with the previous project, no state funding is sought for O&M or capital improvement expenses.

**Projects Needing Regent Approval**

Projects in this category are acquisitions of existing facilities with non-state funds. The Regents may authorize these acquisitions with the stipulation that if any of the facilities authorized will require \$100,000 or more in state-funded O&M then legislative leadership must be notified in advance of the acquisition. These projects are as follows.

**SLCC Automotive and Customer Service Training Facility.** This 48,000 gross square foot classroom and class lab building will be built on land owned by Larry H. Miller and then donated to the College. A portion of the building will house a customer service training facility where the college will run Custom-Fit type programs for local dealers including Toyota. The remainder of the facility will be traditional classrooms and labs. Estimated cost of the project is \$6.75 million. Annual estimated O&M is \$288,000. The College is seeking state funding for 100% of the O&M.

**SLCC Auto Trades Building.** This 48,000 gross square foot facility will be built on land owned by Larry H. Miller and then donated to the College. The College intends to move its Automotive Collision Repair/Refinishing program from the Redwood Campus to this new



facility in Sandy. Estimated cost of the project is \$6.75 million. Annual estimated O&M is \$288,000. The College is seeking state funding for 100% of the O&M.

### Policy Implications

Regents' Policy R-710, Capital Facilities, makes specific distinction between non-state funded facilities for which the Regents will request state-funded O&M and those for which the institution will need to find non-state sources for O&M. Three relevant categories of non-state funded facilities exist in R-710: (1) facilities the Regents will automatically support for state-funded O&M, (2) facilities for which the Regents automatically require sources other than state funding for O&M, and (3) facilities that will be considered on a case-by-case basis.

***State-Funded O&M*** - policy language related to the first O&M category is as follows.

“An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions.”

Projects requesting O&M that clearly fall under this language include: (1) USU Engineering Building Addition, (2) USU HPER Expansion (3) Dixie Hurricane Center Addition, (4) UVSC Wasatch Campus Initial Building, (5) SLCC Auto Trades Building, and (6) SLCC Automotive and Customer Service and Training Facility.

***Non-State Funded O&M*** - The portion of R-710 that disallows certain facilities from being supported by state-funded O&M reads as follows.

“In most cases, if the acquisition, construction or remodeling project is not primarily for approved academic and training purposes or associated support, it will not be eligible for state appropriated O & M funding. Examples of such space might include research space not generating student credits or the equivalent thereto, football stadia, softball, baseball, soccer fields, basketball arenas, self support auxiliary space, i.e., college bookstores, food service, student housing, recreational services, student organizations, private vendors and student health services spaces, etc.”

None of the 6 projects that fall into this category have requested state funded O&M.

***Case-by-Case*** - A third part of policy R-710 allows for case-by-case exceptions for certain types of facilities.

“The Board, on a case by case basis, may determine that an acquisition, construction or remodeling project to be used primarily for purposes other than approved academic and training purposes and associated support should be eligible for state appropriated O & M funds in whole or in part. Each request for such Board consideration must be accompanied by a detailed statement showing how space types included in the facility will relate to important institutional activities such as instruction, research generating student credits, and service within the institution's role statement. Examples of such space might include museums, theaters, community outreach and research spaces administered by academic units that generate academic student credits or the equivalent thereto, etc.”

Projects for which exceptions to Policy R-710 have been requested are: (1) UofU Emma Eccles Jones Medical Sciences Building (\$133,000), (2) UofU Moran Eye Center Phase II (\$660,000), (3) UofU Museum of Natural History (\$782,250). Material in Attachment A provides added detail on these three projects. A statistical summary of all 16 projects is included in Attachment B.

#### Recommendation

It is the recommendation of the Commissioner that the Regents consider exceptions to Policy R-710 for the UofU Emma Eccles Jones Medical Sciences Building, UofU Moran Eye Center Phase II, UofU Museum of Natural History, and USU HPER Expansion, and determine which projects should be supported for state-funded O&M. It is also recommended that all other non-state funded projects presented in this tab be approved.

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachments

**MEMORANDUM**

September 5, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

INFORMATION: 1999-2000 Spring Semester and End-of-Year Enrollment Reports

Issue

The attached report analyzes the 2000 Spring Semester enrollment figures, recounts actual 1999-2000 headcount and FTE (Full-Time Equivalent) enrollments by term, and computes actual Annualized Academic Year FTEs for both self-supporting and budget-related enrollments.

Background

This is the second of two enrollment reports which are presented to the Regents annually. Both reports contain headcount and FTE information consistent with USHE enrollment definitions and standards. The first report includes enrollment data for Summer and Fall Semesters. The second enrollment report includes Spring Semester and End-of-Year enrollment numbers. End-of-year enrollment figures are a composite of Summer, Fall, and Spring Semesters' activity.

Methodology

In compliance with Board policy, enrollments are reported separately for budget-related and self-supporting courses. Self-supporting courses include correspondence courses, certain contract courses, conferences, workshops, out-of-state courses, external instruction courses, certain concurrent enrollment courses, and remedial/developmental courses at the UofU, USU, and SUU. No state funding is requested for these courses.

As detailed in the report, the System's total annualized budget-related and self-supporting FTE enrollments increased by 6.78%, or 6,132 students from a year ago. For Spring 2000, the total budget-related and self-supporting FTE enrollments increased 3.90 %, or 3,150, as compared to equivalent data from Spring 1999.

Recommended Action

This is an information item. No action is required.

Cecelia H. Foxley, Commissioner

CHF\NCT\NGM

**1999-2000 SPRING SEMESTER  
AND END-OF-YEAR  
ENROLLMENT REPORT**

**SUMMARY INFORMATION**

*Spring Data*

Spring Semester enrollment numbers are rarely studied in isolation. Fall Semester numbers have budget and legislative implications and, therefore, are scrutinized as soon as they become available. Spring numbers are reported at the end of the Academic Year. They are most meaningful when combined with Summer and Fall Semesters' numbers in the calculation of an annualized FTE enrollment for each institution.

*End-Of-Year Data*

End of year data focus on FTE annualized enrollment composites based on Summer, Fall, and Spring Semesters. Annualized Academic Year FTEs are calculated for both self-supporting and budget-related courses. Academic year numbers are obtained by dividing the sum of Fall and Spring Semesters by 2. Annualized year numbers are obtained by adding one half of Summer Semester's enrollments to the Academic year figure. End-of-year data is utilized extensively in historical enrollment comparisons and future projections.

**ATTACHED DETAIL**

- Table 1 Total Annualized FTE Compared to Previous Year
- Table 2 Budget-Related Annualized FTE Compared to Previous Year
- Table 3 Budget-Related FTE by Term
- Table 4 Self-Supporting FTE by Term
- Table 5 Total FTE by Term
- Table 6 Total Headcount by Term
- Table 7 Total Spring FTE Compared to Previous Year
- Table 8 Total Spring Headcount Compared to Previous Year
- Table 9 Total Annualized Budget-Related FTE Compared to Funded Target

The report complies with Board policy implemented in May, 1991 requiring institutions to report budget-related and self-supporting enrollments according to a prescribed set of enrollment definitions. Tables 1 and 2 show annualized FTE compared to the previous year for total enrollments and budget-related enrollments respectively. Tables 3, 4 and 5 show FTE by term for budget-related, self-supporting, and total enrollments respectively. Tables 6, 7 and 8 combine budget-related and self-supporting enrollments, providing total enrollments for both the year and for spring term. Only the budget-related annualized FTEs are used for budget planning and state funding requests. Table 9 shows annualized budget-related FTE compared to the legislative funded targets for this year.

Table 1  
 UTAH SYSTEM OF HIGHER EDUCATION  
 Total Budget-Related and Self-Supporting FTE Enrollment  
 Annualized Year 1999-00 Compared to Annualized Year 1998-99

Institution	Annualized Year 1998-99			Annualized Year 1999-00			1999-00 Difference From 1998-99			1999-00 % Difference From 1998-99		
	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total
University of Utah												
Education and General	18,074	2,954	21,028	19,167	2,933	22,100	1,093	-21	1,072	6.05%	-0.71%	5.10%
School of Medicine	347	61	408	348	58	406	1	-3	-2	0.29%	-4.92%	-0.49%
School of Med (Non-MD)	289	174	463	303	161	464	14	-13	1	4.84%	-7.47%	0.22%
TOTAL	18,710	3,189	21,899	19,818	3,152	22,970	1,108	-37	1,071	5.92%	-1.16%	4.89%
Utah State University*												
Education and General	13,070	2,569	15,639	13,891	2,458	16,349	821	-111	710	6.28%	-4.32%	4.54%
SE Utah CE Center	147	1	148	142	1	143	-5	0	-5	-3.40%	0.00%	-3.38%
Uintah Basin CE Center	568	1	569	597	2	599	29	1	30	5.11%	100.00%	5.27%
TOTAL	13,785	2,571	16,356	14,630	2,461	17,091	845	-110	735	6.13%	-4.28%	4.49%
Weber State University*	11,169	753	11,922	11,900	905	12,805	731	152	883	6.54%	20.19%	7.41%
Southern Utah University												
Education and General	5,090	535	5,625	5,182	568	5,750	92	33	125	1.81%	6.17%	2.22%
University Centers	99	7	106	143	3	146	44	-4	40	44.44%	-57.14%	37.74%
TOTAL	5,189	542	5,731	5,325	571	5,896	136	29	165	2.62%	5.35%	2.88%
Snow College												
Education and General	2,433	287	2,720	2,252	275	2,527	-181	-12	-193	-7.44%	-4.18%	-7.10%
Snow South	---	---	---	588	4	592	588	4	592	---	---	---
TOTAL	2,433	287	2,720	2,840	279	3,119	407	-8	399	16.73%	-2.79%	14.67%
Dixie State College of Utah	3,312	295	3,607	3,391	337	3,728	79	42	121	2.39%	14.24%	3.35%
College of Eastern Utah												
Education and General	1,543	91	1,634	1,604	78	1,682	61	-13	48	3.95%	-14.29%	2.94%
San Juan Center	391	2	393	400	5	405	9	3	12	2.30%	150.00%	3.05%
TOTAL	1,934	93	2,027	2,004	83	2,087	70	-10	60	3.62%	-10.75%	2.96%
Utah Valley State College	10,890	1,548	12,438	12,152	1,652	13,804	1,262	104	1,366	11.59%	6.72%	10.98%
Salt Lake Community College	13,108	645	13,753	14,465	620	15,085	1,357	-25	1,332	10.35%	-3.88%	9.69%
TOTAL USHE W/O MEDICINE	80,183	9,862	90,045	86,177	10,002	96,179	5,994	140	6,134	7.48%	1.42%	6.81%
TOTAL USHE WITH MEDICINE	80,530	9,923	90,453	86,525	10,060	96,585	5,995	137	6,132	7.44%	1.38%	6.78%

\* University Center numbers included.

Table 2  
 UTAH SYSTEM OF HIGHER EDUCATION  
 Budget-Related FTE Enrollment  
 Annualized Year 1999-00 Compared to Annualized Year 1998-99

Institution	Annualized Year 1998-99			Annualized Year 1999-00			1999-00 Difference From 1998-99			1999-00 % Difference From 1998-99		
	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total
University of Utah												
Education and General	17,630	2,843	20,473	18,642	2,796	21,438	1,012	-47	965	5.74%	-1.65%	4.71%
School of Medicine	347	61	408	348	58	406	1	-3	-2	0.29%	-4.92%	-0.49%
School of Med (Non-MD)	221	140	361	229	122	351	8	-18	-10	3.62%	-12.86%	-2.77%
TOTAL	18,198	3,044	21,242	19,219	2,976	22,195	1,021	-68	953	5.61%	-2.23%	4.49%
Utah State University*												
Education and General	11,965	2,496	14,461	12,673	2,394	15,067	708	-102	606	5.92%	-4.09%	4.19%
SE Utah CE Center	135	1	136	128	1	129	-7	0	-7	-5.19%	0.00%	-5.15%
Uintah Basin CE Center	535	1	536	558	2	560	23	1	24	4.30%	100.00%	4.48%
TOTAL	12,635	2,498	15,133	13,359	2,397	15,756	724	-101	623	5.73%	-4.04%	4.12%
Weber State University*	10,163	634	10,797	10,743	715	11,458	580	81	661	5.71%	12.78%	6.12%
Southern Utah University												
Education and General	4,655	525	5,180	4,722	559	5,281	67	34	101	1.44%	6.48%	1.95%
University Centers	99	7	106	143	3	146	44	-4	40	44.44%	-57.14%	37.74%
TOTAL	4,754	532	5,286	4,865	562	5,427	111	30	141	2.33%	5.64%	2.67%
Snow College												
Education and General	2,218	286	2,504	2,079	275	2,354	-139	-11	-150	-6.27%	-3.85%	-5.99%
Snow South	---	---	---	588	4	592	588	4	592	---	---	---
TOTAL	2,218	286	2,504	2,667	279	2,946	449	-7	442	20.24%	-2.45%	17.65%
Dixie State College of Utah	3,253	294	3,547	3,332	336	3,668	79	42	121	2.43%	14.29%	3.41%
College of Eastern Utah												
Education and General	1,499	91	1,590	1,557	78	1,635	58	-13	45	3.87%	-14.29%	2.83%
San Juan Center	362	2	364	370	5	375	8	3	11	2.21%	150.00%	3.02%
TOTAL	1,861	93	1,954	1,927	83	2,010	66	-10	56	3.55%	-10.75%	2.87%
Utah Valley State College	10,000	1,540	11,540	10,922	1,637	12,559	922	97	1,019	9.22%	6.30%	8.83%
Salt Lake Community College	11,639	581	12,220	12,575	556	13,131	936	-25	911	8.04%	-4.30%	7.45%
TOTAL USHE W/O MEDICINE	74,374	9,441	83,815	79,261	9,483	88,744	4,887	42	4,929	6.57%	0.44%	5.88%
TOTAL USHE WITH MEDICINE	74,721	9,502	84,223	79,609	9,541	89,150	4,888	39	4,927	6.54%	0.41%	5.85%

\* University Center numbers included.



Table 3  
Utah System of Higher Education  
1999-00 Budget-Related FTE by Term  
Academic Year FTE and Annualized Year FTE Actuals

INSTITUTION	Summer 1999-00 Budget-Related FTE			Fall 1999-00 Budget-Related FTE			Spring 1999-00 Budget-Related FTE			1999-00 Academic Year FTE			1999-00 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah															
Education and General	4,323	611	4,934	16,905	2,563	19,468	16,054	2,417	18,471	16,480	2,490	18,970	18,642	2,796	21,438
School of Med (MD)	2	1	3	348	58	406	346	56	402	347	57	404	348	58	406
School of Med (Non-MD)	35	7	42	216	121	337	205	115	320	211	118	329	229	122	351
Total	4,360	619	4,979	17,469	2,742	20,211	16,605	2,588	19,193	17,038	2,665	19,703	19,219	2,976	22,195
Utah State University*															
Education and General	2,183	619	2,802	11,835	2,190	14,025	11,326	1,977	13,303	11,581	2,084	13,665	12,673	2,394	15,067
Southeast UT CE Center	48		48	102	1	103	106		106	104	1	105	128	1	129
Uintah Basin CE Center	104	1	105	484	1	485	527	1	528	506	1	507	558	2	560
Total	2,335	620	2,955	12,421	2,192	14,613	11,959	1,978	13,937	12,191	2,086	14,277	13,359	2,397	15,756
Weber State University*	2,046	172	2,218	9,951	635	10,586	9,488	622	10,110	9,720	629	10,349	10,743	715	11,458
Southern Utah University															
Education and General	884	131	1,015	4,420	519	4,939	4,140	466	4,606	4,280	493	4,773	4,722	559	5,281
University Centers	21	1	22	131	3	134	132	1	133	132	2	134	143	3	146
Total	905	132	1,037	4,551	522	5,073	4,272	467	4,739	4,412	495	4,907	4,865	562	5,427
Snow College															
Education and General	94	35	129	2,131	272	2,403	1,933	242	2,175	2,032	257	2,289	2,079	275	2,354
Snow South	109	0	109	510	2	512	555	5	560	533	4	537	588	4	592
TOTAL	203	35	238	2,641	274	2,915	2,488	247	2,735	2,565	261	2,826	2,667	279	2,946
Dixie State College of Utah	383	41	424	3,370	351	3,721	2,909	279	3,188	3,140	315	3,455	3,332	336	3,668
College of Eastern Utah															
Main Campus	211	13	224	1,503	75	1,578	1,399	67	1,466	1,451	71	1,522	1,557	78	1,635
San Juan CE Center	107	1	108	310	4	314	322	4	326	316	4	320	370	5	375
Total	318	14	332	1,813	79	1,892	1,721	71	1,792	1,767	75	1,842	1,927	83	2,010
Utah Valley State College	2,125	542	2,667	9,980	1,425	11,405	9,737	1,306	11,043	9,859	1,366	11,225	10,922	1,637	12,559
Salt Lake Community College	2,547	216	2,763	11,430	464	11,894	11,171	431	11,602	11,301	448	11,749	12,575	556	13,131
TOTAL USHE W/O MEDICINE	15,220	2,390	17,610	73,278	8,626	81,904	70,004	7,933	77,937	71,646	8,283	79,929	79,261	9,483	88,744
TOTAL USHE WITH MEDICINE	15,222	2,391	17,613	73,626	8,684	82,310	70,350	7,989	78,339	71,993	8,340	80,333	79,609	9,541	89,150

Table 4  
Utah System of Higher Education  
1999-00 Self-Supporting FTE Enrollment by Term

INSTITUTION	Summer 1999-00 Self-Supporting FTE			Fall 1999-00 Self-Supporting FTE			Spring 1999-00 Self-Supporting FTE			1999-00 Academic Year FTE			1999-00 Annualized Year FTE		
	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah															
Education and General	307	172	479	442	41	483	303	60	363	372	51	423	525	137	662
School of Med (MD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
School of Med (Non-MD)	51	38	89	50	19	69	48	20	68	49	20	69	74	39	113
TOTAL	358	210	568	492	60	552	351	80	431	421	71	492	599	176	775
Utah State University*															
Education and General	431	28	459	823	48	871	1,183	53	1,236	1,002	50	1,052	1,218	64	1,282
SE Utah CE Center	8	0	8	2	0	2	18	0	18	11	0	11	14	0	14
Uintah Basin CE Center	7	0	7	36	0	36	34	0	34	35	0	35	39	0	39
TOTAL	446	28	474	861	48	909	1,235	53	1,288	1,048	50	1,098	1,271	64	1,335
Weber State University*	481	84	565	497	151	648	1,336	146	1,482	916	148	1,064	1,157	190	1,347
Southern Utah University															
Education and General	416	3	419	215	7	222	289	10	299	252	8	260	460	9	469
University Centers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	416	3	419	215	7	222	289	10	299	252	8	260	460	9	469
Snow College															
Education and General	13	1	14	332	0	332	97	0	97	166	0	166	173	0	173
Snow South	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	13	1	14	332	0	332	97	0	97	166	0	166	173	0	173
Dixie State College of Utah	0	0	0	67	1	68	51	1	52	59	1	60	59	1	60
College of Eastern Utah															
Education and General	0	0	0	87	0	87	7	0	7	47	0	47	47	0	47
San Juan Center	4	0	4	24	0	24	31	0	31	28	0	28	30	0	30
TOTAL	4	0	4	111	0	111	38	0	38	75	0	75	77	0	77
Utah Valley State College#	127	1	128	1,762	17	1,779	573	12	585	1,167	14	1,181	1,230	15	1,245
Salt Lake Community College	1,407	15	1,422	1,221	48	1,269	1,154	64	1,218	1,187	56	1,243	1,890	64	1,954
TOTAL USHE	3,252	342	3,594	5,558	332	5,890	5,124	366	5,490	5,291	348	5,639	6,916	519	7,435

Table 5  
 UTAH SYSTEM OF HIGHER EDUCATION  
 1999-00 Total Budget-Related and Self-Supporting FTE by Term  
 Academic and Annualized Year FTE Actuals

Institution	1999-00 Summer Semester FTE			1999-00 Fall Semester FTE			1999-00 Spring Semester FTE			1999-00 Academic Year FTE			1999-00 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah															
Education and General	4,630	783	5,413	17,347	2,604	19,951	16,357	2,477	18,834	16,852	2,541	19,393	19,167	2,933	22,100
School of Med (MD)	2	1	3	348	58	406	346	56	402	347	57	404	348	58	406
School of Med (Non-MD)	86	45	131	266	140	406	253	135	388	260	138	398	303	161	464
TOTAL	4,718	829	5,547	17,961	2,802	20,763	16,956	2,668	19,624	17,459	2,736	20,195	19,818	3,152	22,970
Utah State University*															
Education and General	2,614	647	3,261	12,658	2,238	14,896	12,509	2,030	14,539	12,584	2,134	14,718	13,891	2,458	16,349
SE Utah CE Center	56		56	104	1	105	124		124	114	1	115	142	1	143
Uintah Basin CE Center	111	1	112	520	1	521	561	1	562	541	1	542	597	2	599
TOTAL	2,781	648	3,429	13,282	2,240	15,522	13,194	2,031	15,225	13,239	2,136	15,375	14,630	2,461	17,091
Weber State University*	2,527	256	2,783	10,448	786	11,234	10,824	768	11,592	10,636	777	11,413	11,900	905	12,805
Southern Utah University															
Education and General	1,300	134	1,434	4,635	526	5,161	4,429	476	4,905	4,532	501	5,033	5,182	568	5,750
University Centers	21	1	22	131	3	134	132	1	133	132	2	134	143	3	146
TOTAL	1,321	135	1,456	4,766	529	5,295	4,561	477	5,038	4,664	503	5,167	5,325	571	5,896
Snow College															
Education and General	107	36	143	2,463	272	2,735	1,932	242	2,174	2,198	257	2,455	2,252	275	2,527
Snow South	109	0	109	510	2	512	555	5	560	533	4	537	588	4	592
TOTAL	216	36	252	2,973	274	3,247	2,487	247	2,734	2,731	261	2,992	2,840	279	3,119
Dixie State College of Utah	383	41	424	3,437	352	3,789	2,960	280	3,240	3,199	316	3,515	3,391	337	3,728
College of Eastern Utah															
Education and General	211	13	224	1,590	75	1,665	1,406	67	1,473	1,498	71	1,569	1,604	78	1,682
San Juan Center	111	1	112	334	4	338	353	4	357	344	4	348	400	5	405
TOTAL	322	14	336	1,924	79	2,003	1,759	71	1,830	1,842	75	1,917	2,004	83	2,087
Utah Valley State College	2,252	543	2,795	11,742	1,442	13,184	10,310	1,318	11,628	11,026	1,380	12,406	12,152	1,652	13,804
Salt Lake Community College	3,954	231	4,185	12,651	512	13,163	12,325	495	12,820	12,488	504	12,992	14,465	620	15,085
TOTAL USHE W/O MEDICINE	18,472	2,732	21,204	78,836	8,958	87,794	75,030	8,299	83,329	76,937	8,631	85,568	86,177	10,002	96,179
TOTAL USHE WITH MEDICINE	18,474	2,733	21,207	79,184	9,016	88,200	75,376	8,355	83,731	77,284	8,688	85,972	86,525	10,060	96,585

Table 6  
 UTAH SYSTEM OF HIGHER EDUCATION  
 1999-00 Total Budget-Related and Self-Supporting Headcount\*\*  
 By Term

Institution	Summer Semester 1999-00			Fall Semester 1999-00			Spring Semester 1999-00		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah									
Education and General	9,711	1,819	11,530	23,821	3,291	27,112	22,502	3,258	25,760
School of Med (MD)	2	1	3	348	58	406	346	56	402
School of Med (Non-MD) - Headcount Included with Education & General									
Less Duplicates	-26	-9	-35	-332	-93	-425	-368	-92	-460
TOTAL	9,687	1,811	11,498	23,837	3,256	27,093	22,480	3,222	25,702
Utah State University*^									
Education and General	7,129	1,217	8,346	18,015	2,559	20,574	18,328	2,398	20,726
SE Utah CE Center	191		191	239	1	240	286		286
Uintah Basin CE Center	312	4	316	1,118	2	1,120	1,286	1	1,287
Less Duplicates	-32	-2	-34	-52		-52	-77		-77
TOTAL	7,600	1,219	8,819	19,320	2,562	21,882	19,823	2,399	22,222
Weber State University*	6,197	461	6,658	15,822	957	16,779	18,769	987	19,756
Southern Utah University									
Education and General	3,731	265	3,996	6,020	582	6,602	6,134	500	6,634
University Centers	55	1	56	244	3	247	260	4	264
Less Duplicates	-22	-1	-23	-80		-80	-98	-3	-101
TOTAL	3,764	265	4,029	6,184	585	6,769	6,296	501	6,797
Snow College									
Education and General	304	73	377	3,028	266	3,294	2,448	240	2,688
Snow South	280	2	282	970	3	973	999	11	1,010
Less Duplicates	-14	0	-14	-166	0	-166	-108	-5	-113
TOTAL	570	75	645	3,832	269	4,101	3,339	246	3,585
Dixie State College of Utah	1,429	91	1,520	6,141	532	6,673	5,106	367	5,473
College of Eastern Utah^									
Education and General	465	22	487	2,544	85	2,629	2,286	69	2,355
San Juan Center	215	1	216	477	5	482	519	4	523
Less Duplicates	-13		-13	-6		-6	-3		-3
TOTAL	667	23	690	3,015	90	3,105	2,802	73	2,875
Utah Valley State College	6,856	936	7,792	21,927	1,805	23,732	21,278	1,621	22,899
Salt Lake Community College	8,639	619	9,258	26,323	838	27,161	27,357	956	28,313
TOTAL USHE W/O MEDICINE	45,407	5,499	50,906	126,053	10,836	136,889	126,904	10,316	137,220
TOTAL USHE WITH MEDICINE	45,409	5,500	50,909	126,401	10,894	137,295	127,250	10,372	137,622

\* University Center numbers included.

^ Duplicated headcounts between line items are subtracted from the total in order to obtain an unduplicated total.

\*\* 1999-00 Fall and Spring semester numbers are based on third week to end of term composite enrollment.

Table 7  
Utah System of Higher Education  
Total Budget-Related and Self-Supporting Enrollment  
Spring 1999-00 FTE Compared to Spring 1998-99\*\*

INSTITUTION	Spring Semester 1998-99			Spring Semester 1999-00			1999-00 Difference From 1998-99			1999-00 Percent Difference From 1998-99		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	15,939	2,517	18,456	16,357	2,477	18,834	418	-40	378	2.62%	-1.59%	2.05%
School of Med (MD)	343	61	404	346	56	402	3	-5	-2	0.87%	-8.20%	-0.50%
School of Med (Non-MD)	258	148	406	253	135	388	-5	-13	-18	-1.94%	-8.78%	-4.43%
Total	16,540	2,726	19,266	16,956	2,668	19,624	416	-58	358	2.52%	-2.13%	1.86%
Utah State University*												
Education and General	11,902	2,201	14,103	12,509	2,030	14,539	607	-171	436	5.10%	-7.77%	3.09%
Southeast UT CE Center	136	0	136	124		124	-12	0	-12	-8.82%	---	-8.82%
Uintah Basin CE Center	502	0	502	561	1	562	59	1	60	11.75%	---	11.95%
Total	12,540	2,201	14,741	13,194	2,031	15,225	654	-170	484	5.22%	-7.72%	3.28%
Weber State University*	10,549	632	11,181	10,824	768	11,592	275	136	411	2.61%	21.52%	3.68%
Southern Utah University												
Education and General	4,392	467	4,859	4,429	476	4,905	37	9	46	0.84%	1.93%	0.95%
University Centers	107	7	114	132	1	133	25	-6	19	23.36%	-85.71%	16.67%
Total	4,499	474	4,973	4,561	477	5,038	62	3	65	1.38%	0.63%	1.31%
Snow College												
Education and General	2,250	252	2,502	2,030	242	2,272	-220	-10	-230	-9.78%	-3.97%	-9.19%
Snow South	---	---	---	555	5	560	555	5	560	---	---	---
TOTAL	2,250	252	2,502	2,585	247	2,832	335	-5	330	14.89%	-1.98%	13.19%
Dixie State College of Utah	2,983	240	3,223	2,960	280	3,240	-23	40	17	-0.77%	16.67%	0.53%
College of Eastern Utah												
Main Campus	1,431	76	1,507	1,406	67	1,473	-25	-9	-34	-1.75%	-11.84%	-2.26%
San Juan CE Center	368	1	369	353	4	357	-15	3	-12	-4.08%	300.00%	-3.25%
Total	1,799	77	1,876	1,759	71	1,830	-40	-6	-46	-2.22%	-7.79%	-2.45%
Utah Valley State College	9,382	1,265	10,647	10,310	1,318	11,628	928	53	981	9.89%	4.19%	9.21%
Salt Lake Community College	11,741	529	12,270	12,325	495	12,820	584	-34	550	4.97%	-6.43%	4.48%
TOTAL USHE W/O MEDICINE	71,940	8,335	80,275	75,128	8,299	83,427	3,188	-36	3,152	4.43%	-0.43%	3.93%
TOTAL USHE WITH MEDICINE	72,283	8,396	80,679	75,474	8,355	83,829	3,191	-41	3,150	4.41%	-0.49%	3.90%

\* University Center numbers included.

\*\* 1998-99 & 1999-00 Spring semester numbers are based on third week to end of term composite enrollment.

Table 8  
Utah System of Higher Education  
Total Budget-Related and Self-Supporting Enrollment  
Spring 1999-00 Unduplicated Headcount Compared to Spring 1998-99\*\*

INSTITUTION	Spring Semester 1998-99			Spring Semester 1999-00			1999-00 Difference From 1998-99			1999-00 Percent Difference From 1998-99		
	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total	Resident	Nonresident	Total
University of Utah												
Education and General	21,561	3,340	24,901	22,502	3,258	25,760	941	-82	859	4.36%	-2.46%	3.45%
School of Med (MD)	349	55	404	346	56	402	-3	1	-2	-0.86%	1.82%	-0.50%
School of Med (Non-MD) - Headcount Included with Education and General												
Less Duplicates				-368	-92	-460	--	--	--	--	--	--
Total	21,910	3,395	25,305	22,480	3,222	25,702	938	-81	857	4.28%	-2.39%	3.39%
Utah State University*^												
Education and General	17,078	2,563	19,641	18,328	2,398	20,726	1,250	-165	1,085	7.32%	-6.44%	5.52%
Southeastern Utah CE Center	304	0	304	286		286	-18	0	-18	-5.92%	--	-5.92%
Uintah Basin CE Center	1,105	1	1,106	1,286	1	1,287	181	0	181	16.38%	--	16.37%
Less Duplicates	-34	0	-34	-77		-77	-43	0	-43	126.47%	--	126.47%
Total	18,453	2,564	21,017	19,823	2,399	22,222	1,370	-165	1,205	7.42%	-6.44%	5.73%
Weber State University*	18,087	781	18,868	18,769	987	19,756	682	206	888	3.77%	26.38%	4.71%
Southern Utah University												
Education and General	6,055	487	6,542	6,134	500	6,634	79	13	92	1.30%	2.67%	1.41%
University Centers	208	9	217	260	4	264	52	-5	47	25.00%	-55.56%	21.66%
Less Duplicates	-100	-5	-105	-98	-3	-101	2	2	4	-2.00%	-40.00%	-3.81%
Total	6,163	491	6,654	6,296	501	6,797	133	10	143	2.16%	2.04%	2.15%
Snow College												
Education and General	2,664	252	2,916	2,448	240	2,688	-216	-12	-228	-8.11%	-4.76%	-7.82%
Snow South	---	---	---	999	11	1,010	999	11	1,010	--	--	--
Less Duplicates	---	---	---	-108	-5	-113	-108	-5	-113	--	--	--
TOTAL	2,664	252	2,916	3,339	246	3,585	675	-6	669	25.34%	-2.38%	22.94%
Dixie State College of Utah	4,828	257	5,085	5,106	367	5,473	278	110	388	5.76%	42.80%	7.63%
College of Eastern Utah^												
Main Campus	2,273	71	2,344	2,286	69	2,355	13	-2	11	0.57%	-2.82%	0.47%
San Juan CE Center	590	1	591	519	4	523	-71	3	-68	-12.03%	300.00%	-11.51%
Less Duplicates	-97	0	-97	-3		-3	94	0	94	-96.91%	--	-96.91%
Total	2,766	72	2,838	2,802	73	2,875	36	1	37	1.30%	1.39%	1.30%
Utah Valley State College	17,076	1,579	18,655	21,278	1,621	22,899	4,202	42	4,244	24.61%	2.66%	22.75%
Salt Lake Community College	24,878	878	25,756	27,357	956	28,313	2,479	78	2,557	9.96%	8.88%	9.93%
TOTAL USHE W/O MEDICINE	116,476	10,214	126,690	126,904	10,316	137,220	10,428	102	10,530	8.95%	1.00%	8.31%
TOTAL USHE WITH MEDICINE	116,825	10,269	127,094	127,250	10,372	137,622	10,425	103	10,528	8.92%	1.00%	8.28%

\* University Center numbers included.

^ Duplicated headcounts between line items are subtracted from the total in order to obtain an unduplicated total.

\*\* 1998-99 & 1999-00 Spring semester numbers are based on third week to end of term composite enrollment.

Table 9  
Utah System of Higher Education  
1999-00 Comparisons Between Funded Enrollment Targets and  
Annualized Year Budget-Related FTE

Institution	Funded Enrollment Target	Budget-Related Annualized Year Compared to Funded Targets		
		Number	Difference From Target	Percentage Difference From Target
University of Utah				
Education and General	20,730	21,438	708	3.42%
School of Med (MD)	400	406	6	1.50%
School of Med (Non-MD)	338	351	13	3.85%
TOTAL	21,468	22,195	727	3.39%
Utah State University				
Education and General	15,072	15,067	-5	-0.03%
SE Utah CE Center	151	129	-22	-14.57%
Uintah Basin CE Center	633	560	-73	-11.53%
TOTAL	15,856	15,756	-100	-0.63%
Weber State University	10,893	11,458	565	5.19%
Southern Utah University				
Education and General	4,994	5,281	287	5.75%
University Center	121	146	25	20.66%
TOTAL	5,115	5,427	312	6.10%
Snow College				
Education and General	2,567	2,354	-213	-8.30%
Snow South	798	592	-206	-25.81%
TOTAL	3,365	2,946	-419	-12.45%
Dixie State College of Utah	3,334	3,668	334	10.02%
College of Eastern Utah				
Education and General	1,659	1,635	-24	-1.45%
San Juan Center	365	375	10	2.74%
TOTAL	2,024	2,010	-14	-0.69%
Utah Valley State College	11,500	12,559	1,059	9.21%
Salt Lake Community College *	13,212	13,131	-81	-0.61%
<b>TOTAL USHE</b>	<b>86,767</b>	<b>89,150</b>	<b>2,383</b>	<b>2.75%</b>

\* Does not include Skills Center.

**MEMORANDUM**

September 10, 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 2000-01 for the Office of the Commissioner is attached.
- b. **UofU and USU Capital Facilities Delegation Reports (Attachment B).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.
- c. **University of Utah- Donated Property to be Liquidated(Attachment C).** Under Regents' policy, donations to USHE institutions that are to be liquidated are included in the consent calendar. The University of Utah was recently given a donation of 10% interest in a 35-acre parcel of land. It is in the vicinity of the town of Manila, just beyond the Wyoming border. The family that owns the remaining 90% interest in the property has expressed an interest in purchasing the remaining 10%. The beneficiary of the gift is the Red Butte Garden. The University now requests Regents approval to sell this property.



State Board of Regents

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August 31, 2000

d. **USHE - 2000-2001 Budget Implementation Reports (Attachment D).** The purpose of this report is to summarize the implementation of the new state funding made available for 2000-2001 to USHE institutions. The 2000-2001 Appropriation Act provided funding for various purposes including salary increases, mandated cost increases, and enrollment changes. This report specifies how each USHE institution incorporated such funding into its ongoing 2000-2001 base budget.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

**MEMORANDUM**

September 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Southern Utah University - Bachelor of Science Degree in Athletic Training - Action Item

Issue

Southern Utah University (SUU) officials propose to establish a Bachelor of Science (B.S.) Degree Program in Athletic Training.

Background

The Department of Physical Education at Southern Utah University proposes a new undergraduate program, a Bachelor of Science Degree with a major in Athletic Training. The proposed program will accept eight students per year, for a total of 24 students in the three-year program, which becomes part of a four-year B.S. Degree Program in Physical Education. The proposed B.S. Degree Program would require eight semesters over a period of 48 months. SUU officials have set a goal of having 100 percent of its athletic trainer graduates employed in the field or accepted into graduate programs within twelve months of graduation.

In 1996, the National Athletic Trainers Association (NATA) Board of Directors approved a recommendation that by the year 2004 NATA will require all candidates for the certification examination to have successfully completed an accredited entry-level athletic training education program. This requires the inclusion of an undergraduate Athletic Training Program housed in an appropriate department. Currently, SUU students qualify for certification by the NATA Board of Certification through an internship that requires students to complete a Bachelor's Degree from an accredited college or university, seven core courses, and 1500 clinical hours under the direct supervision of a certified athletic trainer. SUU students meet this requirement by choosing a major or minor in Physical Education with an athletic training emphasis and completing 1500 clinical hours. However, SUU's current internship program will not meet the accreditation

standards in the year 2004. Consequently, SUU officials propose discontinuing the existing internship

program and establishing an Athletic Training Major in the Physical Education Department. This change is necessary for SUU to continue to offer a NATA-approved program.

### Policy Issues

Weber State University and Utah Valley State College expressed support for the proposed program noting that SUU faculty are very competent and accreditation guidelines require athletic training programs to expand to a four-year curriculum by 2004. The University of Utah (U of U) raised three issues: SUU's understanding of the U of U's developing program, the need for additional programs in the State, and SUU's failure to hire a consultant to assist the Department in preparing the new program. SUU officials have spoken with those from the U of U to better understand the U of U's program. Currently, the U of U program is an emphasis within the Exercise and Sports Science Department but may become a full program sometime in the future, thereby requiring Regents' approval. In addition, SUU's data support the need for more athletic trainers, although SUU acknowledges that at some point in the distance future, the field may be saturated. Rather than expending funds for a consultant, SUU officials attended a workshop offered by NATA to prepare athletic training programs for subsequent accreditation review. SUU officials believe that they will learn everything they need to know about creating a quality program as they prepare for accreditation. The U of U also attended such a workshop.

### Options Considered

After the Regents have reviewed the proposal from Southern Utah University to offer the Bachelor of Science Degree Program, they may raise issues, request additional information, deny the request, or approve it at the September Board meeting.

### Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request from Southern Utah University to offer a Bachelor of Science Degree Program in Athletic Training with the understanding that the proposed program must undergo a successful accreditation review.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS  
Attachment

ACADEMIC AND APPLIED TECHNOLOGY EDUCATION COMMITTEE

Action Item

Request to Offer the Bachelor of Science Degree in Athletic Training

Southern Utah University

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

September 6, 2000

## SECTION I

### The Request

Southern Utah University (SUU) officials propose to establish a Bachelor of Science (B.S.) Degree Program in Athletic Training.

## SECTION II

### Program Description

The Athletic Training Major is designed for students preparing for careers in athletic training or physical therapy. The major in Athletic Training will provide students with course work for acquiring the critical body of knowledge in the field (prevention of athletic injuries/illness, recognition and evaluation of athletic injuries/illness, management and treatment of athletic injuries/illness [first aid and emergency care, referral to other medical help], rehabilitation/reconditioning of athletic injuries/illness, organization and management of athletic training facilities and program, and education/counseling [nutrition, health care] of athletic related problems). The proposed program will prepare students to take the three-part national credentialing examination administered by the National Athletic Trainers Association Board of Certification (NATABOC). Students who pass the credentialing examination will gain entry level status into the profession and would be able to practice in states that have regulatory requirements for athletic trainers.

To enter the proposed program, students must:

- a. Submit a written letter of application to the Athletic Training Admissions Committee.
- b. Complete BIOL 2010 & 2020, BIOL 2210 & 2220, and PE 3080.
- c. Have earned a cumulative 3.0 GPA. A minimum semester GPA of 3.0 is required from date of admission to the athletic training major. Failure to maintain a 3.0 GPA will result in probation. After two consecutive semesters of a GPA below 3.0, admission will be revoked. A formal appeal is required for reinstatement.
- d. Interview with the Athletic Training Admissions Committee.

The following courses are required in the proposed program:

GENERAL PSYCHOLOGY (PSY 1010) (3.) Psychology is the scientific study of behavior. This

course provides a broad overview of this field of study.

**SCIENTIFIC FOUNDATIONS OF HUMAN NUTRITION (NFS 1020) (3.)** An introduction to the science of nutrition and the relationship of food intake and health. Nutrient requirements and food selection to meet those requirements are discussed. Students evaluate their own food intake and eating behaviors and learn to be informed consumers of food and nutrition information.

**HEALTH AND FITNESS DYNAMICS (PE 2000) (1.)** The promotion of health and fitness by emphasizing healthy lifestyle behaviors. Also included will be assessment of health and motor related fitness.

**HUMAN PHYSIOLOGY (BIOL 2010) (3.)** Functions of organ systems of the human body with emphasis on basic mechanisms. Three hours of lecture per week. Concurrent enrollment in BIOL 2020 required.

**HUMAN PHYSIOLOGY LABORATORY (BIOL 2020) (1.)** Laboratory to accompany BIOL 2010. One two-hour meeting per week. Concurrent enrollment in BIOL 2010 required.

**HUMAN ANATOMY (BIOL 2210) (3.)** Structure of the human body with emphasis on the muscular, skeletal, circulatory and nervous systems. Three hours of lecture per week. Concurrent enrollment in BIOL 2220 required.

**HUMAN ANATOMY LABORATORY (BIOL 2220) (1.)** Laboratory to accompany BIOL 2210. One two-hour meeting per week. Concurrent enrollment in BIOL 2210 required.

**MEDICAL TERMINOLOGY (STIT 0660 section 35)(3.)** Provides basic knowledge of the terminology used in the medical field. One two-hour lecture per week.

**PHARMACOLOGY (STIT 0660 section 35) (2.)** Provides basic knowledge of pharmacology as it relates to the medical field. One two-hour lecture per week.

**ADVANCED FIRST AID-EMERGENCY CARE (CPR) (PE2750) (2.)** Provide basic skills in emergency care procedures for injuries including infant, adult, child, and one and two person CPR. Also, to help students obtain first and CPR certification through an accredited agency.

**NUTRITION AS RELATED TO FITNESS AND SPORTS (NFS 3020) (3.)** Designed to provide coaches, teachers, athletic trainers, physically active people and competitors with the most recent factual information on sound nutrition. Includes information on essential nutrients, metabolism during exercise, specific problems experienced by athletes or highly active people, myths, ergogenic aids, and current interest. Prerequisite: NFS 1020.

MOTOR LEARNING (PE3050) (3.) The study of motor skills acquisition with application to teaching and coaching. Current approaches focus on the cognitive process and neural mechanisms which contribute to the learning and control of motor skills.

KINESIOLOGY (PE 3060) (3.) Designed to study the science of human movement. It includes study of the structure of the human body in terms of its use in activity. A mechanical analyze of a variety of activities is developed, i.e., physical education and coaching. Prerequisite: BIOL 2210 or instructor's approval.

EXERCISE PHYSIOLOGY (PE3070) (3.) Designed to study the physiological functions of the human body in activity. Physiological principles are applied to physical education, dance and coaching. Prerequisite: BIOL 2010 or instructor's approval.

ATHLETIC TRAINING/SPORTS MEDICINE (PE3080) (3.) Attention is given to the practical application of methods in treatment of athletic injuries and athletic training procedures. Lab fee \$10.00. Prerequisite: BIOL 2210 or instructor's approval.

PSYCHO-SOCIAL ASPECTS IN ATHLETICS (PE 4850) (3.) A course designed to provide students with the necessary skills and understanding to adequately deal with psychological and social aspects of athletic coaching.

EVALUATION IN PHYSICAL EDUCATION (PE 4910) (3.) Designed to allow students to understand how to evaluate student progress in the schools. Also included: test construction, grading, frequency distribution, measures of central tendency and dispersion, and elementary probability.

Nine new courses will be added over the next five years. Please see Appendix A for descriptions of these courses.

### SEMESTER SCHEDULE

Suggested Prerequisite Classes (to be taken as general education):

PSY	1010	General Psychology	3 cr.
NFS	1020	Scientific Foundations of Human Nutrition	3 cr.
CHEM	1110	Elementary Chemistry	3 cr.

#### **Semester One - Fall**

PE	2000	Fitness Dynamic	1 cr.
BIOL	2210	Human Anatomy	3 cr.

BIOL 2220	Human Anatomy Lab	1 cr.	<u>5 cr.</u> (Athletic Training Major)
General Education Classes		10 cr.	

**Semester Two - Spring**

BIOL 2010	Human Physiology	3 cr.	
BIOL 2020	Human Physiology Lab	1 cr.	
PE 3080	Athletic Training/Sports Medicine	3 cr.	<u>7 cr.</u> (ATM)
General Education Classes		8 cr.	

**Semester Three - Fall**

PE	Clinical Observation	1 cr.	
PE 2750	Advanced First Aid and CPR	2 cr.	
STIT 0660	Medical Terminology	3 cr.	<u>6 cr.</u> (ATM)
General Education Classes		9 cr.	

**Semester Four - Spring**

PE 3050	Motor Learning	3 cr.	
PE	Clinical Instruction I	2 cr.	
PE	Evaluation and Care of Athletic Injuries	3 cr.	
PE	Therapeutic Modalities and Athletic Training Management	3 cr.	<u>11 cr.</u> (ATM)
General Education Classes		4 cr.	

**Semester Five - Fall**

PE 3060	Kinesiology	3 cr.	
PE	Clinical Instruction II	2 cr.	
PE	Therapeutic Exercise and Rehabilitation	3 cr.	
STIT 0660	Pharmacology	2 cr.	<u>10 cr.</u> (ATM)
General Education and Minor Classes		5 cr.	

**Semester Six - Spring**

PE 3070	Exercise Physiology	3 cr.	
PE	Clinical Instruction III	2 cr.	<u>5 cr.</u> (ATM)



General Education and Minor Classes 10 cr.

**Semester Seven - Fall**

NFS 3020 Nutrition as Related to Fitness and Sport 3 cr.  
 PE Clinical Instruction IV 2 cr. 5 cr. (ATM)  
 General Education and Minor Classes 10 cr.

**Semester Eight - Spring**

PE Clinical Instruction V 2 cr.  
 PE 4910 Evaluation in Physical Education 3 cr. 5 cr. (ATM)  
 General Education and Minor Classes 10 cr.

Total Number of Athletic Training Major Credits Required: 54 cr.

Enrollment

The proposed program would accept six to eight students each year, up to a maximum of 24 for the six semester program. A student/faculty ratio of 8:1 in the clinical courses is recommended by the Commission of Accreditation of Allied Health Education Programs (CAAHEP). All students are expected to enter in the fall semester and complete the full six semesters sequentially.

Cost

The following is the budget that is proposed for the Athletic Training Program.

**SUU PROPOSED BUDGET REQUEST FOR ATHLETIC TRAINING PROGRAM**

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b><u>SALARIES AND WAGES</u></b>					
Physical Education Instructor (50%)	\$18,000	\$18,450	\$18,912	\$19,385	\$19,870
Secretary (50% moving to 100%) 9 months	\$ 5,764	\$ 5,908	\$ 6,056	\$ 6,207	\$ 6,362
<b>Salaries and Wages Subtotal</b>	<b>\$23,764</b>	<b>\$24,358</b>	<b>\$24,968</b>	<b>\$25,592</b>	<b>\$26,232</b>

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005
<b><u>BENEFITS</u></b>					
Physical Education Instructor (50%)	\$ 3,960	\$ 4,059	\$ 4,161	\$ 4,265	\$ 4,371
Secretary (50% moving to 100%) 9 months	\$ 8,437	\$ 9,281	\$10,209	\$11,230	\$12,353
<b>Benefits Subtotal</b>	<b>\$12,397</b>	<b>\$13,340</b>	<b>\$14,370</b>	<b>\$15,495</b>	<b>\$16,724</b>
<b><u>CURRENT EXPENSE</u></b>					
Office Supplies	\$ 200	\$ 225	\$ 250	\$ 275	\$ 300
Postage	\$ 100	\$ 115	\$ 130	\$ 145	\$ 160
Telephone	\$ 400	\$ 425	\$ 450	\$ 475	\$ 500
Subscription and Dues	\$ 500	\$ 1,000	\$ 500	\$ 900	\$ 900
Program Marketing	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
JRC-AT site visitor's expenses			\$ 3,500		
<b>Current Expense Subtotal</b>	<b>\$ 1,700</b>	<b>\$ 2,265</b>	<b>\$ 5,330</b>	<b>\$ 2,295</b>	<b>\$ 2,360</b>
<b><u>TRAVEL</u></b>					
Conferences	\$ 800	\$ 800	\$ 800	\$ 800	\$ 800
<b>Travel Subtotal</b>	<b>\$ 800</b>	<b>\$ 800</b>	<b>\$ 800</b>	<b>\$ 800</b>	<b>\$ 800</b>

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005
<b>EQUIPMENT</b>					
1 desk computer	\$ 1,800	\$ 1,800	\$ 1,800	\$ -0-	\$ -0-
1 laser printer	\$ 1,500	\$ 1,500	\$ 1,500	\$ -0-	\$ -0-
1 injury and record keeping software	\$ 700	\$ -0-	\$ -0-	\$ -0-	\$ -0-
NK exercise bench	\$ 1,400	\$ -0-	\$ -0-	\$ -0-	\$ -0-
weight plates 2 - 21/2 lbs	\$ 5	\$ -0-	\$ -0-	\$ -0-	\$ -0-
4 - 5 lbs	\$ 13	\$ -0-	\$ -0-	\$ -0-	\$ -0-
4 - 10 lbs	\$ 24	\$ -0-	\$ -0-	\$ -0-	\$ -0-
4 - 25 lbs	\$ 52	\$ -0-	\$ -0-	\$ -0-	\$ -0-
2 - 35 lbs	\$ 36	\$ -0-	\$ -0-	\$ -0-	\$ -0-
1 weight tree	\$ 89	\$ -0-	\$ -0-	\$ -0-	\$ -0-
sport cord set (\$75 per set)	\$ 150	\$ 150	\$ 75	\$ -0-	\$ -0-
exercise ball set	\$ 140	\$ -0-	\$ -0-	\$ -0-	\$ -0-
10 pair dumbbells 1 - 1- lbs	\$ 200	\$ -0-	\$ -0-	\$ -0-	\$ -0-
3 tier dumbbell rack	\$ 100	\$ -0-	\$ -0-	\$ -0-	\$ -0-
dot drill agility mat	\$ 50	\$ -0-	\$ -0-	\$ -0-	\$ -0-
power web set	\$ 120	\$ -0-	\$ -0-	\$ -0-	\$ -0-
body blade - pro	\$ 250	\$ -0-	\$ -0-	\$ -0-	\$ -0-
aqua jogger	\$ 50	\$ 50	\$ -0-	\$ -0-	\$ -0-
aqua jogger - pro	\$ 60	\$ 60	\$ -0-	\$ -0-	\$ -0-
BAPS board system	\$ 575	\$ -0-	\$ -0-	\$ -0-	\$ -0-
shoulder wheel	\$ -0-	\$ 325	\$ -0-	\$ -0-	\$ -0-
shoulder finger ladder	\$ -0-	\$ 75	\$ -0-	\$ -0-	\$ -0-
ultraslide professional slideboard	\$ -0-	\$ 400	\$ -0-	\$ -0-	\$ -0-
medicine ball set	\$ -0-	\$ 600	\$ -0-	\$ -0-	\$ -0-
medicine ball rebounder	\$ -0-	\$ 500	\$ -0-	\$ -0-	\$ -0-
medicine ball tree	\$ -0-	\$ 125	\$ -0-	\$ -0-	\$ -0-
wall pulley	\$ -0-	\$ -0-	\$ 400	\$ -0-	\$ -0-
ankle isolator	\$ -0-	\$ -0-	\$ 425	\$ -0-	\$ -0-
multiaxial ankle exerciser	\$ -0-	\$ -0-	\$ 650	\$ -0-	\$ -0-
<b>Equipment Subtotal</b>	<b>\$ 7314</b>	<b>\$ 5585</b>	<b>\$ 4850</b>	<b>\$ -0-</b>	<b>\$ -0-</b>

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
<b>LIBRARY</b>					
4 Journals (each \$75)	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300
5 - 10 Videos (each \$20)	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
2 Software programs (each \$75)	\$ 150	\$ 150	\$ 150	\$ 150	\$ 150
<b>Library Subtotal</b>	<b>\$ 650</b>	<b>\$ 650</b>	<b>\$ 650</b>	<b>\$ 650</b>	<b>\$ 650</b>
<b>INTERNAL REALLOCATION NEEDED</b>	<b>\$46,625</b>	<b>\$46,998</b>	<b>\$50,968</b>	<b>\$44,832</b>	<b>\$46,766</b>

Faculty and Staff

The proposed major in Athletic Training would need to utilize medical and allied health personnel in the community as guest lecturers. A local practicing physical therapist would be retained by the University as a clinical instructor for supervision of instruction in the use of strength testing equipment, which the University does not currently own.

A .5 FTE secretary would need to be added to existing college support staff. This .5 FTE would manage schedules, budgetary requests, meetings, and program admissions as direct support to the director of the proposed Athletic Training program. The Physical Education Department will need to hire a .5 FTE instructor by the first year. See Appendix B for a list of faculty.

Facilities and Equipment

Modification to the Coliseum and Centrum athletic training rooms would need to be made in the first five years of the proposed program to provide space for rehabilitation instruction. Currently, most of the rehabilitation instruction is conducted off-campus at the local physical therapy clinic.

The Joint Review Committee of Athletic Training found that existing athletic training rooms may not meet standards for an adequate learning environment. Nor is there proper supervision of student athletic trainers. The Athletic Department, aware of the square footage problem, is developing contingency plans. New equipment is listed in the "Cost" section.

Libraries and Learning Resources

The library provides access to on-line and CD-Rom databases and contains numerous book titles

related to athletic training and sports medicine. New learning resources are purchased each year as funding allows. The library subscribes to athletic training and sports medicine-related journals. Additional materials would be requested as needed from the Physical Education Department. Computer programs relating to athletic training and sports medicine are currently on the student file server.

### SECTION III

#### Need

As stated in the "Background" section, the National Athletic Trainers Association (NATA) will require by 2004 all candidates who sit for the certification examination to have successfully completed an entry-level athletic training education program. Currently, SUU offers an emphasis in athletic training within the Physical Education Department. By 2004, this configuration will not allow students to sit for the certification examination.

Current and prospective students, as well as various public schools and agencies, have recommended that the proposed major be offered to better serve the University, its students, and the community. In the state of Utah there are 182 Certified Athletic Training positions with an estimated minimum growth of 10 percent each year. The Utah Governor's Council on Physical Fitness is considering guidelines for medical coverage for all interscholastic athletic events. These guidelines include a requirement for a certified athletic trainer at all practices and games of impact sports, which include football, gymnastics, hockey, and wrestling. Athletic Training positions in Utah's neighboring states are as follows: 264 in Arizona, 92 in Nevada, 82 in New Mexico and 330 in Colorado. These states also estimate a 10 percent increase each year, (NATA Membership Directory, 1998).

In the State of Utah, Brigham Young University is the only institution that has an accredited program. The University of Utah (U of U) is developing a program in its Exercise and Sport Science Major and has hired a program director. The U of U submitted a self-study in June of 2000 to CAAHEP and is scheduled for an accreditation visit in the Fall of 2000. Weber State University (WSU) sought and received Board of Regents approval to develop an Athletic Training Major. WSU hired a program director and began a self-study. While there are similar programs offered in Colorado, Idaho, New Mexico, Arizona, and Nevada, all must follow the same accreditation and regulatory guidelines. The number of students per clinical instructor (8) limits the institutions on the size of their programs. The other programs in the state are not planning to increase their number of students above current limits. In order for students at SUU to meet NATA and CAAHEP requirements to sit for the certification examination, they would have to transfer elsewhere.

No external consultants were involved in the development of the proposed program. However, SUU officials attended a workshop sponsored by the accreditor for Athletic Training programs, reviewed their information, and evaluated catalogs from institutions with accredited programs.

Accreditation will be sought from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the only national body currently accrediting entry-level athletic training education programs. CAAHEP is recognized as the accrediting body for allied health both publicly by the U.S. Department of Education and privately by CHEA, the Council for Higher Education Accreditation. Accreditation review requires a completed self-study and a two- year candidacy period. During the final semester of candidacy, an accreditation visit occurs. If the Regents approve the SUU proposal, the self-study would be initiated Fall of 2000 with accreditation approval sought in the Spring of 2003.

#### Institutional Readiness

The major in Athletic Training would be administered by a program director and housed in and supported by the Physical Education Department. The program director, and lead faculty member, is tenured in the Physical Education Department. The program director would report directly to the Physical Education Department Chair who reports to the College of Education Dean. The program director has consulted standards for the bachelor degree programs in Athletic Training nationwide to assure that similar entrance and graduating criteria, number of credit hours, and length of program would be required by SUU's Athletic Training program.

Intercollegiate Athletics, Physical Education and Short-Term Intensive Training would be impacted by the Athletic Training Major. Two courses, medical terminology and pharmacology, would increase enrollments. However, both classes can easily accommodate enrollment growth. Physical Education would need to adjust the teaching load of the program director. Administrative duties of the program necessitate a .50 reduction in teaching load. This would require the Physical Education Department to add an additional one-half time instructor. The athletic training director would work in one of the athletic training rooms up to four hours per day which would provide proper care for the athletes by having a third certified athletic trainer available for practices and on-campus service.

#### State's Ability to Finance

Funding for the proposed program would be handled through internal reallocation.

### **APPENDIX A: NEW COURSES**

**FACULTY EVALUATION AND CARE OF ATHLETIC INJURIES (PE) (3.)** Designed to allow the students to understand evaluation techniques and care for athletic injuries to the head and neck, trunk, upper and lower extremities. The student must integrate anatomical structures, physiological principles and evaluative techniques to provide a basis for critical decision making in an injury management environment. Prerequisite: PE 3060, PE 3070, and PE 3080.

**THERAPEUTIC EXERCISE AND REHABILITATION (PE) (3.)** Provides understanding of therapeutic exercise as it relates to the rehabilitation process of athletic injuries. Rehabilitation of the

athlete from an injury state to a highly competitive state will be covered. Prerequisite: PE 3060, PE 3070, and PE 3080.

#### THERAPEUTIC MODALITIES AND ATHLETIC TRAINING MANAGEMENT (PE) (3.)

Instruction in theory and application of various therapeutic modalities for care and treatment of athletic injuries, emphasizing cryotherapy, thermal therapy, and electrical modalities. An overview of the necessary policies, procedures, maintenance, and daily operation of an athletic training room is also provided. Prerequisite: PE 3080 and instructors permission.

CLINICAL OBSERVATION (PE) (1.) Instruction in the clinical aspects of athletic training programs, emphasizing observation of the function of an athletic training facility and the various duties performed by a Certified Athletic Trainer. Prerequisite: Admission into the academic instruction of the Athletic Training Major.

CLINICAL INSTRUCTION I (PE) (2.) Instruction and development of skills in taping, wrapping, padding, and bracing various body parts for the prevention of athletic injuries. Prerequisite: Admission into the academic instruction of the Athletic Training Major.

CLINICAL INSTRUCTION II (PE) (2.) Provides an opportunity for students to develop their skills in the application of heat, cold and electrical stimulation modalities in the treatment of athletic injuries. Prerequisite: PE.

CLINICAL INSTRUCTION III (PE) (2.) Provides an opportunity for students to develop their skills in the developing a therapeutic exercise program for an injured athlete. This will include assessing the athlete, designing a program to control inflammation, restoring range of motion, developing muscular strength and flexibility and returning to sport activity. Prerequisite: PE.

CLINICAL INSTRUCTION IV (PE) (2.) Provides an opportunity for students to develop their skills in evaluation procedures (history, observation/inspection, palpation, special tests) of injuries of the foot, ankle, lower leg, knee, thigh, hip, pelvis, lumbar spine, shoulder complex, elbow, forearm, wrist, hand, chest, cervical spine, abdomen, face, and head. Prerequisite: PE.

CLINICAL INSTRUCTION V (PE) (2.) Provides an opportunity for students to develop their skills in management and treatment of injuries of the foot, ankle, lower leg, knee, thigh, hip, pelvis, lumbar spine, shoulder complex, elbow, forearm, wrist, hand, chest, cervical spine, abdomen, face, and head. Prerequisite: PE.

## APPENDIX B: FACULTY

### **Program Director:**

Ben Davidson, M.S., ATC,  
Associate Professor  
21 years Athletic Training/Sports Medicine  
19 years Advanced Athletic Training  
21 years clinical supervisor at Southern Utah University

### **Clinical Instructor Educator:**

(A faculty or staff member [certified athletic trainer] of the institution who has completed a CIE workshop presented by the NATA Education Council and then trains the clinical instructors on campus)

Ben Davidson, M.S., ATC

### **Clinical Instructor:**

(A faculty or staff member of the institution who has completed clinical instructor training and is currently an NATA approved clinical instructor who performs psychomotor and/or clinical proficiency instruction and evaluation at some point during the educational experience. Evaluation of the proficiency must be done in a one-on-one basis.)

Ben Davidson, M.S., ATC

Ricky Mendini, M.Ed., ATC 7 years  
clinical supervisor at Southern Utah University  
8 years clinical instructor 8 years  
Therapeutic Exercise  
6 years Care & Prevention of Athletic Injuries in NATA approved undergraduate curriculum program at New Mexico State University  
8 years guest lecture in NATA approved graduate curriculum program  
3 years Care & Prevention of Athletic Injuries at University of Arizona

Kyle Wilson, M.S., ATC  
7 years clinical supervisor at Southern Utah University



**Resource Faculty:**  
**Biology Department**

David Braegger, M.S., Associate Professor  
34 years Human Physiology  
30 years Human Anatomy at Southern Utah University

**Nutrition and Food Science**

Amber Allen, M.S., Instructor, Registered Dietician  
2 years Scientific Foundations of Human Nutrition at Southern Utah University

Artis Grady, M.Ed., Assistant Professor, Dietetics Certification  
10 years Scientific Foundations of Human Nutrition  
6 years Nutrition as Related to Fitness and Sport at Southern Utah University

Cynthia Wright, Ph.D., Associate Professor  
19 years Scientific Foundations of Human Nutrition at Southern Utah University

**Physical Education**

Rick Lambson, Ph.D., Assistant Professor  
1 year Motor Learning at Southern Utah University  
1 year Motor Learning  
13 years Exercise Physiology at West Texas A&M

Craig Loe, B.S., Adjunct Professor  
19 years American Red Cross Advanced First Aid/CPR instructor

Craig Morrison, Ed.D., Associate Professor  
10 years American Red Cross Advanced First Aid/CPR instructor  
Kinesiology  
Physiology at Southern Utah University  
10 years  
10 years Exercise

Jean Reeve, Ph.D., Associate Professor  
10 years American Red Cross Advanced First Aid/CPR instructor at Southern Utah University

**Psychology**

Steve Barney, Ph.D., Assistant Professor  
2 years General Psychology at Southern Utah University  
2 years General Psychology during graduate school at the University of Wyoming

Les Jones, Ed.D., Professor

31 years General Psychology at Southern Utah University

Britton Mace, Ph.D., Assistant Professor

1 year General Psychology at Southern Utah University

4 years General Psychology at Colorado State University

**Short-Term Intensive Training**

Cris Knuz, R.N., Adjunct Professor

4 years Medical Terminology at Southern Utah University

Scott Yardley, B.S., Registered Pharmacist, Adjunct Professor

4 years Pharmacology at Southern Utah University

**MEMORANDUM**

September 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah Valley State College - Bachelor of Science Degree in Earth Science - Action Item

Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science Degree in Earth Science beginning Fall, 2000.

Background

The Department of Physical Science at Utah Valley State College proposes that a Bachelor of Science Degree in Earth Science be added to its existing successful departmental programs. Students may currently receive earth science education as an emphasis in an Integrated Studies Baccalaureate Degree. The Integrated Studies Degree is intended to be a relatively broad general education degree; the Earth Science emphasis requires only 18 total units in earth science courses. The Integrated Studies Degree is intended for students who wish to build a composite degree to meet a specific career goal and has a less focused direction than required for a student in most earth science related careers or specialization in graduate level earth science programs.

Officials at UVSC believe that the proposed program will provide students with a more rigorous earth science education than is currently available from the Integrated Studies Degree. As compared with graduates with the Integrated Studies Degree, graduates with the Baccalaureate Degree in Earth Science will be better prepared for a variety of jobs for which earth science is the main focus (e.g., jobs dealing with geologic aspects of environmental consulting, geologic hazards, oil and mineral exploration, etc.) and/or graduate school opportunities.

Based upon the current demand for major courses, enrollment in the first two years of the program is anticipated to be 13 and 14 students respectively, with enrollment increasing to 15 students in the third year and remaining at that number for the following two years. A 1999 UVSC survey of students taking physical science courses supports at least this level of student demand for the program.

Earth Science is a field of diverse employment possibilities. Employment opportunities have been

estimated based on the 1998-99 *Occupational Outlook Handbook*; the *NSF National Survey of College Graduates, 1993*; the American Geological Institute; the *Utah Labor Demand and Supply 1998-2003*; the *Utah Occupational Employment Statistics Statewide Wage Survey* and a 1999 survey of 65 area employers conducted by UVSC in Spring, 1999. These sources indicate that graduates with a Bachelor's Degree in Earth Science may find employment in a number of different areas at the state and national levels. In the Mountainland Region, employers estimate that there are approximately 40 openings for graduates with a Bachelor of Science Degree in Earth Science or Geology per year.

Officials at UVSC anticipate that sufficient funds will be generated through enrollment growth to fund the proposed program. Initiation of the program will require the addition of two new faculty members and one staff member. One faculty position has already been funded by UVSC and a search for an individual with specific, required expertise is underway. An additional doctorally-prepared faculty member will be sought if the program is approved. An Earth Science Laboratory Manager will be hired in the first year. Additional adjunct faculty will also be needed as enrollment increases. In addition, some additional equipment and library resources will be required.

#### Policy Issues

Several questions were raised by officials from the University of Utah and Utah State University regarding this proposal. These questions focused on composition and credentials of the faculty, adequacy of the curriculum and need for the program. In response to both the recommendations of reviewers external to the Utah System of Higher Education (USHE) and those made by representatives from USHE institutions, officials at UVSC revised the original curriculum and submitted a new proposal for review.

A meeting was held on July 14, 2000 with representatives from the University of Utah, Utah State University, Southern Utah University, Utah Valley State College and the Commissioner's Office to discuss these revisions as well as remaining questions and concerns. After considerable discussion, those at the meeting agreed that questions regarding the quality of the proposed program had been adequately addressed.

Regarding student and employer demand for the proposed program, officials at UVSC have provided data which indicate that student demand is moderate but adequate to support the program. Data further indicate that graduates with Bachelor's Degrees in Earth Science may obtain employment on the local, state and national level in a variety of areas.

Similar programs are offered by Utah State University, Weber State University and Southern Utah University. Representatives from these institutions indicate that these programs are currently not operating at full capacity. However, officials at UVSC point out that there is not an Earth Science Baccalaureate Program available to students in the Mountainland Region.

This proposal was discussed by the Chief Academic Officers on August 22, 2000, who agreed that the proposal should be placed as an action item on the Board's September agenda. In addition, although

representatives from USU offered comments and questions, they specified that they were not suggesting that the program should not be initiated. No concerns or comments were received from USHE institutions not mentioned above.

#### Options Considered

After the Regents have reviewed the proposal from Utah Valley State College to offer a Bachelor of Science Degree in Earth Science 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 proposal from Utah Valley State College to offer a Bachelor of Science Degree in Earth Science .

Cecelia H. Foxley, Commissioner

CHF/MAP/LF  
Attachment

Academic and Applied Technology Education Committee

Action Item

Request to Offer Bachelor a Bachelor of Science Degree  
in Earth Science

Utah Valley State College

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

September 6, 2000

## SECTION I

### The Request

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science Degree in Earth Science beginning Fall, 2000.

## SECTION II

### Program Description

The proposed 127 credit Baccalaureate Degree Program in Earth Science will require 55 total credit hours in Earth Science courses, with 41 upper division credits. Graduates of the proposed Earth Science Bachelor's Degree Program will be well qualified for a variety of jobs for which earth science is the main focus (e.g., jobs dealing with geologic aspects of environmental consulting, geologic hazards, oil and mineral exploration, etc.). The program curriculum and requirements follow. Most of the courses required for the proposed degree are currently offered at UVSC. Only GEOL 3080, 3090, 3700, and 4600 will need to be developed. All courses required to meet general education requirements are currently offered. Course descriptions are included in Appendix A. A proposed student schedule can be found in Appendix B.

### **Admission Requirements**

To be considered for admission to the Earth Science four-year degree program, students must:

1. Complete the following courses with a grade of "C-" or higher: GEOL 1010, GEOL 1020, MATH 1050, MATH 1060, BIOL 2110.
2. Complete a minimum 30 semester hours of college credit.
3. Apply to the Department of Physical Sciences for admission.

### **Graduation Requirements**

For graduation with a Baccalaureate Degree (BS) in Earth Science students must:

1. Complete the required minimum of **127** semester credit hours, with a minimum of 38 upper-division credits within the major and 3 credit hours of upper-division background course work. A minimum of 30 credit hours must be earned at UVSC, with at least 10 credit hours earned at UVSC out of the last 45 credit hours earned. A minimum of 30 credit hours must be in the major with a minimum of 12 Earth Science credits taken at UVSC.

2. Complete the following courses with a minimum grade of **C** or better: GEOL 3080, GEOL 3200, GEOL 3210, GEOL 3700, GEOL 4500, GEOL 4510, GEOL 4600, BIOL 3700, METO 3010
3. Complete the general education requirements listed for graduation with a Bachelor of Science Degree from UVSC.
4. Achieve a minimum **overall GPA of 2.0** with a minimum **GPA of 2.25** in Physical Science courses.

### Required Course Work

All graduates of UVSC are required to take 18 credit hours of core general education requirements and 18 credit hours of distribution general education requirements. Students will consult the UVSC catalog for descriptions of the core requirements and the humanities, fine arts, and social/behavioral science distribution requirements. In addition to these core and distribution requirements, students in the Earth Science Bachelor of Science program are required to take the following courses (the math and science core and distribution general education requirements are covered by the following required courses):

Course	Title	Credits
<b><i>Required Lower-Division Earth Science-Related Courses (Geology, Meteorology, Biology)</i></b>		
GEOL 1010	Introduction to Geology	3
GEOL 1020	Introduction to Geology Lab	1
GEOL 2040	Introduction to Oceanography	3
GEOL 2050	Introduction to Oceanography Lab	1
METO 1010	Introduction to Meteorology	3
METO 1100	Introduction to Meteorology Lab	1
<u>BIOL 1010</u>	<u>Introduction to Biology</u>	<u>3</u>
Total credit hours, required lower-division courses:		15

### ***Required Upper-Division Earth Science-Related Courses (Geology, Meteorology, Biology)***

GEOL 3080	Earth Materials	4
GEOL 3200	Geologic Hazards	4
GEOL 3210	Environmental Geology	4
GEOL 3700	Structure and Tectonics	4
GEOL 4500	Earth Systems History I	4
GEOL 4510	Earth Systems History II	4
GEOL 4600	Field Experience	4



METO 3010	Introduction to Earth Systems	3
BIOL 3700	General Ecology	4
Total credit hours, required upper-division courses:		35

***Earth Science Elective Courses (Student must choose two from the following, or from approved courses offered at other schools, with at least three credit hours from upper-division elective courses)***

ENVT 1240	Air Pollution Control	3
ENVT 1520	Hazardous Materials Chemistry	3
ENVT 2180	Potable Water Sources	3
ENVT 2280	Environmental Law	3
ENVT 2330	Water Resources Management	3
ENVT 2730	Introduction to Soils	3
ENVT 2750	Land Use Planning	3
ENVT 2770	Natural Resources Management	3
ENVT 2790	Hydrology	3
ENGR 2210	Computing for Sci./Eng.	3
BIOL 3800	Conservation Biology	3
BIOL 4000	Freshwater Ecology	4
BIOL 4500	Principles of Evolution	3
BOT 3340	Plant Biology	4
GEOG 3010	Economic Geography	3
GEOL 3090	Advanced Petrology/Geochemistry	4
PHIL 3790	Environmental Ethics	3
Minimum total electives (at least three upper division):		6

***Support Courses (chemistry, engineering, math, physics)***

CHEM 1210	Principles of Chemistry I	5
CHEM 1220	Principles of Chemistry II	5
CHEM 2310	Organic Chemistry I	4
CHEM 3210	Analytical Chemistry	3
MATH 1050	College Algebra	4
MATH 1060	Trigonometry	3
MATH 1210	Calculus I	5
MATH 1220	Calculus II	5
MATH 2230	Principles of Statistics I and II	4
PHYS 2210	Physics for Sci/Eng I	3
PHYS 221L	Physics for Sci/Eng I lab	1
PHYS 2220	Physics for Sci/Eng II	3
PHYS 222L	Physics for Sci/Eng II lab	1
Total background credit hours (3 upper division):		49

Initially, it will be necessary for students to fulfill the field experience requirement by attending field camps offered through other institutions. Preliminary investigation indicates at least six schools that run summer field camps in Utah, Wyoming, North Dakota, and/or Colorado that regularly accept students from other schools and whose prerequisites for summer field camps will have been met by UVSC students by the end of the junior or senior year. These include:

- Mesa State College, Grand Junction, Colorado - Field camp in Colorado and Utah.
- Idaho State University, Pocatello, Idaho - Field camp in Wyoming.
- Bowling Green State University, Bowling Green, Ohio - Field camp in Colorado.
- Eastern Illinois University, Charleston, Illinois - Field camp in Black Hills.
- Kent State University, Kent, Ohio - Field camp in Black Hills.
- University of Wisconsin at Oshkosh, Oshkosh, Wisconsin - Field camp in Park City, Utah.

In the future, UVSC's field facility in Capitol Reef National Park will be used to increase field study opportunities for students.

Students who plan to enter graduate programs are strongly encouraged to see the departmental advisor to review entrance requirements and determine additional courses that may be required for graduate school admission.

The following external reviewers contributed to the development of this proposal.

Kimm Harty, Acting Director, Utah Geological Survey

Gary Christenson, Director of Applied Geology Program, Utah Geological Survey

Adolf Yonkee, Chair, Department of Geosciences, Weber State University

Kenneth L. Verosub, Professor, Department of Geology, University of California at Davis

### Enrollment

Based upon current demand for major courses, it is anticipated that approximately 15 students would choose to be admitted annually into the baccalaureate program at the junior level. For the first two years of the program, lower enrollments are anticipated (13 students in the first year and 14 students in the second year). The anticipated faculty:student ratios for upper division classroom courses is 1:15. The anticipated faculty:student ratios for upper division laboratory courses is 1:15.

The overall ratio, based on full-time equivalent (FTE) faculty and full-time equivalent student numbers for the first five years of the program is summarized below. Projected enrollment assumes that the increased teaching load of the new program will require the addition of one full-time faculty (resulting in a faculty FTE of one) from the inception of the program. It is also anticipated that the increased teaching loads will likely require the eventual use of more adjunct faculty. To account for the added use of adjunct faculty, an additional faculty FTE of 1 is added after the first year.

<u>Year</u>	<u>Faculty FTE's</u>	<u>(Junior and Senior level)</u>	<u>Ratio</u>
2000-2001	1	13	1:13
2001-2002	2	27	1:13.5
2002-2003	2	29	1:14.5
2003-2004	2	30	1:15
2004-2005	2	30	1:15

A recent survey at UVSC of 267 students enrolled in associate degree level courses offered by the Department of Physical Science asked students to indicate their current major area of study. A total of 49 students or 18.35 % of the respondents indicated a Physical Science major. The enrollment trends for the past five years indicate an increase in the demand for physical science courses with an increase in FTE enrollment in physical science courses, as indicated below:

<u>Academic Year</u>	<u>Fall Semester FTE</u>	<u>Spring Semester FTE</u>
1995-96	310.9	525.6
1996-97	288.9	522.8
1997-98	573.5	621.0
1998-99	609.3	635.0
1999-2000	674.7	681.6

Campus-wide enrollments have increased nearly 10% per year for the past six years. This general trend is anticipated to continue for the next several years. With an increase in overall enrollments, it is reasonable to assume that enrollments in individual programs will also increase.

### Cost

The projected costs of the program for the first five years are listed below. The salaries and benefits are based on one additional full-time faculty and one additional adjunct faculty (after the first year), as well as a lab manager. Salaries and benefits for the full-time faculty and the lab manager begin during the 2000-2001 year. Salary for the additional adjunct instructor begins during the 2001-2002 year. Initial capital costs are relatively high, due mostly to startup of the new Earth Materials lab.

	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
SALARIES	\$54,500	\$68,266	\$70,996	\$73,836	\$76,790
BENEFITS	\$18,069	\$20,020	\$20,821	\$21,653	\$22,520
CURRENT <sup>1</sup>	\$2,000	\$3,000	\$3,000	\$3,000	\$3,000
LIBRARY	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000

EQUIPMENT <sup>2</sup>	\$15,000	\$7,500	\$2,000	\$2,000	\$2,000
TRAVEL	\$1,000	\$1,500	\$2,000	\$2,000	\$2,000
TOTAL	\$93,569	\$103,286	\$101,817	\$105,489	\$109,310
FTE students	13	27	29	30	30
Cost per FTE	\$7,198	\$3,825	\$3,511	\$3,516	\$3,644

<sup>1</sup> Costs for increase equipment use, operating expenses incurred for new faculty and increased paperwork for degree-seeking students, and increased use of the campus-wide computer system are included.

<sup>2</sup> Costs include start-up equipment for new laboratory courses.

### Faculty and Staff

Faculty in the Department of Physical Science have diverse backgrounds and interests that will allow them to fulfill the teaching requirements for the Earth Science Program. Current contract faculty have the expertise to teach the courses required for the Baccalaureate Program. The increase in total number of courses taught, however, will require one new contract faculty position. A doctorally-prepared individual will be sought for the position as soon as the program is approved. Salary for this position is included in the proposed budget. A list of current faculty that will support the proposed program is included in Appendix C.

In addition, outside reviewers suggested that the proposed program would require someone with a strong background in petrology, structural geology, and field mapping. The Department of Physical Science is in the process of hiring such a person. This position has already been funded. The new geologist will be expected to develop at least one new course in petrology, mineralogy, or a related field.

One new staff position will be needed to fully implement the proposed Bachelor's Degree Program in Earth Science. The position of Earth Science Laboratory Manager will require a Master's degree in geology or a closely-related field. The position will carry an 80 percent time commitment for laboratory management and 20 percent for classroom/laboratory instruction. This position will be filled the first year of program implementation. Salary and benefits for this new position are included in the proposed budget.

One of the Earth Science faculty will act as the academic adviser for the program. To help facilitate effective advising, funding for three hours per week of release time for the advisor is included in the proposed salary budget.

### Facilities and Equipment

Current classroom facilities are adequate for classroom and laboratory needs of this program. In addition to facilities on the main campus, the Earth Science Program will be greatly enhanced by UVSC's field station in Capitol Reef National Park. The field station consists of a motel building that is being remodeled to create classroom, dormitory and kitchen space. The geologic setting of UVSC's Capitol Reef

field station is ideally suited to the teaching goals of the proposed degree. The station lies within one of the most complete sections of Mesozoic sedimentary rock anywhere in the world. These rocks include sediment deposited in ancient dunes, lakes, rivers and shallow seas. Preserved in the sediments are bones, footprints and other fossilized remains of dinosaurs and other important Mesozoic fauna and flora. Within a short walk or drive from the station, students will be able to study, in remarkable detail, the geology, biology and ecology of Utah during the Mesozoic. Also accessible from UVSC's Capitol Reef field station are geologic structures associated with the formation of the Rocky Mountains and the uplift of the Colorado Plateau, Tertiary volcanic rocks and glacial deposits, Quaternary faults, active landslides, and perennial and ephemeral rivers.

The Department of Physical Science currently owns most of the equipment necessary to support the proposed degree, including an extensive collection of topographic maps, geologic maps, aerial photographs, stereo viewers, rock and mineral hand samples, rock and mineral thin section, polarizing microscopes, reflected light microscopes, compasses, a global positioning system transmitter/receiver, meteorological laboratory and field equipment (e.g. barometers, hand-held anemometers), and various other field gear. The Earth Science Lab is equipped with four personal computers with modem connections. In addition, the Department of Physical Science has a computer laboratory with 30 networked computers and air quality modeling software.

The addition of the Earth Science Degree Program will require purchase of the following :

- Survey equipment (additional gps receivers, stadia rods, plane tables, tapes, etc.)
- Computer software (surface water models, ground water models, etc.)
- Additional laboratory models/demonstration equipment
- Additional rock and mineral hand samples and thin sections
- Additional meteorological equipment (a weather station, remote station, subscription to a weather data supply service [e.g., WeatherNet], etc.)

Funds for the purchase of this equipment are included in the proposed budget.

### Libraries and Learning Resources

Books/Monographs: The Utah Valley State College Library currently houses a substantial number of the books needed to support the baccalaureate program. Library holdings include more than 2,400 volumes (reference books and monographs) in Chemistry, Geology and Agriculture and an additional 4,100 volumes in support areas such as biological sciences (e.g. Biology, Ecology, Botany, Zoology, Microbiology), Additional reference books and monographs will be needed. An additional \$3,000 per year is being requested to increase the library holdings in physical sciences.

Scientific Journals: The Utah Valley State College Library currently subscribes to 32 journals which would be used in support of the Earth Science Baccalaureate Degree. In addition, numerous earth-science-related journals are available electronically. Current electronic journal subscriptions, an efficient inter library

loan system, as well as cooperative agreements with the state library system and with Brigham Young University allow students almost unlimited access to all library resources available anywhere in the state. Additional peer-reviewed journal subscriptions needed to support the baccalaureate level courses will cost \$1,500 per year. Funds for these purchases are included in the proposed budget.

The increase in Physical Science program enrollments will require an additional \$50 per student per year to support existing campus-wide student computer labs. These funds, for computer hardware maintenance and for additional software licenses, are included in the current expense section of the proposed budget

### **SECTION III**

#### Need

An Earth Science Degree is different from traditional Geology Degrees. An effective geologist must have an understanding of the oceans, the atmosphere, and life on earth in order to fully understand the workings of the solid earth. Until the 1980's, industries involved in oil and mineral exploration were the primary guiding forces in the design of most geology bachelor degree curricula. In recent years, many, if not most, graduates of geology programs have gone to work in fields other than oil and mineral exploration. Many recent geology graduates are employed in the assessment of groundwater resources, mitigation of soil and groundwater pollution, assessment and mitigation of environmental impacts by development projects, and assessment and mitigation of geologic hazards. Classes dealing with these issues have typically been offered as electives in most geology programs. Such classes will be at the core of the UVSC Earth Science Program.

Not only will the proposed degree be well-tailored to employment trends, but it will produce earth scientists who can understand and make use of the relationships between geology, atmospheric science, oceanography, and biology. Such scientists will be more effective than traditional geologists for a variety of jobs. For example, the broad background will be an asset for anyone working as an environmental consultant, science manager, government regulator, or teacher. The benefits of a broad earth science background are beginning to be appreciated by leaders in government and industry. For example, NASA has established the "Earth Science Enterprise" which is dedicated to understanding how earth's land, water, air, and life interact to produce the environment in which we live.

#### **EMPLOYER DEMAND**

Earth Science is a field of diverse employment possibilities. Employment data are available, however they require examination of each individual industry that could employ a graduate of an Earth Science Program. The following information regarding demand for graduates has been compiled from a variety of sources, including a survey mailed to 65 local employers by UVSC in Spring of 1999 in an effort to determine the potential market demand for students with a Bachelor of Science Degree in Earth Science.

## Nationwide

Because Earth Science is relatively new as a distinct discipline, and because of the variety of positions held by graduates of baccalaureate-level earth science programs, national data on need and salaries is difficult to obtain. Graduates of a Baccalaureate Program in Earth Science are prepared to enter a variety of positions. Salaries vary based on experience and specific area of expertise. While there are no statistics available for earth science specifically, salaries in representative fields can be taken as indicators. Graduates who hold a Bachelor of Science Degree in Earth Science may obtain positions in the following areas for which data are available in the 1998-99 *Occupational Outlook Handbook*.

<b>OCCUPATION</b>	<b>EMPLOYMENT INCREASE THROUGH 2006</b>	<b>AVERAGE ANNUAL SALARY</b>
Science Managers	Faster than Average	Range from \$41,000-\$100,000
Geologist and Geophysicists	As Fast as Average	\$30,900 (starting)
Science Technicians	As Fast as Average	\$35,890

The *NSF National Survey of College Graduates 1993* was published in 1995 and is the most recent report available on the National Science Foundation Website. The report listed the following mean annual salaries for earth scientists who held a baccalaureate degree:

<b>OCCUPATIONAL CATEGORY</b>	<b>ATMOSPHERIC AND SPACE SCIENTISTS</b>	<b>GEOLOGISTS</b>
Academia	\$48,800	\$32,300
Business/Industry		
Mining		55,900
Petroleum		52,200
Environmental	40,500	47,800
Consultants		
Petroleum		80,000
Environmental		75,300
Federal Government		
Petroleum		37,900
Environmental	44,500	40,100
State/Local Government	24,700	40,800

## Mountain States

The American Geological Institute found that over 10,000 earth scientists (mostly geologists) were

working in the mountain states during 1993 (the year of the survey cited by the AGI). Roughly half of the earth scientists were working for industry, and the rest for schools, consulting firms, and government.

**Utah**

Graduates who do not use a Baccalaureate Degree in Earth Science for entry into graduate-level education use the degree directly for entry into many occupations. Some occupations which employ individuals who hold an earth science-related baccalaureate degree, their projected state-wide need, labor supply, and mean 1996 salaries are identified in the following table. (Data are from the report *Utah Labor Demand and Supply 1998-2003* and the *Utah Occupational Employment Statistics Statewide Wage Survey*)

<b>OCCUPATION</b>	<b>ANNUAL NEED/ LABOR SUPPLY</b>	<b>MEAN SALARY/HR</b>
Civil Engineering Technicians	50/12	\$13.38
Geologists and Geophysicists	50/79 (26 at graduate level*)	\$21.92
Managers: Engineering, Math, Natural Science	180/7	\$35.63

\*Those completing graduate degrees may already be in the work force and not represent additions to the labor supply.

**Utah Mountainlands Region**

The *Utah Labor Demand and Supply by Occupation Report 1998-2003* contains the following data relevant to the Mountainlands region of the state. It should be noted that labor supply for UVSC's specific service delivery areas is not included in the report.

<b>OCCUPATION</b>	<b>ANNUAL NEED/ LABOR SUPPLY</b>	<b>MEAN HOURLY SALARY</b>
Managers, Engineering, Math, Natural Science	20/not available	\$28.05

As mentioned above, UVSC also conducted a needs assessment survey of 65 companies and state, county and federal agencies identified by the Department of Physical Science as potential employers of



graduates of a Bachelor of Science Program in Earth Science. A final response of 23, or 35.4 percent, was obtained after follow-up calls were made. Of the respondents, eight represented civil, geotechnical or geological engineering firms, four represented environmental testing or consulting firms, two represented state or federal agencies, one was a mineral exploration firm, and seven represented other types of earth science-related companies. Of the respondents, 12 companies had fewer than 10 employees, four companies had between 10 and 25 employees, three companies had 25 to 50 employees, two companies had more than 50 employees, and four companies did not respond to the question.

The number of positions within the surveyed companies which require a bachelor's degree as the minimum educational requirement ranged from 0 to 60, with a mean of 18.3. The percentage of employees holding a Bachelors Degree in Earth Science or Gology as their highest degree ranged from zero to 100%, with a mean of 45. The number of positions for people with Bachelor of Science Degrees in Earth Science or Geology that become available in these firms each year averaged 1.83 per firm (which equates to approximately 40 positions per year), with a range of zero to 15 per year. The average starting salary for employees who hold Bachelor of Science Degrees in Earth Science or Geology ranged from \$19,400 to \$60,000 with a mean of \$34,615.

### **STUDENT DEMAND**

Students enrolled in three courses (Introduction to Geology, Historical Geology, and Introduction to Oceanography) were surveyed by UVSC during Spring Semester 1999. These courses were chosen as being most likely to contain students who may be interested in continuing their education in earth sciences. It should be noted, however, that respondents represent only a small sample of students who might take such courses over the period of an academic year, as these courses are offered Fall, Spring and Summer Semesters while the survey was conducted only during the Spring Semester.

Of the 225 students who responded to a question asking about their intended area of study at the baccalaureate level, 24 (10.7 percent) listed Earth Science their intended area (see Table One below):

**TABLE ONE**  
**Intended Areas of Study at the Baccalaureate Level: Selected UVSC Students, Spring 1999**

AREA OF STUDY	NUMBER OF RESPONSES	% OF RESPONDENTS
Earth Science (geology, environmental science, soil science, meteorology, range science, or oceanography)	24	10.7%
Engineering	6	2.7%
Other Physical Science	8	3.6%

Other	187	83.1%
<b>TOTAL*</b>	225	100%

\* one respondent selected two responses

219 students responded to a question regarding their plans after receiving a baccalaureate degree. Of these, 15 (6.8%) plan to attend graduate school in an Earth Science Program and 19 (8.7%) intend to seek employment or mineral exploration, engineering-related earth science or environmental-related earth science (see Table Two below):

**TABLE TWO**  
**Post-Baccalaureate Degree Plans: Selected UVSC Students, Spring 1999**

	<b>RESPONSES</b>	<b>% OF RESPONDENTS</b>
Graduate school in earth sciences	15	6.8%
Employment in oil or mineral exploration	1	0.5%
Employment in engineering-related earth science (geologic hazards, water resources, soil science)	8	3.7%
Employment in environmental-related earth science (soil & water pollution clean-up, environmental impact assessment, etc.)	10	4.6%
Other	185	84.5%
<b>TOTAL*</b>	219	100%

\*Two respondents selected more than one response

Additional survey questions were related to student interest in enrolling in an Earth Science Baccalaureate Program at UVSC within the next ten years, and students' intentions to enroll in such a program within the next five years if a program is not offered at UVSC. Responses to these questions are shown in Tables Three and Four below:

**TABLE THREE**  
**Enrollment Interest in UVSC Earth Science Degree Program:**  
**Selected UVSC Students, Spring 1999**

	<b>NUMBER OF RESPONDENTS</b>	<b>% OF RESPONDENTS</b>
Interested in enrolling when the program starts	34	15.0%
Interested in enrolling in next 5 years	15	6.6%
Interested in enrolling in next 10 years	6	2.7%
Not interested in enrolling	171	75.7%
<b>Total</b>	226	100.0%

**TABLE FOUR**  
**Enrollment Interest in other Earth Science Degree Programs (If degree not offered at UVSC):**  
**Selected UVSC Students, Spring 1999**

	<b>NUMBER OF RESPONDENTS</b>	<b>% OF RESPONDENTS</b>
In next 5 years: Plan to pursue B.S. in Earth Science at another school (if not offered at UVSC)	36	16.1%
In next 5 years: No plan to pursue B.S. in Earth Science at another school (if not offered at UVSC)	188	83.9%
In next 10 years: Plan to pursue B.S. in Earth Science at another school (if not offered at UVSC)	29	12.9%
In next 10 years: No plan to pursue B.S. in Earth Science at another school (if not offered at UVSC)	196	87.1%

In addition, information from the Fall, 1999 visit by UVSC academic advisors to area high schools indicates that 111 high school seniors are interested in majoring in Physical Science at UVSC.

Currently, the University of Utah, Weber State University and Southern Utah University offer Baccalaureate Degrees in Earth Science that are similar to the program proposed here; however, there are no

Baccalaureate Degree Programs easily accessible to students in the Mountainland Region.

### Institutional Readiness

The Bachelor of Science degree in Earth Science will be an important component of the mission of Utah Valley State College. The UVSC Mission Statement reads, in part, “Utah Valley State College is dedicated to providing a broad range of quality academic, vocational, technical, cultural, and social opportunities and experiences designed to encourage and assist students in attaining their goals and realizing their talents and potential, personally and professionally. The college is committed to meeting student and community needs for occupational training. . .”

A baccalaureate degree in an earth science-related field is often used as the entry to a graduate science education as well as a variety of entry-level occupations. Providing educational opportunities for science-related professions is an integral part of meeting the School’s mission. In addition, it is an important part of the Department of Physical Science’s mission to provide opportunities for students to attain personal and professional goals and to offer students a major that provides a knowledge of the principles and skills needed for careers in the physical sciences.

The Department of Physical Science administers the Colorado Plateau Field Institute (CPFI), an institute established at UVSC to advance research and educational opportunities for UVSC students and faculty. The CPFI funds natural history field trips, on-campus seminars, and faculty-lead research that often involves student participation. The Earth Science Degree Program will be consistent with and enhance the mission of the CPFI.

The impact of the proposed program on other programs at Utah Valley State College will be minimal. General education courses that will be required for completion of the program may have a slight increase in enrollment. One positive impact of this program should be the potential of increased student retention as students can become focused on their major goal in the first year of their experience at Utah Valley State College. There is also potential for positive impact in the form of faculty/student projects in the Department of Physical Science as well as collaborative projects with the baccalaureate program in Biology.

The program will be housed in the Department of Physical Science in the School of Science and Health. The Chairperson of the Department of Physical Science will have direct responsibility for the program and will continue to report to the Dean of the School of Science and Health. There will be no changes in the current administrative structure of the School or the Department.

### State’s Ability to Finance

It is anticipated that sufficient funds will be generated through enrollment growth to fund this program. Enrollment trends support this conclusion. No additional state funds are requested.

## Appendix A

### Description of Proposed Program Courses

#### Existing Courses

**GEOL 1010 Introduction to Geology****3:3:0**

Studies planet earth; its materials, structure, dynamics, and surface features. Taken alone it is designed for non-science students who want a broad introduction to earth science and a greater appreciation of their physical surroundings. Taken in conjunction with laboratory exercises in GEOL 1020, the class is sufficiently rigorous to articulate as an introductory earth science class.

**GEOL 1020 Introduction to Geology Lab****1:0:2**

Designed to be taken in conjunction with GEOL 1010. Includes the identification of rocks, minerals, basic land forms and structures. Studies geologic processes occurring in desert, glacial, mountainous and other environments. Taken with GEOL 1010, the class will articulate as an introductory earth science class.

**GEOL 2040 Introduction to Oceanography****3:3:0**

Introduces the origin and development of the oceans, marine geology and its effect on life in the seas. Discusses waves, tides, currents, and their impact on shorelines, the ocean floor and basins. Examines physical processes as they relate to oceanographic concepts. Includes optional field trips to investigate aspects of marine animals and ecosystems (as found in Great Salt Lake and in a nearby large aquarium) and shoreline processes (as preserved in shorelines of ancient Lake Bonneville). In addition to the field trips, the course uses media as an alternative to the actual oceanic experience. Completers should have a basic knowledge and appreciation of the ocean's impact to the world's climate, economy, and ecology.

**GEOL 2050 Introduction to Oceanography Lab****1:0:2**

A basic laboratory experience in the physical aspects of Oceanography. Introduces applied skills in Oceanography such as marine geology and oceanographic chemistry. Studies the physical parameters that allow marine life to flourish. Uses maps to study the structure of the sea floor and its relationship to plate tectonics. Provides hands-on experiences with salinity and marine chemistry.

**GEOL 3200 Geologic Hazards****4:3:2**

Investigates the way in which geological hazards (including earthquakes, landslides, and volcanoes) impact civilization. Studies the causes of these hazards, how to assess whether each of these hazards is a concern at a particular site, and how each type of hazard can be planned for. Emphasizes practical applications and the interactions between geology, engineering, and land-use planning. Laboratory exercises include understanding and creating geologic maps, using topographic maps and air photos to identify earthquake faults and landslides, and mapping faults and landslides on the basis

of evidence found on topographic maps and air photos. Field-based exercises include mapping of earthquake faults and landslides and subsurface investigations of faults and landslides.

**GEOL 3210 Environmental Geology 4:3:2**

Investigates several of the geologic resources that are important for our society including water, soil, mineral, and fossil fuel resources. Studies the known reserves and trends in usage of each of these resources. Covers issues associated with soil and water pollution. Laboratory exercises include understanding and using surficial geologic maps, creation of contour maps showing depth to water, pollutant concentrations, etc., and use of computer models to predict groundwater flow. Field-based exercises include investigation of natural and channelized river systems, collection and characterization of soil samples, and installation and use of groundwater monitoring wells.

**GEOL 4500 Earth Systems History I 4:3:2**

For students interested in an in-depth study of Earth systems history. This is similar to a standard course on sedimentology and stratigraphy, except that GEOL 4500 investigates the entire Earth system and its many subsystems in an integrated study. Includes an interpretation of the lithosphere, biosphere, hydrosphere, and atmosphere as parts of a single system in a historical context. Explores paleoenvironments, stratigraphy, sedimentology, the rock record, the effects of plate tectonics, and major chemical cycles. Includes lab exercises and field trips to map sedimentary rocks, measure and describe sedimentary section, and identify sedimentary structures associated with streams, dunes, etc.

**GEOL 4510 Earth Systems History II 4:3:2**

Second of a series of two earth systems history classes for students interested in an in-depth study of the subject. Emphasize paleontology, paleoecology, and paleoclimatology. Studies the history of life and the environment and how they are interconnected. Includes lab exercises and field trips designed to use fossils, rocks, and sedimentary structures to infer paleoenvironments.

**METO 1010 Introduction to Meteorology 3:3:0**

Introduces the study of our atmosphere and Earth's dynamic weather systems. Covers structure and compositions of the atmospheres, weather patterns, air masses and types of weather fronts, weather forecasting and climates.

**METO 1020 Introduction to Meteorology Lab 1:0:2**

Provides hands-on experience investigating various meteorologic phenomena discussed in METO 1010. Students desiring credit for a science major should take METO 1010 and METO 1020.

**METO 3010 Introduction to Earth Systems 4:3:2**

*Prerequisites: GEOL 1010, 1020, Math 1220, PHYS 2220*

For students interested in understanding the Earth's dynamic environment. Studies the four major Earth systems that constitute the environment: the lithosphere, hydrosphere, atmosphere and biosphere. Investigates the interactions between these systems. Discusses Earth's energy balance and important environmental and geochemical cycles (including carbon and silicon cycles). Explores

environmental concerns such as global warming, ozone depletion, the greenhouse effect.

**METO 3100 Introduction to Earth Systems 4:3:2**

For students interested in understanding the Earth's dynamic environment. Studies the four major Earth systems that constitute the environment: the lithosphere, hydrosphere, atmosphere and biosphere. Investigates the interactions between these systems. Discusses Earth's energy balance and important environmental cycles. Explores environmental concerns such as global warming, ozone depletion, the greenhouse effect.

**BIOL 2110 Biology I 5:4:2**

The first semester of a two semester course designed to give biology majors a broad exposure to many aspects of the life sciences. Covers the topics of biochemistry, energetics, cell structure and function, genetics, and plant structure and function. Includes weekly lab.

**BIOL 3700 General Ecology 4:3:2**

A course designed for Biology majors and those wishing a deeper understanding of the subject. Emphasis is on how organisms have evolved to interact with one another and with the environment at the species, population, community, and ecosystem levels. Also emphasizes the abiotic environmental conditions for life and how organisms have adapted to the wide-ranging conditions to occupy diverse ecological niches. Covers the diversity and characteristics of Earth's ecosystems and their global distribution.

**CHEM 1210 Principles of Chemistry I 5:4:3**

An introductory course covering fundamentals of chemistry. First semester of a full-year course primarily for students in engineering, the physical sciences, and the biological sciences. Emphasizes descriptive and modern applied chemistry. Studies fundamentals of laboratory techniques, chemical reactions and reactivity. Includes lab.

**CHEM 1220 Principles of Chemistry II 5:4:3**

Second semester of an introductory course covering fundamentals of chemistry. Primarily for students in engineering, the physical sciences and the biological sciences. Emphasizes descriptive and modern applied chemistry and qualitative analysis. Further develops fundamentals of laboratory techniques, chemical reactions and reactivity. Includes lab.

**CHEM 2310 Organic Chemistry I 4:4:0**

The first of a series of two organic chemistry classes for students majoring in science and for those interested in careers in medicine, dentistry, veterinary science, and pharmacy, who must complete two semesters of organic chemistry. Teaches bonding and structures of organic molecules. Explores the relationship between structure and reactivity of organic functional groups. Introduces the concepts of nomenclature, stereochemistry, and reaction mechanism.

**CHEM 3210 Analytical Chemistry 4:3:2**

Studies principles of quantitative analysis, stoichiometry, equilibrium theory, volumetric and gravimetric analysis. Includes introduction to instrumental methods and error analysis.

**MATH 1050 College Algebra 4:4:0**

Includes inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, conic sections, systems of linear and nonlinear equations, matrices and determinants, arithmetic and geometric sequences, mathematical induction, the Binomial Theorem, permutations and combinations, and an introduction to probability.

**MATH 1060 Trigonometry** **3:3:0**

Includes the unit circle and right triangle definitions of the trigonometric functions, graphing trigonometric functions, trigonometric identities, trigonometric equations, inverse trigonometric functions, the Law of Sines and the Law of Cosines, vectors, complex numbers, and polar coordinates.

**MATH 1210 Calculus I** **5:5:0**

Includes limits and continuity, differentiation, applications of differentiation, integration, applications of integration, derivatives of the exponential functions, logarithmic functions, inverse trigonometric functions, and hyperbolic functions, and related integrals. Prerequisite for calculus-based sciences.

**MATH 2230 Principles of Statistics I and II** **4:4:0**

Includes summarizing data, measures of central location, measures of variation, probability, mathematical expectation, discrete and continuous probability distributions, sampling and sampling distributions, estimations, hypothesis testing, analysis of variance, regression analysis, and correlation.

**PHYS 2210 Physics for Sci/Eng I** **3:3:0**

A calculus based class for science and engineering majors. A theoretical and applied course covering the principles of mechanics, fluids, and thermal physics.

**PHYS 221L Physics for Sci/Eng I lab** **1:0:3**

Designed to accompany PHYS 2210. Provides firsthand experience with laws of mechanics, thermal physics, and scientific data analysis. Includes one hour of recitation.

**PHYS 2220 Physics for Sci/Eng II** **3:3:0**

For science and engineering majors. A continuation of PHYS 2210. Covers electrostatics, electric currents, magnetism, and solid state electronics.

**PHYS 222L Physics for Sci/Eng II lab** **1:0:3**

Designed to accompany PHYS 2220. Provides firsthand experience with laws of electricity, magnetism, and scientific data analysis. Includes one hour recitation.

**ENGR 2210 Computing for Science and Engineering** **3:2:3**

For engineering majors and other interested in using the computer to solve engineering problems. Covers the use of computers as a problem solving tool for engineers. Introduces operating systems and applications software in use among engineers. Emphasizes hands-on training in the lab. Completers should be able to use the computer in industry and to solve practical engineering problems.

In addition to the required courses, some of the courses which may be used to fill elective credits are:



**BIOL 3800 Conservation Biology****3:3:0**

This course presents the scientific principles of conservation Biology and associated cultural and ethical issues. It explores then diversity of life on this planet and how that diversity is organized and distributed,. It also investigates the challenges facing management of our natural resources in order to maintain healthy and productive populations and ecosystems.

**BIOL 4000 Freshwater Ecology****3:3:0**

Explores physical, chemical, and biological characteristics of freshwater systems, including lakes, rivers, and streams. Emphasizes freshwater habitats as ecosystems. Studies human impacts on freshwater, with particular reference to Utah and the West. Includes laboratory experience with emphasis on field experience in collecting and measuring the physiochemical characteristics and different groups of organisms found in freshwater habitats.

**BIOL 4500 Principles of Evolution****3:3:0**

For those intending to major in life sciences or desiring more knowledge of this subject. Explores classical and current explanations of evolution as fundamental principles of Biology.

**BOT 3340 Plant Biology****4:3:2**

For Biology majors and those wishing an in depth study of plant biology. Covers structure - function interrelationships from cellular to whole plant level, including aspects of plant anatomy, physiology, reproduction, and growth and development with emphasis on the angiosperms (flowering plants). Includes a weekly laboratory.

**GEOG 3010 Economic Geography****3:3:0**

A course encompassing the study of humankind's economic activities on the earth, including hunting, gathering, agriculture, mining, manufacturing, forestry, fishing, high technology, and world trade. Studies population, environmental issues, urban patterns, and travel and tourism. Uses lectures, oral response, field trips and audiovisual aids.

**PHIL 3790 Environmental Ethics****3:3:0**

Presents a comprehensive, balanced introduction to the field of environmental ethics. Examines a variety of national and international environmental issues. Challenges students to think and write critically about classic and contemporary works on ethics and the environment. Analyzes ethical, scientific, aesthetic, political, economical and religious perspectives pertaining to the environment consequences for the future.

**ENVT 1240 Air Pollution Control****3:3:0**

Surveys air pollution control technologies. Stresses air pollutants, principal sources, chemical reactions in the biosphere, and subsequent effects. Introduces current control technologies and equipment. Discusses economic considerations, State Implementation Plans (SIP's), and clean air standards.

**ENVT 1520 Hazardous Materials Chemistry****3:3:0**

For students in Hazardous Materials. Applies chemical principles to hazardous materials. Includes basic chemistry, corrosives, organics, combustibles, toxics, explosives, and radioactives. Increase awareness of chemical hazards.

**ENVT 2180 Potable Water Sources****3:3:0**

Covers various aspects of water sources. Includes wells, springs, and surface water. Discusses the groundwater protection and wellhead protection plans required by government agencies. Reviews legal aspects of water rights.

**ENVT 2280 Environmental Law****3:3:0**

A survey course in Environmental Law. Covers a significant portion of the Clean Water Act, the Safe Drinking Water Act, and the Clean Air Act. Also reviews the Federal Insecticide, Fungicide, and Rodenticide Act, the Toxic Substances Control Act, the Resource Conservation and Recovery Act, the Comprehensive Environmental Response and Health Act, and the Department of Transportation Hazardous Materials Regulations.

**ENVT 2330 Water Resources Management****3:3:0**

For Environmental Technology Management students. Examines the issues that affect water quality and supply. Covers watershed management, limnology, stormwater management, and wetlands. Discusses the biological and physical processes that occur and the legal constraints that affect management decisions.

**ENVT 2730 Introduction to Soils****3:3:0**

For students in the Environmental Technology Management program and others who wish to know more about soils. Covers soil-water relations, soil classification and morphology, soil conservation, soil chemistry, and basic soil physics. Discusses impacts, such as agriculture and recreation, on soil stability.

**ENVT 2750 Land Use Planning****3:3:0**

For students in the Environmental Technology Management program and others wishing to know more about land use planning. Discusses multiple-use concepts, focused uses, zoning, mapping, and the political processes used in planning. Covers strategic planning processes and the importance of public relations.

**ENVT 2770 Natural Resources Management****3:3:0**

For students in the Environmental Technology Management program and others interested in natural resource issues. Introduces the management and conservation of natural resources. Discusses forestry, range management, and outdoor recreation. Contrasts the management of public and private lands.

**ENVT 2790 Hydrology****3:3:0**

For students in the Environmental Management program and others interested in water issues. Presents a comprehensive review of the role of water in the environment. Discusses precipitation, runoff, surface flow, groundwater movement, effects of vegetation on water cycles, and human impacts.

\* Please note: Preliminary exploration indicate that students of the proposed program will meet the prerequisites for enrollment in their summer field experience courses of the following universities: Mesa State University, Idaho State University, Bowling Green State University, Eastern Illinois State University, Kent State University, University of Wisconsin at Oshkosh.

**New Courses**

The following new courses will be offered to meet the requirements of this Bachelor of Science in Earth Science degree program:

**GEOL 3080 Earth Materials****4:3:3**

Explores the physical and chemical properties of rocks and minerals, the formation of rocks and minerals, and the economic and/or scientific significance of various rocks and minerals. Laboratory exercises include identification and analysis of locally and globally significant rocks and rock-forming minerals. Labs work primarily with hand samples, but include some thin section analysis.

**GEOL 3090 Advanced Petrology/Geochemistry****4:3:3**

An advanced course in analysis and identification of important rocks and rock-forming minerals or analysis and significance of the chemistry of rocks, minerals, and groundwater (to be developed by the new petrologist).

**GEOL 3700 Structure and Tectonics****4:3:3**

Fundamentals of plate motions and interactions between plates. Identification, description, and analysis of rock structures, with particular emphasis on interpreting structures in terms of tectonic history, possible economic significance, and/or possible geologic hazards.

**GEOL 4600 Field Experience****4:0:12**

Students will be required to participate in a program focusing on field mapping of rocks and geologic structures. The experience may be an approved summer field program taught by another school, or an approved internship.



## Appendix C

### Program Faculty

The following current contract faculty members of the Department of Physical Science will have primary teaching and administrative responsibilities for the Earth Science program:

#### **Paul Bybee**

Highest degree(s): Ph.D. in Comparative Evolutionary Biology, Vertebrate Paleontology, Brigham Young University

Faculty at Utah Valley State College 1993-present

Current rank: Assistant Professor

Other Positions: Adjunct Instructor, Brigham Young University, 1996-present

Areas of Interest: General and vertebrate paleontology, isotope geology, stratigraphy, sedimentology, sedimentary petrology and evolutionary biology. Current research includes kinetics of allosaurus skulls, histology of dinosaur bones, growth in dinosaurs.

#### **Daniel Horns**

Highest degree(s): Ph.D. in Tectonics and Structural Geology, University of California at Davis

Faculty at Utah Valley State College 1997-present

Current Rank: Assistant Professor

Other positions: Geologist, Kleinfelder Engineering, 1992-present (part-time since 1997)

Areas of interest: Earthquake and landslide hazards, tectonics, river systems, innovative and effective teaching methods in the earth sciences.

#### **Paul L. Tayler**

Highest degree(s): Ph.D. in Metallurgy with a minor in Inorganic Chemistry (environmental specialty), University of Utah

Faculty Utah Valley State College 1982 to Present

Current Rank: Professor

Other Positions: Scientist, Kennecott Copper Corp, Product Metallurgist 1969-1976, Environmental Supervisor (environmental monitoring and computer modeling) 1976-1982

Air quality consultant (monitoring and modeling), 1982-present.

Areas of interest: Computer modeling of atmospheric processes.

Current contract faculty who will teach required and/or elective courses in the Earth Sciences program include:

#### **Masood Amin**

Highest degree(s): M.S. in Mechanical Engineering, Brigham Young University

Faculty at Utah Valley State College 1990-present

Current Rank: Instructor (Adjunct instructor 1990-1997)

Other Positions: Adjunct Instructor, Westminster College, 1992-1994

Areas of Interest: Thermal sciences, machine design and materials science

#### **Jim Callison**

Highest degree(s): Ph.D. in Watershed Management, University of Arizona  
Faculty at Utah Valley State College 1994-present  
Current rank: Associate Professor  
Other positions: Instructor, Pima Community College (Tucson, AZ), 1985-1994  
Areas of interest: Water quality, natural resources management

**Malcolm Crawford**

Highest degree(s): M.S. in Electrical Engineering, Brigham Young University  
Faculty at Utah Valley State College 1985-present  
Current rank: Professor  
Other positions: Senior Design Engineer, Tronac, Inc., 1965-1967  
Electronic Media Dept. Supervisor, Brigham Young University, 1967-1970  
Electrical Engineering Dept. Senior Technician, Brigham Young University, 1970-1985  
Senior Engineer and consultant, Eyring Research Institute, 1982-1984  
Areas of interest: Physics, engineering

**Gamini Gunawardena**

Graduate degrees: Ph.D. in Chemistry, University of Utah  
Faculty at Utah Valley State College 1996-present  
Current rank: Assistant Professor  
Other positions: Texas A & M International University, Assistant Professor, 1995-1996  
Areas of interest: Organic Chemistry

**Harvey Mecham**

Highest degree(s): Ph.D. in Radio/Molecular Chemistry, Brigham Young University  
Faculty at Utah Valley State College 1981 to present  
Current rank: Professor  
Other positions: Faculty, Brigham Young University 1966-1968  
Chief of Radiochemistry; Utah State Department of Health, Bureau of Environmental Monitoring 1972-1981  
Areas of Interest: Radiomolecular Chemistry, Computer Science

**Paul Mills**

Highest degree(s): M.S. in Physics, Brigham Young University  
Teacher Certification Program, University of Utah  
Faculty at Utah Valley State College 1982-present  
Current Rank: Professor  
Other positions: Holosonics, Inc. Research Assistant, Production Supervisor and Training Specialist, 1978-80  
Preston High School Science and Physics teacher, 1980-1982  
Areas of Interest: Optics, thermodynamics, celestial mechanics, planetary science and astronomy

**Dee Oyler**

Highest degree(s): Ph.D. in Physical Chemistry, Brigham Young University

Faculty Utah Valley State College 1987-present

Current Rank: Professor

Other Positions: Director of Quality Control, Supervisor of Clinical Laboratory and Director of Laboratories, Albion Laboratories 1972-1985

Associate Instructor. Salt Lake Community College, 1985-1987

Areas of Interest: Thermodynamics, solid/liquid phase equilibria.

**Michael Perkins**

Highest degree(s): M.A. in Physics, Brigham Young University

Faculty at Utah Valley State College 1970-present

Current Rank: Professor

Other Positions: Butelle N.W. Labs, Research Nuclear Chemist, 1968-1970

Areas of interest: Nuclear Physics and Reactor research; physics course writing

**MEMORANDUM**

September 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Minutes of the SBE-SBR Joint Liaison committee (JLC) meeting held on April 25, 2000-Action Item

**Issue**

This report contains a brief overview of items of interest to higher education that were discussed during the Joint Liaison Committee (JLC) meeting held on April 25, 2000 at the Utah System of Higher Education Boardroom. Copies of minutes are attached. Approval of the minutes by the Board constitutes resulting acceptance of policy decisions, which may affect the USHE.

**2000-2001 Final Budget**

Superintendent Laing and Commissioner Foxley reviewed a summary of the final appropriation increases in both systems. Although the final funding amounts were less than requested, some important items did receive increases. Custom Fit received an increase in funding and DCED received an allocation of \$1 million in Custom Fit funding to be used to attract new business to Utah. The committee thanked Stan Lockhart for his efforts in helping to obtain the new Custom Fit funding.

**Legislation**

***H.B. 23 S2 New Century Scholarship Amendments***

Commissioner Foxley explained that the amendments to this legislation were designed to establish a quality standard.

***H.B. 336 Applied Technology Education Task Force***

Jim Wilson, Office of Legislative Research and General Counsel, reported that he was still waiting to hear who has been assigned to the ATE Task Force. The purpose and direction of the ATE Task Force was discussed.

**Annual Custom Fit Report**



Rob Brems reviewed the 1999 Custom Fit data. He indicated that the Colleges, ATCs, and ATCSRs, served 478 companies.

### **Annual Short Term Intensive Training Report**

Gary Wixom summarized the annual Short Term Intensive Training (STIT) report. During fiscal year 1998-99, 7,297 individuals received training. The STIT training program often coordinates with the Custom Fit program.

### **Concurrent Enrollment Report Update**

Michael Petersen shared a follow-up report on Concurrent Enrollment.

### **Advisory Committee for Education Development Update**

Gary Carlston briefly reviewed the work of the Advisory Committee for Educator Development. Two major issues face the Advisory Committee: (1) teacher preparation and standards, and (2) reading preparation for preservice teachers. The Committee has concluded after extensive investigation that the State Board of Education should replace its existing standards for approving teacher preparation standards with the performance standards of the National Council for Accreditation of Teacher Education (NCATE).

**Superintendent Laing moved to accept the recommendation that the Utah State Board of Education adopt NCATE standards as the basis for approving Utah's teacher preparation programs. The role of the Utah State Board of Regents should be to support this effort with the system's teacher education programs. Pamela Atkinson seconded the motion. The motion carried unanimously.**

### **Performance and Accountability Programs for Public Education and Higher Education**

Chair Johnson suggested that in light of the ATE Task Force, the Committee should wait to address performance and accountability programs for public and higher education. Michael Petersen and Gary Carlson distributed three documents related to performance and accountability.

### Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents receive the minutes of the April 25, 2000 JLC meetings and approve the actions and recommendations of the Committee.

Cecelia H. Foxley, Commissioner

CHF/MSL/GSW

**MEMORANDUM**

September 6, 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. University of Utah

1. Alternate paths to completion of the Master's Degree in the Physician Assistant Program.

The Physician Assistant Program, approved by the Regents as a Master's Degree Program, will now have two alternate paths for degree completion. The first is temporary and directed toward first year students who were enrolled last year when the Regents approved the Master's Degree in place of the Physician Assistant Certificate. These students will need to complete one additional semester of concentrated course work and a Master's project totaling nine credit hours. This option will be available for one time only in the Summer of 2001 to those students who meet the requirements of the University's Graduate School. The second alternative path is designed to meet the needs of practicing physician assistants who can earn the Master's Degree by completing three semesters of additional coursework and a Master's project. This option will be available to those individuals who have graduated from an accredited Physician Assistant Program, are currently certified by the National Commission on Certification of Physician Assistants, hold a Bachelor's Degree, and have a college grade point average of at least 3.0. A comprehensive examination will be administered during the final semester. The tuition for both alternative paths to the Physician Assistant Program is \$2,000.

B. Weber State University

1. Discontinuance of the Computer Numerical Control (CNC) Machinist Certificate Program.

The Computer Numerical Control (CNC) Machinist Certificate Program has been included in

the Manufacturing and Mechanical Engineering Technology Department for three years. During that time approximately 50 students received CNC Certificates and either continued their education or found gainful employment. However, recent shifts in the CNC job market have resulted in fewer students applying for admission to the Program. Thus, the Program was discontinued in the Spring 2000. However, every student who began the Program had an opportunity to complete the Program by Spring semester, 2000. Extensive financial resources needed to operate the program can be better utilized by other areas within the Department. In addition, both the Ogden-Weber and Davis Applied Technology Centers now have equipment and training to teach the components of the CNC Certificate program.

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**

September 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consent Calendar, Academic and Applied Technology Education Committee

The following requests have been submitted by the University of Utah and Utah State University for consideration on the Consent Calendar by the Academic and Applied Technology Education Committee.

1. University of Utah
  - A. Proposal to reinstate the Bachelor of Science Major in the Department of Special Education, College of Education

Rationale: Currently, there is a critical shortage of certified special education teachers at the national and local levels. The Utah State Office of Education (USOE), in its Index of Critical Personnel Shortages, cites a critical shortage of teachers in the areas of severe disabilities, visual impairments, early childhood, and hearing impairments, and moderate shortages of teachers in the area of mild to moderate disabilities. The USOE and teacher preparation programs have held monthly meetings over the last year to address the shortage problem. By reinstating the baccalaureate major, the University of Utah (U of U) can respond to the shortage problem. The U of U already has a graduate program in Special Education.

It is anticipated that reinstating the undergraduate program will have a positive impact on student enrollment, which the departments have been encouraged to increase. The Department of Special Education currently offers a post-baccalaureate teacher certification program in four areas of specialization: mild/moderate disabilities, severe disabilities, early childhood, and sensory impairment. Most of these programs are not at full capacity. U of U officials believe that by reinstating the undergraduate program, enrollments will increase; each of the four programs is expected to enroll a cohort of 15 students each year and may contain any combination of undergraduates and graduates.

First and second year students will complete the University's prerequisite general education requirements. Juniors and seniors who are admitted to the undergraduate program will be permitted to enroll in the undergraduate sections of Special Education core courses.

Reinstating the undergraduate Special Education Program will have minimal impact on the organizational and administrative structure of the Department. However, one faculty member will need to be designated as the Director of Undergraduate Programs. The chair of the admissions committee is likely to fill that role. No additional faculty or staff are anticipated as current tenure-track and clinical faculty are adequate to teach and provide supervision. No new facilities or equipment are necessary. There are no additional costs associated with program reinstatement.

2. Utah State University

A. Proposal to offer a Doctorate of Education Degree (Ed.D.) Program through Telecommunications

Rationale: Officials from Utah State University, responding to the interests and needs of full-time educators across the State who aspire to leadership roles in public school and higher education curriculum and instruction, are requesting authorization to offer an existing degree program using USU's and the Utah Education Network's telecommunications facilities beginning in the 2000-2001 academic year.

The rationale for the off-campus Ed.D. Program is based on needs and interests as expressed by prospective students, the interests and capabilities of faculty in Curriculum and Instruction (C&I), and programmatic requirements commensurate with national accreditation guidelines. Findings from a recent statewide survey were refined by selecting responses from 72 prospective students who indicated high or very high levels of interest in the program, those who indicated they had a Master's Degree, and those interested in starting a doctoral program prior to Fall 2000. Faculty in the Departments of Elementary and Secondary Education were also surveyed in an effort to identify areas of interest, expertise, and willingness to serve mentorship roles for students in the off-campus program. Subsequently, the C&I Management Committee analyzed existing distance education doctoral models from across the country and identified specific program characteristics required for accreditation.

The off-campus Ed.D. Program will consist of 60 semester credit hours of doctoral level courses (including dissertation), offer specific courses over eight semesters for four years, and graduate 36 students with Doctorates of Education with an emphasis in Instructional Leadership and Supervision. The credit hour requirement is the same for existing Ed.D. Programs at USU. The time frame is based on constituents' need for part-time student status due to employment and family obligations, and the average number of credit hours per semester that need to be generated in order to support new faculty.

The proposed off-campus program will comprise the same set of core courses and academic competencies as the existing on-campus program. The off-campus program will be distinguished from the on-campus program in these ways: the off-campus courses will be sequenced to meet the needs of a cohort of employed educational practitioners, faculty, and faculty mentors. Purposeful sequencing of course work is expected to enhance existing program

quality. In addition, reliance upon electronic media will necessitate use of innovative strategies to ensure a high degree of doctoral student involvement and mentorship. Off-campus students would likely experience a regular schedule of remote site visits by faculty, implementation of “electronic office hours” or “student chat sessions” via the Internet, and use of video conferencing technologies for focus-group interactions.

During program coordination and evaluation, a director, who will oversee the proposed program, will generate potential areas of focus critical to program success, particularly as they relate to program goals. With representatives from key stakeholder groups -- primarily students and faculty -- the director will design information gathering, analysis, and reporting strategies that will result in process alterations to the various program components to improve implementation. Terminal point evaluation will assess the degree to which program goals were achieved and provide data on career enhancements for cohort members relative to leadership roles in public school and community college curriculum and instruction.

Individual student mentoring and advisement of dissertation projects will be the responsibility of faculty in the Colleges of Education, Business, Agriculture, and Engineering, and the School of Graduate Studies. USU officials believe that resulting dissertation research will be equivalent to that conducted by on-campus Ed.D. students.

Anticipated orientation and on-going support activities will include: e-mail contact, Sorenson EnVision, web page, future peer advising and mentoring by senior students or recent graduates in regional areas, on-site visits, and on-campus contacts will take place during students’ summer residency.

The proposed program would be able to enroll three cohorts of 12-14 students each in southwestern, southeastern, and northern Wasatch Front locations (total of 40 students), or four, ten student cohorts on southwestern, southeastern, and northern Utah locations (total of 40 students). An additional 3.5 full-time faculty would be required with expertise in the areas of quantitative research methods and design, educational foundations, and qualitative research. Distance education infrastructure will be upgraded through internal allocations.

In order to deliver the proposed program, USU will need to request a legislative appropriation of \$300,000.

Officials from the University of Utah (U of U) raised serious concerns regarding USU’s ability to deliver such a program without continuing significant financial support. They also expressed concern with the concept of “educational leadership,” for which the U of U has the system role. The deans of the colleges of education along with their associate deans discussed

both issues. USU acknowledges that it cannot offer the proposed program without an on-going State appropriation. While recognizing USU's considerable strength in curriculum instruction, officials from the U of U apply a different academic paradigm than that used by USU in the area of "educational leadership." Both institutions acknowledge their differences on this issue.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the requests from the University of Utah and Utah State University as detailed in the Consent Calendar of the Academic and Applied Technology Education Committee.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

**MEMORANDUM**

September 6, 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 Regular Meeting of the Utah State Board of Regents held August 3-4, 2000, at Southern Utah University in Cedar City, Utah.
- B. Grant Proposals - Approval to submit the following proposals:
1. University of Utah - Optimization and Interactive Control of Hifu Therapy, \$2,260,383; Robert B. Roemer, Principal Investigator.
  2. University of Utah - RFP Nsf-00-78 Rocky Mountain Region Graduate Education and Research Training Program in Nanostructures materials by Self-Assembly, \$2,700,000; Grant D. Smith, Principal Investigator.
  3. University of Utah - A self-Sustaining Perinatal Care System for Tibet, \$3,724,109; Michael W. Varner, Principal Investigator.
  4. University of Utah - Cross Training Program in Mathematical Biology, \$2,689,490; James Keener, Principal Investigator.
  5. University of Utah - Integrated Program for Training in Mathematics, \$2,861,363; Klaus Schmitt, Principal Investigator.
  6. University of Utah - Huntsman Cancer Foundation Research, \$15,000,000; Stephen Prescott Principal Investigator.
  7. University of Utah - Huntsman Cancer Foundation Research, \$14,956,515; Stephen Prescott, Principal Investigator.



8. Utah State University - Integrative Biomembrane Signaling Training Program; \$2,511,868; Jon Takemoto, Principal Investigator.
  9. Utah State University - Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses; \$4,151,949; Robert Sidwell, Principal Investigator.
  10. Weber State University - GEAR UP Program; \$1,534,400 (1st year); Anand Dyal-Chand, 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 October 27, 2000, at Weber State University, 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

CHF:jc

**MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
SOUTHERN UTAH UNIVERSITY**

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Friday, August 4

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**MEMORANDUM**

September 6, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Discussion of Master Planning Issues

Progress reports will be made at the September Board meeting to update the Regents and Presidents and to receive their input on the following major issues and initiatives:

1. Applied Technology Education (ATE). Materials are attached which higher education representatives presented to the Legislative Higher Education ATE Task Force. In the June 26 report (Attachment 1), ATE programs and their importance in higher education are described. In the August 28 report (Attachment 2), specific recommendations are presented regarding how all of adult ATE could be brought into the Utah System of Higher Education.

2. Tuition and Financial Aid. Attachment 3 is an update of the items approved and items being considered. The Task Force will be meeting on Monday, September 11.

3. Formula Funding. Attachment 4 is the latest update on items being considered by the Formula Funding Task Force.

4. Service Area Education Coordination Plans. A report from the Service Area Education Coordination Plans Task Force will be presented verbally at the meeting. They will again meet on Friday, September 8.

Progress reports from the task forces will be communicated to the Board at our meeting on September 15.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents and Presidents discuss the Task Force reports and offer additional suggestions for each of these important topics.

Cecelia H. Foxley, Commissioner

CHF:jc  
Attachments

BREAKOUT GROUPS FOR INSTITUTIONAL BUDGET HEARINGS  
September 15, 2000

INSTITUTIONAL PRESENTATIONS

REGENT ASSIGNMENTS

GROUP #1 – Heritage Room

1:30 p.m.	University of Utah President J. Bernard Machen	Regent James S. Jardine, Group Facilitator Regent Jerry C. Atkin Regent Aileen H. Clyde (1:30-2:30 p.m.) *
2:15 p.m.	Utah State University President George H. Emert	Regent L. Brent Hoggan (1:30-3:00 p.m.) * Regent Karen H. Huntsman Regent Michael R. Jensen
3:00 p.m.	Weber State University President Paul H. Thompson	Regent Winn L. Richards (3:00-4:00 p.m.) * Regent Paul S. Rogers
3:30 p.m.	Southern Utah University President Steven D. Bennion	Recorder/Timekeeper: Associate Commissioner Norm Tarbox

GROUP #2 – Founders Hall

1:30 p.m.	Utah Valley State College Vice President Lucille Stoddard (for President Kerry D. Romesburg)	Regent E. George Mantes, Group Facilitator Regent Pamela J. Atkinson Regent Aileen H. Clyde (2:30-4:00 p.m.) * Regent David J. Grant
2:00 p.m.	Dixie State College President Robert C. Huddleston	Regent L. Brent Hoggan (3:00-4:00 p.m.) * Regent Robert Peterson Regent Winn L. Richards (1:30-3:00 p.m.) *
2:30 p.m.	College of Eastern Utah President Grace S. Jones	Regent Maria Sweeten
3:00 p.m.	Salt Lake Community College President H. Lynn Cundiff	Recorder/Timekeeper: Associate Commissioner Michael A. Petersen
3:30 p.m.	Snow College President Gerald J. Day	

\* Because of their assignments to Presidential Resource and Review Teams, these three Regents will spend the time indicated in each of the two groups. Chair Johnson and Commissioner Foxley will rotate between the groups.

**MEMORANDUM**

September 10, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE–Institutional 2001-2002 Budget Hearings

Issue

In order to inform Regents of institutional needs for the upcoming budget cycle, Presidents will present their highest budgetary needs to one of two Regent subgroups during the September 15 meeting. These group assignments are based on institutional type and Regents' current participation on Presidential Resource and Review Teams. Attachment A is a schedule of assignments for the budget hearings. Background information on the state budget process is included in this tab for information only.

Background

As part of the Regents' responsibilities in the state budget process, the Commissioner's Office has been holding administrative hearings with each institution to gain an understanding of urgent budget needs throughout the system. Several other events impacting the USHE 2001-2002 Operating Budget Request are summarized below.

- Institutions included \$2.5 million of one-time funds appropriated for compensation and O&M by the 2000 Legislature into their ongoing budgets with the target of having these monies built into the base budget for 2001-2002 by the Governor and the Legislature. The Governor's Office of Planning and Budget has built this funding into the base budget. USHE officials continue to work with the Legislative Fiscal Analyst and key legislators to include this funding in the Legislature's USHE base budget.
- The Regents' master planning task forces on Formula Funding and Tuition and Student Financial Aid have been meeting throughout the summer.
- State officials have been deliberating over rate increases and other budget items that will directly impact USHE institutions.

- State revenues have exceeded projections for the past fiscal year by \$122 million. About three-fourths of the revenue surplus comes from sources designated for Public and Higher Education. Elected officials and candidates from both parties appear to have an interest in investing a significant portion of the surplus in education.
- The Higher Education Appropriations Subcommittee is planning to have two interim meetings to discuss and receive reports on various issues. The first meeting is scheduled on September 26 at 1:00 p.m. at the State Capitol. The agenda for this meeting preliminarily includes topics such as tuition, financial aid, formula funding, and 2001-2002 budget priorities.

The budget hearings become the next phase of the budget request process for the USHE. Through these hearings, Regents will become familiar with urgent institutional needs. Over the coming weeks the Commissioner's Office will work with Presidents and other institutional representatives to coordinate and organize institutional needs into a systemwide budget request. Regents will consider this material and the information from the budget hearings as they adopt the USHE 2001-2002 Operating Budget Request during the meeting on October 27.

For information purposes, the material in Attachment B outlines the roles of the Regents, Governor, Fiscal Analyst, and Legislature in the budget process.

#### Recommendation

No action is required. This is an information item only.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM  
Attachments

## The USHE Budget Process

The passage of the appropriations act at the conclusion of each legislative session is the culmination of several months of preparation and deliberation. Funding for higher education, which is included in the general appropriations act, involves cooperation among the Utah System of Higher Education Institutions (USHE), State Board of Regents (SBR), the Office of the Commissioner of Higher Education (OCHE), the Governor's Office of Planning and Budget (GOPB) and the Legislative Fiscal Analysts Office (LFA) as well as the Governor and Legislature.

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| <p><b><i>Item: Forms and Guidelines</i></b><br/>         By: OCHE<br/>         Dates: April-May</p>  | <p>OCHE distributes forms and guidelines to the USHE institutions for use in preparing operating and capital budget requests. The budget preparation calendar and parameters for requesting budget enhancements are established. (The Governor also publishes separate budget guidelines in June of each year.)</p> |
| <p><b><i>Item: Institutional Requests</i></b><br/>         By: USHE<br/>         Dates: July-September</p>                                   | <p>OCHE collects and analyzes the institutional requests. OCHE prepares recommendations on base budgets and proposed enhancements for SBR consideration.</p>  |
| <p><b><i>Item: Budget Hearings/Adoption</i></b><br/>         By: SBR<br/>         Dates: September-October</p>                               | <p>SBR holds hearings with the institutions to determine budget needs to forward to the Governor and Legislature for consideration. SBR adopts their budget request and forwards relevant documentation.</p>  |
| <p><b><i>Item: Gov. Budget Preparation</i></b><br/>         By: Governor/GOPB<br/>         Dates: November –<br/>         Early December</p> | <p>GOPB, with input from the State Tax Commission and review with the LFA, prepares up-to-date revenue projections to be used in finalizing the Governor's budget recommendations.</p>  |
| <p><b><i>Item: Budget Presentation</i></b><br/>         By: Governor<br/>         Dates: Mid-December</p>                                    | <p>The Governor publicly releases his budget recommendations.</p>   |
| <p><b><i>Item: Fiscal Analyst's Analysis</i></b><br/>         By: LFA<br/>         Dates: December –<br/>         Mid-January</p>            | <p>The LFA analyzes the Governor's recommendations, independently projects revenue (with review by GOPB), and prepares operating and capital budget recommendations for consideration by the Legislature.</p>   |
| <p><b><i>Item: Legislative Deliberations</i></b></p>   | <p>The Legislative Executive Appropriations Committee has nine</p>  |



By: Legislature  
Dates: Mid-January– Early March

subcommittees which hold hearings on the Governor's budget recommendations. The Higher Education Appropriations Subcommittee looks specifically at the Board of Regents' request and the Governor's recommendations for higher education. The subcommittees gather relevant testimony on agency budgets before sending their recommendations to the Executive Appropriations Committee. The Executive Appropriations Committee prepares appropriations bills to be considered by the full Legislature. The Legislature passes the bills and forwards them to the Governor for signature, veto, or passage into law without signature.

***Item: Budget Implementation***  
By: Governor  
Dates: March-April

The Governor signs or vetoes the enrolled appropriations bills. The state constitution allows the Governor line item veto authority.

***Item: Budget Approval***  
By: SBR  
Dates: June-July

SBR approves institutional budgets for the upcoming year in summary form. These budgets incorporate any new state funding that was appropriated to USHE institutions. More specific budget review is performed by institutional Boards of Trustees.

# Statutory and Constitutional Responsibilities for the Utah System of Higher Education Operating Budget Request Process

## Board of Regents

### UCA 53B-7-101

“The board shall recommend a combined appropriation for operating budgets of higher education institutions for inclusion in the state appropriations act...

The appropriations recommended by the board shall be made with the dual objective of: (a) justifying for higher educational institutions appropriations consistent with their needs, and consistent with the financial ability of the state; and (b) determining an equitable distribution of funds among the respective institutions in accordance with the aims and objectives of the statewide master plan for higher education...

The board shall request a hearing with the governor on the recommended appropriations. After the governor delivers his budget message to the Legislature, the board shall request hearings on the recommended appropriations with the appropriate committees of the Legislature.

The board shall recommend to each session of the Legislature the minimum tuitions, resident and nonresident for each institution which it considers necessary to implement the budget recommendations.”

## Governor

### UCA 6-38-2

“The governor shall, within three days after the convening of the Legislature in the annual general session, submit a budget for the ensuing fiscal year by delivering it to the presiding officer of each house of the Legislature. ...

The budget shall contain a complete plan of proposed expenditures and estimated revenues for the next fiscal year based upon the current fiscal year tax laws and rates...

For the purpose of preparing and reporting the budget, the governor shall require from the proper state officials, including public and higher education ... itemized estimates of revenues and expenditures...

The governor may also require other information under guidelines and at times as the governor may direct...

The governor may require the attendance at budget meetings of representatives of public and higher education, state departments and institutions, and other institutions or individuals applying for state appropriations....”

## Fiscal Analyst

### UCA 36-12-13

“The powers, functions, and duties of the Office of the Legislative Fiscal Analyst under the supervision of the fiscal analyst are ...

To analyze in detail the executive budget before the convening of each legislative session and make recommendations to the Legislature on each item or program appearing in the executive budget....”

## Legislature

### Utah Constitution XIII-2-11

“The Legislature shall provide by law for an annual tax sufficient, with other sources of revenue, to defray the estimated ordinary expenses of the state for each fiscal year...”

Articles VI and VII also identify the distinct powers granted to the executive and legislative branches, respectively, and provide for the legislature to pass bills including appropriation bills.

