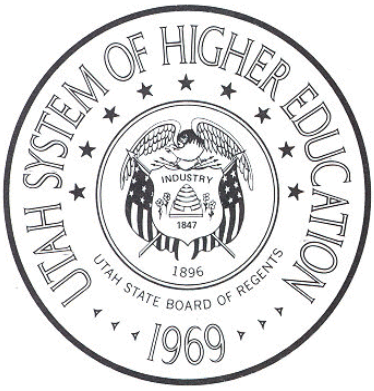


AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

Ocotber 27, 2000

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

AGENDA
MEETING OF THE STATE BOARD OF REGENTS
WEBER STATE UNIVERSITY
OGDEN, UTAH
Shepherd Union Building
October 27, 2000

8:30 a.m. — Continental Breakfast, Ballroom C

9:00 a.m. - 10:30 a.m. — MEETINGS OF BOARD COMMITTEES

Academic and Applied Technology Education Committee
Rooms 347-348

ACTION:

1. Revised Policy R401, *Approval of New Programs and Program Additions or Changes* — Tab A
2. Utah Valley State College – Bachelor of Science Degree in Earth Science — Tab B

INFORMATION:

3. Weber State University – Discontinuance of the U.S.-Japan Center — Tab C

CONSENT:

4. Consent Calendar, Academic & ATE Committee — Tab D
   Weber State University –A.A.S. Degree in Clerical Laboratory Technician via Internet Delivery

Finance and Facilities Committee
Rooms 338-340

ACTION:

1. Utah State University – Property Purchase — Tab E
2. Weber State University – Campus Master Plan — Tab F
3. Student Financial Aid – Replacement of Stand-by Bond Purchase Agreements, Student Loan Revenue Bonds, Series 1995L and Series 1988C — Tab G

INFORMATION:

4. Summer and Fall 2000 Enrollment Report — Tab H

CONSENT:

5. Consent Calendar, Finance and Facilities Committee — Tab I
   a. OCHE Monthly Investment Report
   b. UofU and USU Capital Facilities Delegation Reports
   c. University of Utah – Donated Property to be Liquidated

10:30 a.m. - 12:00 noon — MEETING OF THE COMMITTEE OF THE WHOLE
Ballroom A-B

1. Student Leaders' Presentation — Tab J
2. USHE 2001-2002 Budget Request — Tab K

12:00 noon - 1:30 p.m. — LUNCHEON MEETING – STATE BOARD OF REGENTS, WEBER STATE UNIVERSITY BOARD OF TRUSTEES, PRESIDENT THOMPSON, COMMISSIONER FOXLEY
Rooms 338-340

- Open Meeting
- Executive Session

Business Affairs Council
Rooms 347-348

Chief Academic Officers
Room 325 (Buffet served in Ballroom C)

Student Services Vice Presidents
Room 352 (Buffet served in Rooms 347-348)

Others
Ballroom C

1:30 a.m. - 3:30 p.m. — REGULAR BUSINESS MEETING OF THE BOARD OF REGENTS
Ballroom A-B

1. Report of the Chair
2. Report of the Commissioner
3. Reports of Board Committees
   Academic and Applied Technology Education Committee (Tabs A - D)
   Finance and Facilities Committee (Tabs E - I)
4. Discussion of Master Planning Issues — Tab L
   ATE
   Other
5. General Consent Calendar — Tab M

* * *

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 801-321-7133, at least three working days prior to the meeting. TDD # 801-321-7130.

MEMORANDUM

October 18, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consolidation of Regents Policies *R401, Approval of New Programs*, and *R402, Program Additions or Changes* - Action Item

Issue

Extensive revisions are being proposed to Regents' Policy R401, and for ease of understanding and administration, provisions of R402 are being consolidated into R401. To reflect these changes, it is recommended that the consolidated policy be renamed *R401, Approval of New Programs, Program Additions or Program Changes*.

Included as Attachment A is the proposed new Policy *R401, Approval of New Programs, Program Additions or Program Changes*. Attachments B and C contain the current versions of R401 and R402, respectively.

Background

The consolidation of Regents' Policy R401 and Policy R402 represents the most extensive modifications to these policies that have been undertaken in several years. These policies provide the policy and procedures for inter-institutional review, Regents' review and approval of new programs, program changes, and programmatic changes that may be authorized by institutional Boards of Trustees. Having two separate policies has frequently created confusion and uncertainty as academic administrators and faculties have submitted proposals to the Regents for approval. Therefore, it is recommended that the two policies be consolidated into a single policy.

The major changes in the consolidated policy are as follows:

1. A new definition section has been added. For the first time, brief definitions of degrees are provided. Minimum and maximum credit hour standards for degrees have been formally incorporated into the policy. These standards had been previously established by the Board several years ago during the transition to the semester calendar, and have been used since that time as new degrees have been proposed. Definitions that were previously part of R402 have been incorporated into this section, and have been updated.

2. Section 4 describes inter-institutional review procedures, the role of the CAOs and the Commissioner's Office, and procedures followed by the Board in reviewing and approving new programs and programmatic changes. An abbreviated version of this section was included in R402 in 1998, and the procedures reflect practices that have been in place for several years. The proposed revisions more fully and accurately describe our current review and approval procedures.

3. Sections 5 through 7 have been thoroughly reorganized based on the type of Board action that is required for particular programs or changes. The resulting changes will make it much easier for faculty and academic administrators to determine what steps must be taken if they wish to initiate new programs or make changes in existing programs. Section 5 addresses new programs that require Board approval on its action calendar. Section 6 includes programs or changes that are placed on the Consent Calendar, and Section 7 addresses programs or changes that are approved by institutional Boards of Trustees and require Regent notification on the Information Calendar. It should be noted that the changes in sections 5 through 7 do not change the level of review and approval that are required, only the way these requirements are organized in the policy.

4. Section 8 is largely unchanged, and was previously Section 9 of R402. It was adopted in 1997 to provide a fast-track approval process for short-term, non-credit applied technology education programs. The revisions to this section have been only minor and are intended to improve readability and clarity.

5. Section 9 gives more explicit and extensive guidance on the information that is to be submitted when new programs or changes are proposed. The templates in the section have been completely revised, although some of the required information had been included in the previous version of R401. The templates should provide clearer guidelines for faculty and administrators who submit proposals. Reviews from other institutions ought to be more thorough and specifically directed to substantive issues, and the Regents should have more complete information as they make decisions about new programs and programmatic changes.

Policy Issues

These proposed revisions have been reviewed for several months by the Chief Academic Officers and staff of the Commissioner's Office of Academic Affairs. Numerous suggestions have been made by institutional academic officers, and most of these suggestions have been incorporated into the policy to improve it. The CAOs and the Council of Presidents have endorsed the changes and support the proposed policy.

Commissioner's Recommendation

It is the recommendation of the Commissioner that Regents approve the consolidation of Policies *R401*, *Approval of New Programs* and *R402*, *Program Additions or Changes*, and that the consolidated policy be renamed *R401*, *Approval of New Programs*, *Program Additions or Program Changes*.

Cecelia H. Foxley, Commissioner

CHF/MAP
Attachments

DRAFT October 13, 2000

R401, Approval of New Programs, Program Additions or Program Changes

R401-1. Purpose

To provide guidelines and procedures for Board approval of new degree programs, program additions, other changes in academic and applied technology programs, administrative changes and initiatives, and to provide for approval of other program changes by institutional Boards of Trustees in the Utah System of Higher Education.

R401-2. References

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

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

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

2.4. Policy and Procedures R355 , Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks

2.5. Policy and Procedures R411 , Review of Existing Programs

2.6. Policy and Procedures R465, General Education

2.7. Policy and Procedures R467, Lower Division Major Requirements

R401-3. Definitions

3.1. Associate of Arts and Associate of Science Degrees: Programs of study primarily intended to encourage exploration of academic options, provide a strong general education, and prepare students to initiate upper-division work in baccalaureate programs or prepare for employment. Requirements include completion of a minimum of 60 and a maximum of 63 credits, 30 to 39 credit hours of general education coursework, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

3.2. Specialized Associate Degrees: Programs of study which include extensive specialized

coursework intended to prepare students to initiate upper-division work in baccalaureate programs. Requirements include completion of a minimum of 60 and a maximum of 63 credits, a minimum of 28 credit hours of preparatory, specialized coursework, general education requirements that are less extensive than in A.A. or A.S. degrees, and other requirements as established by USHE institutions. Because students do not fully complete an institution's general education requirements while completing a specialized associate degree, they are required to satisfy remaining general education requirements in addition to upper division baccalaureate requirements at the receiving university.

3.3 Associate of Applied Science Degrees: Programs of study intended to prepare students for entry-level professional careers. Requirements include completion of a minimum of 63 and a maximum of 69 credits, general education requirements that are less extensive than in A.A. or A.S. degrees, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

3.4 Bachelor's Degrees: Programs of study including general education, major coursework, and other requirements as established by USHE institutions. Requirements include completion of a minimum of 120 and a maximum of 126 credits. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

3.5 Master's Degrees: Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of coursework beyond the bachelor's degree, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board. Specialized professional master's degrees typically require additional coursework.

3.6 Doctoral Degrees: Graduate-level programs of study in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.

3.7 Emphases, Specializations, Concentrations and Minors in Associate, Bachelors, Masters, and Doctoral Degrees - In a previously approved degree, groupings of courses which are designated on students' transcripts, listed in the catalog as an option within the degree, and reported as an emphasis or specialization in IPEDS and Regents' reporting information.

3.8 Stand-alone Minors and Certificates - Minors or certificate programs that stand alone outside of a previously approved major or degree program.

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

3.10 Applied Technology Education Programs: Organized education programs offering

sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

3.10.1. One-year Certificate: Programs consisting of a group of specialized courses that prepare students for entry-level employment and include a general education component that satisfies regional accreditation requirements. The one-year certificate may be designed to lead to the subsequent completion of an associate degree.

3.10.2. Diploma: Programs that are generally between one and two years in length, consisting of a group of specialized courses leading to employment. The diploma is not designed for transfer and generally has a general education component that satisfies regional accreditation requirements embedded in the specialized course sequence.

3.11 Off-campus Programs: Certificate, diploma, and degree programs offered at locations that are not included in the designated service area of the institution, as provided in R315, including programs delivered technologically via statewide telecommunications networks and the Internet.

R401-4. Procedures for Submitting New Programs or Program Changes for Board Consideration

4.1.1. After being approved according to institutional procedures, requests for new programs or changes must be submitted for approval or notification of the Board of Regents. Proposals may be submitted to the Commissioner's Office of Academic Affairs at any time during the year, according to the annual schedule prepared by the Associate Commissioner for Academic Affairs. The appropriate template provided below in 9.1, 9.2, or 9.3 must be used for submission of proposals.

4.1.2. To help ensure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Because of a special concern that applied technology education programs relate directly to the requirements of business and industry, proposals submitted in this area should have the benefit of consultation from a program advisory committee regarding: (1) curriculum, including specific outcome-based competencies, (2) desired level of faculty qualifications, and (3) equipment and laboratory requirements.

4.1.3. Proposals should reflect not only the need for the proposed program, but also the institution's ability to develop a program of high quality.

4.1.4. Proposals must be submitted to the Commissioner's Office of Academic Affairs, according to the annual schedule prepared by the Associate Commissioner for Academic Affairs, at least two months before the date of the Regents meeting when the proposal will be on the agenda for the first time. At the same time, the institution's CAO will circulate the proposal to fellow CAO's at all USHE institutions for review and evaluation. Completed institutional reviews of the proposed new program or program change will be submitted to the Office of Academic Affairs and to all other CAOs

at least one month before the Regents meeting. If it is judged to be necessary, the Office of Academic Affairs may also request reviews from external evaluators.

4.1.5. The Council of Chief Academic Officers will meet prior to the Council of Presidents and Regents meetings, during which the institutional proposal will be discussed on the basis of comments submitted by other USHE institutions and any external reviews that have been conducted. The CAOs will recommend whether or not the program should be approved by the Board, and whether the proposal should be placed on the Board agenda as a non-action, action, or consent item. This input will be reported to the Council or Presidents and considered by the Academic Affairs Office and the Commissioner in preparing the materials and recommendations regarding the program for the Regents agenda.

4.2. Proposals that have been reviewed according to the procedures described in 4.1. are placed on the Board agenda for consideration by the Regents. The Board's Academic and Applied Technology Education Committee reviews proposals for new programs or program changes and recommends action to the Board. The Board then takes action on the proposed program.

4.3. All new degree programs must be approved by a majority vote of the Board members in attendance, except that all new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

4.4. Budgetary Considerations Separate- Program approval by the Board consists only of authorization to offer the program. Budget requests necessary to fund the program shall be submitted separately through the regular budget process. Programs must have been approved as described in 4.1 through 4.3 prior to being included by the Board in a budget request submitted to the Governor and the Legislature.

R401-5. Programs Requiring Board Approval

5.1. The Board must approve the following programs on its Action Calendar:

5.2 New specialized Associate Degrees, and new Associate of Applied Science degrees. Requests for new Associate of Applied Science Degrees and specialized Associate Degrees are to be submitted using the template and providing the information in 9.1.

5.3 New baccalaureate, masters, and doctoral majors and degrees. Requests for new baccalaureate, masters, and doctoral majors and degrees are to be submitted using the template and providing the information in 9.1.

5.4 New diploma and certificate programs that are not within existing programs that have previously been approved by the Board. Requests for new diploma and certificate programs that are not within existing approved programs are to be submitted using the template and providing the information in 9.1.

5.5 New stand-alone minors which are not part of a previously approved major are to be submitted using the template and providing the information in 9.1.

R401-6. Programs Changes Requiring Board Consent

6.1. The following program changes must be approved by the Board as part of the Academic and Applied Technology Education Committee Consent Calendar:

6.2. Reinstatement of previously eliminated instructional programs. Requests to reinstate previously eliminated instructional programs are to be submitted using the template and providing the information in 9.1.

6.3. Off-campus delivery of approved programs. Requests to offer certificate, diploma or degree programs outside the institution's geographical service area, as defined in R315, including those offered via statewide telecommunications networks (KULC, EDNET, UEN Satellite System) and via the Internet shall be submitted using the template provided in 9.3.2. The Board must also approve delivery of programs out-of-state and out-of-country. Institutions may only offer programs at off-campus locations, or technologically, which have been previously approved by the Board. Board approval is not required to offer selected off-campus courses which do not comprise a certificate, diploma or degree.

6.4. Transfer, restructuring, or consolidation of existing programs or administrative units. Requests to transfer, restructure, or consolidate existing programs or administrative units shall be submitted using the template provided in 9.3.

6.5. Establishment of centers, institutes, or bureaus. Requests to establish centers, institutes, bureaus, or other administrative entities which perform a primarily research, instructional, or technology transfer function, and are intended to provide external services and/or obtain external funds shall be submitted using the template provided in 9.4.3.

6.5.1. Institutions may seek temporary approval from the Associate Commissioner for Academic Affairs for a center, institute, or bureau which is being established on an experimental or pilot basis. The Associate Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions:

6.5.1.2. Temporary Source of Funds - Funding support is from temporary, non-public

resources or from temporary institutional reallocation within a limited time frame.

6.5.1.3. Relatively Modest Effort - The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment.

6.5.1.4. Consistent with Role - The activities involved are consistent with established institution mission and role assignments.

6.5.1.5. Affiliation with Existing Program or Department - The administrative entity involved has programmatic affiliation with an existing academic program or department.

6.5.1.6. Three Year Limit - Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Board.

R401.7. Program Additions or Changes Requiring Board Notification after Approval by Institutional Boards of Trustees

7.1. The following program changes and additions may be approved by institutional Boards of Trustees. After approval by the Board of Trustees, summaries of program changes and additions, and the rationale for modifications, are to be submitted to the Office of Academic Affairs and distributed to the Chief Academic Officers of USHE institutions. The summaries will be included on the Information Calendar of the Board of Regents. If necessary, the summaries may be reviewed by the Council of Chief Academic Officers, the Council of Presidents, and the Regents.

7.2. Certificates, Emphases, Specializations, Options, and Minors Within Existing Majors. Certificates, specializations, options, and minors that are within existing major degree programs previously approved by the Board may be established by approval of the institutional Board of Trustees.

7.3. School Personnel Programs Within Existing Majors. Endorsement and certification programs for teacher education, counselor, administrator, and other school personnel programs which are within existing major degree programs previously approved by the Board may also be established by approval of the institutional Board of Trustees and subsequent review and approval of the Joint Liaison Committee (JLC) Advisory Committee on Educator Development and the State Board of Education. Before submitting institutionally-approved proposals to the JLC Advisory Committee on Educator Development, proposals must first be reviewed by the Office of Academic Affairs and appropriate officials and faculty at other colleges of education at USHE institutions.

7.4. Elimination of Instructional Programs. Institutional Boards of Trustees are authorized to approve the elimination of instructional programs.

7.5. Name changes of existing programs or administrative units. Institutional Boards of Trustees are authorized to approve name changes of existing programs or administrative units.

R401.8 Fast-track Approval of Short-Term, Non-Credit Applied Technology Programs

Short-term non-credit applied technology training programs leading to certificates of completion that meet the criteria in 8.1. may be approved according to the fast track approval procedure outlined in 8.3. The procedure is designed to accommodate the need for rapid action by institutions in providing opportunity for students to be trained to meet changing job requirements of business and industry.

8.1. Short-term, non-credit programs must provide undergraduate training that prepares a student for gainful employment in a recognized occupation and admit as regular students persons who have not completed the equivalent of an associate degree. Programs must be less than one academic year in duration, and:

8.1.1. Require the equivalent of 15 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations and at least 600 clock hours of instruction, or

8.1.2. Require the equivalent of 10 weeks of instruction and at least 300 clock hours of instruction, beginning on the first day of classes and ending on the last day of classes or examinations.

8.2. Prior Approval of Institution's Program Approval Process - A prerequisite for use of the fast-track approval procedure set forth in subsection 8.3 is submission to the Commissioner of a statement describing in detail the institution's internal process for development and approval of short-term, intensive, non-credit, applied technology education programs, and the Commissioner's approval of the institutional process for purposes of this policy.

8.3. Fast-Track Program Approval Procedure - If programs meet the requirements in 8.1., and the Commissioner has previously approved the institution's internal program development and approval process for the programs, the Commissioner may preliminarily approve the program, effective immediately. The program is then placed on the next Academic and Applied Technology Education Committee Consent Calendar for final consent of the program by the Board.

R401.9. Templates for Submitting Program Proposals

These templates provide the formats and information to be used when submitting program proposals for review and Board action and approval. Please use Times New Roman 12 point font.

9.1 Template for submission of proposals for new specialized AA/AS degrees; AAS Degrees; Bachelor's Degrees; Master's Degrees; Doctoral Degrees; Diploma, Certificate, and Minor Programs outside of existing approved programs, and Reinstatements of previously eliminated Programs.

SECTION I
The Request

[Name of Institution] requests approval to offer [Name of Degree] effective [Semester and Year]. This program has been approved by the institutional Board of Trustees on [Date].

SECTION II
Program Description

[**Complete program description**. Present the complete, formal program description as it is proposed to appear in the institution's catalog and/or other publications.]

[**Purpose of degree**. State why are you offering this degree, what are the expected outcomes.]

[**Admission requirements**. List admission requirements specific to the proposed program.]

[**Student advisement**. Describe the advising process for students in the proposed program.]

[**Justification for number of credits.** Provide justification if number of credit hours exceeds 63 semester hours for AA, AS, 69 semester hours for AAS, 126 semester hours for BA, BS, and 36 beyond the baccalaureate for MS]

[**External review and accreditation.** Indicate whether any external consultants were involved in the development of the proposed program, and describe the nature of that involvement. For an applied technology education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought; project a future date for a possible accreditation review; indicate how close the institution is currently to achieving the requirements, and what the costs will be to achieve them.]

[**Projected enrollment.** Project both student FTE enrollments and the mean student FTE:faculty FTE ratio for each of the first five years of the program. If accreditation requirements specify a specific student:faculty ratio, indicate the ratio(s).]

[**Expansion of existing program.** If the proposed program is an expansion or extension of an existing program, present enrollment trends by both headcount and student credit hours produced in the current program for each of the past five years for each area of emphasis or concentration, if appropriate.]

[**Faculty.** Identify the need for additional faculty required in each of the first five years of the program. Describe the faculty development processes that will support this program.]

[**Staff.** List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, teaching/graduate assistants.]

[**Library--**Describe library resources required to offer a superior program. Does the institution currently have the needed library resources?]

[**Learning resources**-- Describe other learning resources required to support the program.]

SECTION III
Need

[Program necessity--Clearly indicate why such a program should be initiated.]

[**Labor market demand–**Include local, state, and national data, and job placement information, what types of jobs have graduates from similar programs obtained.]

[Student demand–Describe evidence of student interest and demand that supports potential program enrollment.]

[**Similar programs**--Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.]

[Collaboration with other USHE institutions–Describe efforts to collaborate with USHE institutions that are already offering the proposed program. Also include efforts to discuss your institution's intent to offer the proposed program with other USHE institutions.

[**Benefits**–State how the institution and the USHE benefit by offering the proposed program, including how the program relates to the institution's mission, roles and goals?]

SECTION IV
Program and Student Assessment

[Program assessment–State the goals for the program and the measures that will be used in the program assessment process to determine if goals are being met.]

[**Expected Standards of Performance**–List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen]

[**Student assessment**–Describe the formative and summative assessment measures you will use to determine student learning.]

[**Continued quality improvement**–Describe how program and student assessment data will be used to strengthen the program.]

SECTION V
Finance

[**Budget**--For each category below, present the projected budget for an ongoing, superior program for each of the first five years:

Salaries and Wages
Benefits
Current Expense
Library
Equipment
Travel
TOTAL]

[**Funding sources–**Describe how the program will be funded, i.e. new state appropriation, reallocation, enrollment growth, grants etc.]

[**Reallocation–**If program is to be supported through internal reallocation, describe in general terms the sources of the funds.]

[**Impact on existing budgets**--If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent?]

Appendix A

[**Program curriculum.**
New courses to be added in the next five years. List all new courses to be developed in the next five years--by prefix, number, title, and credit hours. Use the following format:

Course Number	Title	Credit Hours

All program courses. List all courses, including new courses, to be offered in the proposed program--by prefix, number, title, and credit hours. Use the following format: (please include all course descriptions in appendix)

Course Number	Title	Credit Hours
General Education		
		Sub-Total
Core Courses		
		Sub Total
Elective Courses		
		Sub Total
Track/Options (if applicable)		
		Total Number of Credits

Appendix B

[**Program schedule**. For each level of program completion, present, by semester, a suggested class schedule --by prefix, number, title and semester hours]

Appendix C

[**Faculty**- List current faculty within the institution, with their qualifications, to be used in support of the program.]

9.2 Template for Proposals to Offer Off-Campus Programs

SECTION I
The Request

[**Request** - Briefly describe the program which is to be offered off-campus or technologically via a statewide telecommunication network or the Internet.]

[**Program Description** -Indicate the proposed location(s) for the program, and suggested class schedule for each semester of the program (by course, title, number, prefix and credit hours)]

SECTION II
Need

[**The Need**- Indicate the need or demand for the program. Include results of needs assessments or demand studies. Are similar on-campus programs offered by other USHE institutions in locations proposed by this request? If so, has there been consultation with these institutions? Who was consulted and what was the outcome of such consultation. Is the proposed program to be offered on a contract basis for a specific population only?]

SECTION III
Institutional Impact

[**Institutional Impact**- How will on-campus programs be affected by the off-campus offering? Can present faculty and staff offer both the on-campus and proposed off-campus programs? If additional faculty or staff will be needed, indicate how many, their anticipated roles, and required qualifications. Will new facilities, equipment, or library resources be needed? If so, describe. Will new facilities, equipment, or library resources be needed? If so, describe.

SECTION IV
Program Assessment

[**Assessment**- How will the quality of the proposed off-campus program be assessed and maintained?]

SECTION V
Finances

[**Costs**- What costs are associated with this off-campus program? Identify the costs by category, e.g., personnel, facilities and equipment, etc. How are these costs to be covered by the institution? If new

funds are required, describe the expected sources of funds.]

9. 3 Template for Administrative Change Proposals and Proposals for Centers, Institutes, and Bureaus

SECTION I
Request

[**Request**- Briefly describe the administrative change or new administrative unit being proposed. Indicate its primary activities, especially any instructional activities associated with the unit]

SECTION II
Need

[**Need**- Indicate why such an administrative change or new unit is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit with similar units which exist elsewhere in the state or Intermountain region.]

SECTION III
Institutional Impact

[**Institutional Impact**- Will the proposed administrative change or new unit affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change or new unit affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change.]

SECTION IV
Finances

[**Costs**- What costs or savings are anticipated from this administrative change or new unit? If new funds are required, describe expected sources of funds. Describe any budgetary impact on other programs or units within the institution.]

R401.10 Signature Page to Accompany Proposals Requiring Board Approval or Consent

This signature page, with all appropriate signatures included, must be attached to proposals submitted for consideration of the Board for approval or consent.

Institution Submitting Proposal: _____

College, School or Division in
Which Program Will Be Located: _____

Department(s) or Area(s) in
Which Program Will Be Located: _____

Program Title: _____

Recommended Classification of
Instructional Programs (CIP) Code: __ __ . __ __ __ __

Area(s) of Emphasis or Academic
Specialty: (if appropriate) _____

Certificate, Diploma and/
or Degree(s) to be Awarded: _____

Proposed Beginning Date: _____

Institutional Signatures (as appropriate):

_____ _____
Department Chair Dean or Division Chair

_____ _____
Applied Technology Director Graduate School Dean

_____ _____
Chief Academic Officer President

_____
Date

(Approved September 10, 1971 and November 7, 1972; amended September 25, 1973, November 18, 1980, July 19, 1983, February 21, 1984, March 20, 1984, September 12, 1986, August 7, 1987, April 27, 1990, October 26, 1990, April 16, 1993, January 21, 1994 May 1, 1997, and May 29, 1998)

R401, Program Approval

R401-1. Purpose

To provide for approval of programs in the Utah System of Higher Education.**R401-2. References**

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

2.2. Policy and Procedures R402 , Program Additions or Changes Requiring Board Approval and Notification**R401-3. Policy**

3.1. Academic and Applied Technology Committee - The Academic and Applied Technology Education Committee, a subcommittee of the whole Board, reviews proposals for new programs or program changes and recommends action to the Board. The Board then takes action on the proposed program.

3.2. New Graduate Programs - All new graduate level programs require at least a constitutional two-thirds majority of the number of Board members authorized by law (eleven votes when the authorized number is sixteen) in order to be approved.**R401-4. Procedures**

4.1. Information Item on Board Agenda - Program proposal studies shall be placed on the Board agenda as an information item one month in advance of the Board meeting at which they will be discussed and acted upon. In addition, the proposal study shall identify basic policy issues related to the proposed program. It is understood that emergency measures may be acted upon.

4.2. Distribution to Other Affected Institutions - The present practice of the Board includes distribution of an institution's program proposal to other institutions which may be affected by approval of the program one month in advance of its first presentation to the Board. The entire proposal, accompanied by a summary memorandum from the Commissioner, is presented to the Board in one meeting as a non action item and in the next month's meeting as an action item.

4.3. Institutional Proposals - Institutional representatives shall submit proposals for new programs or major revisions of programs to the Commissioner's Office of Academic Affairs. Forms and assistance are available from that office. Proposals for programs which require additional funding should be filed before April 1 of each year for presentation to the Board in or before the May meeting.

4.4. Proposals Requiring New Funding - Specific guidelines have been established for preparing program proposals, especially those which request new funding. Before approving any future role, program, or curricular proposals, each institution clearly determines and includes in any proposal submitted whether:

4.4.1. the proposal can and will be funded from existing resources; or

4.4.2. increased funding will be required, how much, and for what period of time.

4.5. Budgetary Considerations Separate - The Academic and Applied Technology Education Committee clearly indicates to any institution submitting a proposal under subparagraph 4.4.2. that, if approved by the Board, such action consists of program authorization only, and that any budgetary considerations related thereto require separate subsequent action by the Board through the regular budget process, unless otherwise indicated and ordered by the Board in approving the program authorization. In recommending new program proposals for Board approval, the Academic and Applied Technology Education Committee shall indicate the date of implementation and if additional funding is required, how much, and for what period of time.**R401-5. Guidelines: Proposal for the Initiation of a New Instructional Program**

5.1. Preface

5.1.1. It is the purpose of these guidelines to describe the types of information which should be included in a new program proposal. Proposals may be submitted to the Commissioner's Office of Academic Affairs at any time during the year unless new state funding is required, in which case the proposal must be submitted prior to March 1. The required cover sheet is attached. A Commissioner's recommendation regarding each proposal goes to the Board of Regents in two stages: first as a Non action Report for discussion only, and later at a subsequent Board meeting as an Action Report for approval or disapproval.

5.1.2. There is a qualitative dimension inherent in the program approval process. To help ensure quality, institutions may choose to enlist the assistance of external consultants in developing the proposed program. Because of a special concern that applied technology* education programs relate directly to the requirements of business and industry, proposals submitted in this area should have the benefit of consultation from a program advisory committee regarding: (1) curriculum, including specific outcome-based competencies, (2) desired level of faculty qualifications, and (3) equipment and laboratory requirements. Proposals submitted to the Commissioner's Office will be distributed by the Office of Academic Affairs to peer institutions for review and comment.

5.1.3. In all cases, proposals should reflect not only the need for the proposed program, but also the institution's ability to develop a program of high quality.

5.2. The Request - Very briefly describe the proposed program. (A detailed description will be presented in a later section.)

5.2.1. Need - Clearly indicate why such a program should be initiated. Reference cited need or demand studies and statements.

5.2.2. Similar Programs - Are similar programs offered elsewhere in the state or Intermountain Region? If yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.

5.3. Institutional Readiness

5.3.1. Administration

5.3.1.1. How does the program relate to the institution's mission, roles and goals?

5.3.1.2. How will the program be administered? How will it fit into the institution's current administrative structure?

5.3.1.3. What impact will the program have on other programs in the institution?

5.3.2. Faculty and Staff

5.3.2.1. List current faculty within the institution, with their qualifications, to be used in support of the program.

5.3.2.2. Identify the need for additional faculty required in each of the first five years of the program.

5.3.2.3. List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, teaching/graduate assistants.

5.3.3. Facilities - What new physical facilities or modification to existing facilities will be required within the first five years to initiate or further develop the program?

5.3.4. Equipment - List items of equipment which must be purchased in each of first five years to offer a superior program.

5.3.5. Library and Learning Resources

5.3.5.1. Describe library resources required to offer a superior program. Does the institution currently have the needed library resources?

5.3.5.2. Describe other learning resources required.

5.4. Program Description

5.4.1. Curriculum

5.4.1.1. Present the complete, formal program description as it is proposed to appear in the institution's catalog and/or other publications.

5.4.1.2. List courses currently offered among the institution's curricula --by prefix, number, title, description and credit hours--which will be used directly to support the program.

5.4.1.3. List new courses--by prefix, number, title, description and credit hours, to be added over the first five years to support the program.

5.4.1.4. For only applied technology education programs, present for each category the prefix, number, title and credit hours of those which are:

(a) Required Vocational-Specific Courses

(b) Elective Vocational-Specific Courses

(c) Required Vocational-Related Courses

(d) Elective Vocational-Related Courses

(e) Specifically Required General Education Courses for each program completion level--certificate, diploma and/or degree.

5.4.1.5. For each level of program completion, present, by quarter, a suggested class schedule --by prefix, number, title and credit hours.

5.4.1.6. If applicable, present plans for additional areas of emphasis or program completion options after the first year.

5.4.2. Enrollments

5.4.2.1. Project both student FTE enrollments and the mean student FTE:faculty FTE ratio for each of the first five years of the program. If accreditation requirements specify a specific student:faculty ratio, indicate the ratio(s).

5.4.2.2. If program is an expansion or extension of an existing program, present enrollment trends by both headcount and student credit hours produced in the current program for each of the past five years for each area of emphasis or concentration, if appropriate.

5.4.3. External Review and Accreditation

5.4.3.1. Indicate whether any external consultants were involved in the development of the proposed program, and describe the nature of that involvement. For a applied technology education program, list the members and describe the activities of the program advisory committee.

5.4.3.2. Indicate any special professional accreditation which will be sought; project a future date for a possible accreditation review; list special accreditation requirements --library holdings, student/faculty ratios, equipment, faculty requirements, etc.; indicate how close the institution is currently to achieving the requirements; and what the costs will be to achieve them.

5.5. Costs

5.5.1. For each category below, present the projected budget for an

ongoing, superior program for each of the first five years:
Salaries and Wages
Benefits
Current Expense
Library
Equipment
Travel
TOTAL

5.5.2. Using the budget total for each of the first five years, for each year indicate the amount which will be supported by reallocation of existing state funds and the amount which is to be derived from new state funds.

5.5.3. Approximately what percentage increase, if any, will the institution experience in its fuel and power expenditures as a result of inaugurating the program?

5.5.4. If programs costs are to be absorbed within current base budgets, what other programs will be affected and to what extent?

*State Board of Regents/State Board of Education, Utah Vocational Education Master Plan defines applied technology education programs as formal programs, training experiences, and/or developed competencies that qualify a person for employment in an occupation where a baccalaureate degree is not required for entry.

(Approved November 7, 1972; amended September 25, 1973, February 21, 1984, and April 27, 1990)

PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM

Institution Submitting Proposal: _____
College, School or Division in
Which Program Will Be Located: _____
Department(s) or Area(s) in
Which Program Will Be Located: _____
Program Title: _____
Recommended Classification of
Instructional Programs (CIP) Code: __ __ . __ __ __ __
Area(s) of Emphasis or Academic
Specialty: (if appropriate) _____
Certificate, Diploma and/
or Degree(s) to be Awarded: _____
_____
Proposed Beginning Date: _____

INSTITUTIONAL SIGNATURES:
(as appropriate)

_____
Department Chairperson

_____
Dean/Division Chairperson

_____
Applied Technology Director

_____
Graduate School Dean

_____
Chief Academic Officer

_____
President

_____
Date

R402, Program Additions or Changes

R402-1. Purpose

To provide for Board approval of program additions, other changes in academic and applied technology programs, to provide for Board consent for administrative changes and initiatives, and to provide for approval of other program changes by institutional Boards of Trustees.**R402-2. References**

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

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

2.3. Policy and Procedures R355 , Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks

2.4. Policy and Procedures R401 , Program Approval

2.5. Policy and Procedures R411 , Review of Existing Programs**R402-3. Definitions**

3.1. Off-campus - Any location not included in the approved single or multiple delivery sites for a particular institution.

3.2. Emphases/Specializations - Groupings of courses in a subject area which are designated on the transcript, listed in the catalog as an option within the degree, or reported by emphasis or specialization in IPEDS or Regents' reporting information.

3.3. Orphan Minors and Certificates - Minors or certificate programs that stand alone outside of a previously approved "parent" major or degree program.

3.4. Center, Institute, or Bureau - An administrative entity which performs a primarily research, instructional, or technology transfer function, and is intended to provide external services and/or obtain external funds.**R402-4. Instructional Programs Requiring Board Approval**

Institutions must submit requests for new programs requiring approval by the Board of Regents to the Commissioner's Office of Academic Affairs according to the information requirements outlined in the "PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM" guidelines, Policy and Procedures R401 , Program Approval.

4.1. Academic Majors and Degree Programs - All academic majors and degree, and diploma and certificate programs that are not within existing programs that have previously been approved by the Board, must be approved by the Board. The following procedures shall be followed:

4.1.1. After being approved by the institution, the proposal shall be submitted to the Office of Academic Affairs at least two months before the date of the Regents meeting when the proposal will be on the agenda for the first time. The Office of Academic Affairs shall distribute the proposal to all USHE Chief Academic Officers. The CAOs will circulate the proposal for appropriate institutional comments. Completed institutional reviews will be submitted to the Office of Academic Affairs and to all other CAOs at least one month before the Regents meeting. If it is judged to be necessary, the Office of Academic Affairs may also request reviews from external evaluators.

4.1.2. The Council of Chief Academic Officers will meet prior to the Council of Presidents and Regents meetings, during which the institutional proposal will be discussed on the basis of comments

submitted by other USHE institutions and any external reviews that have been conducted. The CAOs will recommend whether or not the program should be approved by the Board, and whether the proposal should be placed on the Board agenda as a non-action, action, or consent item. This input will be reported to the Council or Presidents and considered by the Academic Affairs Office and the Commissioner in preparing the materials and recommendations regarding the program for the Regents agenda book.

4.1.3. Proposed programs that have been approved by institutions and reviewed through the procedures described in 4.1.1 and 4.1.2 are then placed on the Board agenda for consideration by the Regents.

4.2. Certificates, Minors, Emphases, and Options Within Existing Majors - Certificates, minors, emphases, and options that are within existing major degree programs previously approved by the Board may be established by approval of the institutional Board of Trustees. To provide information about the programs to other USHE institutions and the Office of the Commissioner and Regents, after approval by the Trustees, summaries of the program proposals are to be submitted to the Office of Academic Affairs for distribution to the Chief Academic Officers of USHE institutions and for periodic placement on the information calendar of the Board of Regents. If necessary, the proposals may be reviewed by the Council of Chief Academic Officers, the Council of Presidents, and the Regents.

4.3. School Personnel Programs Within Existing Majors - Endorsement and certification programs for teacher education, counselor, administrator, and other school personnel programs which are within existing major degree programs previously approved by the Board may also be established by approval of the institutional Board of Trustees and subsequent review and approval of the State Advisory Council on Teacher Education (SACTE) and the State Board of Education. Before submitting institutionally-approved proposals to SACTE, proposals must first be reviewed by the Office of Academic Affairs and other colleges of education at USHE institutions.

4.4. "Orphan" Minors - Board approval is required for addition of "orphan" minors which stand alone without a "parent" major. These proposals are to be approved according to the procedures outlined in 4.1.

4.5. Out-of-State and Out-of-Country Programs - Programs to be offered out-of-state and out-of-country must be approved by the Board of Regents. These proposals are to be approved according to the procedures outlined in 4.1.**R402-5. Elimination of Instructional Programs**

It is the responsibility of institutional Boards of Trustees to approve the elimination of instructional programs. Notification shall be provided by each institution to the Office of Academic Affairs when instructional programs are eliminated. Notifications will be distributed to the Chief Academic Officers at USHE institutions, and periodically will be placed on the information calendar of the Board of Regents.**R402-6. Off-Campus Delivery of Approved Programs**

Board approval is required before an institution may offer an off-campus certificate, diploma or degree program outside the institution's geographical service area, including those offered via statewide telecommunications networks (KULC, EDNET, UEN Satellite System) and via the Internet. Courses and programs to be delivered via statewide telecommunications networks and the Internet shall first be submitted for review and approval by the Chief Academic Officers as provided in R355. Off-campus

programs offered within an institution's geographical service area are to be reported to the Office of Academic Affairs. Institutions may only offer off-campus programs which have been previously approved as regular on-campus programs and are consistent with designated institutional roles and missions. Board approval is not required for the offering of selected off-campus courses which are not offered as part of a certificate, diploma or degree.

The following information is to be included in a request to offer an already approved certificate, diploma, or degree program off-campus, outside of the institutional service area, including telecommunications. Requests are submitted to the Office of Academic Affairs. A request for approval of off-campus delivery of an existing program outside the institution's geographical service area is placed on the Board agenda according to the procedures outlined in 4.1.

6.1. The Request and Program Description - Briefly describe the program which is to be offered off-campus or via telecommunication. Indicate the proposed location(s) for the program, and suggested class schedule for each quarter of the program (by course, title, number, prefix and credit hours).

6.2. The Need

6.2.1. Indicate the need or demand for the program. Include results of needs assessment or demand studies.

6.2.2. Are similar on-campus programs offered by other USHE institutions in locations proposed by this request? If so, has there been consultation with these institutions? Who was consulted and what was the outcome of such consultation.

6.2.3. Is the proposed program to be offered on a contract basis for a specific population only?

6.3. Institutional Impact

6.3.1. How will on-campus programs be affected by the off-campus offering?

6.3.2. Can present faculty and staff offer both the on-campus and proposed off-campus programs? If additional faculty or staff will be needed, indicate how many, their anticipated roles, and required qualifications. Will new facilities, equipment, or library resources be needed? If so, describe.

6.3.3. How will the quality of the proposed off-campus program be assessed and maintained?

6.3.4. Will new facilities, equipment, or library resources be needed? If so, describe.

6.4. Costs

6.4.1. What costs are associated with this off-campus program? Identify the costs by category, e.g., personnel, facilities and equipment, etc.

6.4.2. How are these costs to be covered by the institution? If new funds are required, describe the expected sources of funds.**R402-7. Approval of Centers, Institutes, Bureaus, Etc.**

Board approval is required for the establishment of a center, institute, bureau, or other administrative entity where it performs a primarily research, instructional, or technology transfer function, and are intended to provide external services and/or obtain external funds. Institutions should submit requests which contain the information outlined in section R402-8, paragraphs 8.1 through 8.5. Approvals of centers, institutes, bureaus, etc. are placed on the Board agenda as action items.

It is recognized that in many instances the establishment of a center, institute, bureau, or other administrative entity will begin as an experimental or pilot project. Rather than submit this type of experimental effort for formal Board approval, institutions may seek temporary approval by letter to

the Associate/Deputy Commissioner for Academic Affairs. The Associate/Deputy Commissioner will evaluate and recommend requests for temporary approval on the basis of the following criteria and conditions:

7.1. Temporary Source of Funds - Funding support is from temporary, non-public resources or from temporary institutional reallocation with a time frame clearly delimited.

7.2. Relatively Small Effort - The proposed change is a relatively small effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment.

7.3. Consistent with Role - The activities involved are consistent with established institution mission and role assignments.

7.4. Affiliation with Existing Program or Department - The administrative entity involved has programmatic affiliation with an existing academic program or department.

7.5. Three Year Limit - Temporary approval may be granted for a period no longer than three years, after which an institution must formally request approval of the Board.**R402-8. Administrative Changes and Initiatives Requiring Board Consent**

Institutions within the System shall be permitted to transfer, restructure, or consolidate existing programs or administrative units, with consent of the Board. Name changes of existing programs or administrative units may be made with the approval of the institutional Board of Trustees. Institutions should submit notices of consent items to request administrative changes according to the following guidelines:

8.1. The Request - Briefly describe the administrative change or new administrative unit.

8.2. Program Description and Justification

8.2.1. Indicate why such an administrative change or new unit should be initiated. Reference need or demand studies if appropriate.

8.2.2. How will the proposed administrative change affect enrollments in instructional programs of affiliated departments or programs?

8.2.3. For a new administrative unit, indicate its primary activities, especially any instructional activities associated with the unit, and indicate the similarity of the proposed unit with similar units which exist elsewhere in the state or Intermountain region.

8.3. Structure and Organization

8.3.1. How will the proposed change or new unit affect existing administrative structures?

8.3.2. If a new unit, where will it fit in the organizational structure of the institution?

8.3.3. What changes in faculty and staff will be required?

8.4. Facilities and Equipment

8.4.1. What new physical facilities or modification to existing facilities will be required?

8.4.2. Describe the extent of the equipment commitment necessary to initiate the administrative change.

8.5. Costs

8.5.1. What costs or savings are associated with this administrative change?

8.5.2. If new funds are required, describe expected sources of funds.

8.5.3. Describe any budgetary impact on other programs or units within the institution.**R402.9 Short-Term, Intensive, Non-Credit, Applied Technology Training.**

Programs of short-term, intensive, non-credit applied technology training leading to certificates of

completion may be approved in accordance with this section. This fast track approval procedure is designed to accommodate need for rapid action by institutions in providing opportunity for students in response to changing job training needs of business and industry.

9.1 Definition of Short-Term Program - For purposes of this paragraph, a short-term program is a non-credit program of one academic year or less, which meets one of the following definitions:

9.1.1. Requires a minimum of 15 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations, and

9.1.1.1. Requires at least 600 clock hours of instruction;

9.1.1.2. Provides undergraduate training that prepares a student for gainful employment in a recognized occupation; and

9.1.1.3. Admits as regular students persons who have not completed the equivalent of an associate degree.

9.1.2. Requires a minimum of 10 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations, and

9.1.2.1. Requires at least 300 clock hours but less than 600 clock hours of instruction;

9.1.2.2. Provides undergraduate training that prepares a student for gainful employment in a recognized occupation; and

9.1.1.3. Admits as regular students persons who have not completed the equivalent of an associate degree.

9.2. Prerequisite Approval of Institution's Program Approval Process - A prerequisite for use of the fast-track approval procedure set forth in subsection 8.3 is submission to the Commissioner of a statement describing in detail the institution's internal process for development and approval of short-term, intensive, non-credit, applied technology education programs, and the Commissioner's approval of the institutional process for purposes of this policy.

9.3. Fast-Track Program Approval Procedure - For programs meeting the definitions of this section, the following procedure applies.

9.3.1. The institution submits a request for approval of the program providing information prescribed by the Commissioner.

9.3.2. Provided the Commissioner previously has approved the institution's internal program development and approval process for the programs, and the information submitted is complete, the Commissioner preliminarily approves the program and places it for approval by the Board as part of the Academic and Applied Technology Education Committee Consent Calendar for the next meeting of the Board.

(Approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997 and May 29, 1998.)

MEMORANDUM

October 18, 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.

Background

The Department of Physical Science at Utah Valley State College is proposing a Bachelor of Science Degree in Earth Science. The proposed program is a fundamental component of the plan for UVSC's School of Science and Health that has been developed by the Dean and faculty of that school.

This proposal was presented to the Academic and Applied Technology Education Committee at the September 15, 2000 Board Meeting. The following information, related to questions and concerns that had been raised by representatives from the University of Utah and Utah State University regarding the composition and credentials of the faculty, adequacy of the curriculum and need for the program, was presented to committee members at that time.

1. **Program Quality** - 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. At a subsequent meeting of representatives of the University of Utah, Utah State University, Southern Utah University, Utah Valley State College and the Commissioner's Office, it was agreed that questions regarding the quality of the proposed program had been adequately addressed.

2. **Need for the Program** - Officials at UVSC provided data which indicate that student demand is moderate but adequate to support the program, and that graduates with Bachelor's Degrees in Earth Science may obtain employment on the local, state and national level in a variety of areas. However, representatives from Utah State University, Weber State University and Southern Utah University — institutions which offer similar programs —

indicate that their programs currently are not operating at full capacity. However, officials at UVSC point out there is not an Earth Science or similar Baccalaureate Program readily available to students in the Mountainland Region.

Policy Issues

Although committee members expressed no concerns regarding the quality of the proposed program, they delayed action on the proposal until October pending the receipt of additional information about enrollments in existing, comparable programs at other USHE institutions. This information is provided below. Discussion also occurred regarding Governor Leavitt's recent challenge to USHE institutions to double the number of degrees produced in Information Technology (IT) and Engineering within the next ten years. The potential reallocation of resources in support of this effort is currently being studied at USHE institutions. Committee members asked that President Romesburg address, at the October meeting, how approval of this degree might affect the internal reallocation of resources at UVSC to IT and Engineering efforts.

A major concern for Regents was whether the existing baccalaureate Geology Programs at the U of U, USU, WSU, and SUU have under-utilized capacity. That question needs to be addressed in the context of the total mission of these programs. Geology programs are intended to meet three primary roles at the undergraduate level, by offering: (1) courses which meet the degree requirements of Geology Majors pursuing baccalaureate degrees, (2) lower division general education classes for students satisfying Physical Science distribution requirements, and (3) both lower division and upper division support courses for students majoring in related baccalaureate fields in the Physical Sciences, Secondary Education, and other disciplines.

A somewhat narrow measure of the extent to which the capacity of Geology Programs is fully utilized is the number of graduates produced in Geology Programs each year. Data from the Integrated Postsecondary Education Data System (IPEDS) reports and from institutional representatives indicate that the average number of baccalaureate-level graduates in the major categories of Geology, Geophysics/Seismology and Other Geological and Related Sciences for the past five years are as follows:

U of U	USU	WSU	SUU
11	11	4	5

These data suggest there are only modest numbers of graduates within the Geology Programs at the four universities. Surveys conducted by UVSC officials support projections, over the next five years, of 13 to 15 students who would pursue an Earth Science Major.

As indicated above, in addition to supporting Geology Majors, these programs also provide course-taking opportunities for students majoring in many other academic programs, students who are undecided regarding a major, or students who are satisfying lower division Physical Science general education requirements. From that broader perspective, enrollment statistics from USHE universities show quite large

enrollments. The following table shows annualized full-time equivalent (FTE) enrollments in geology and geoscience courses at USHE universities in 1998-99:

U of U	USU	WSU	SUU
137.5	145	139.5	51.5

During this same time period, UVSC generated 164.5 FTEs in geology courses, exceeding those at the U of U, USU, WSU or SUU. It can be realistically assumed that the current level of activity in existing geology courses at UVSC is more than adequate to generate the number of majors that are projected in the proposed Bachelor's Degree Program. Prior experience also suggests that the UVSC program will not draw students from similar programs at USHE universities.

The proposed program will allow students in the Mountainland Region to obtain a bachelor's degree in a basic area that is currently not readily available to them, and will strengthen the School of Science and Health at UVSC. In addition, UVSC is in a unique position to provide field experiences in geographical areas such as the field station at Capitol Reef National Park and the wetlands area on the UVSC main campus. It is the intention of officials at UVSC to make these field experiences, once developed, also available to students in other USHE programs.

The curriculum for the proposed Bachelor's Degree in Earth Science is, for the most part, already in place. Only four new upper division courses will need to be developed. In addition, the geology courses currently offered at UVSC generated more FTEs in 1998-99 than at the USHE universities offering a Geology or related major. The cost of implementing the program, including hiring one new faculty member and one new staff member, will be covered by enrollment growth funding. No additional state resources are requested.

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

October 18, 2000

SECTION I
The Request

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

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**
Required Lower-Division Earth Science-Related Courses (Geology, Meteorology, Biology)		
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
BIOL 1010	Introduction to Biology	3
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 <u>two</u> 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.

Year	**Faculty FTE's (Junior and Senior level)**	**Ratio**

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:

Academic Year	**Fall Semester FTE**	**Spring Semester FTE**
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.

	2000-2001	**2001-2002**	**2002-2003**	**2003-2004**	**2004-2005**
SALARIES	$54,500	$68,266	$70,996	$73,836	$76,790
BENEFITS	$18,069	$20,020	$20,821	$21,653	$22,520
CURRENT[1]	$2,000	$3,000	$3,000	$3,000	$3,000
LIBRARY	$3,000	$3,000	$3,000	$3,000	$3,000
EQUIPMENT[2]	$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

[1] 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.

[2] 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, studens 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, Puaternary 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*.

OCCUPATION	**EMPLOYMENT INCREASE THROUGH 2006**	**AVERAGE ANNUAL SALARY**
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:

OCCUPATIONAL CATEGORY	**ATMOSPHERIC AND SPACE SCIENTISTS**	**GEOLOGISTS**
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*)

OCCUPATION	ANNUAL NEED/ LABOR SUPPLY	MEAN SALARY/HR
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.

OCCUPATION	ANNUAL NEED/ LABOR SUPPLY	MEAN HOURLY SALARY
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%
TOTAL*	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

	RESPONSES	% OF RESPONDENTS
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%
TOTAL*	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

	NUMBER OF RESPONDENTS	% OF RESPONDENTS
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%
Total	226	100.0%

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

	NUMBER OF RESPONDENTS	% OF RESPONDENTS
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. Discuses 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 B

Sample Class Schedule

SEMESTER 1		SEMESTER 2	
MATH 1050 College Algebra	4	Fitness for Life	1
GEOL 1010 Intro to Geology	3	METO 1010 Intro to Meteorology	3
GEOL 1020 Intro Geology Lab	1	METO 1030 Intro Meteorology Lab	1
Soc./Behav. requirement	3	MATH 1060 Trigonometry	3
ENGL 1010 Intro to Writing	3	CHEM 1210 Principles of Chem I	5
HLTH 1100 Personal Hlth Wellness	2	American Inst. Requirement	3
TOTAL	**16**	**TOTAL**	**16**

SEMESTER 3		SEMESTER 4	
BIOL 1010	3	GEOL 2040 Intro. to Oceanography	3
CHEM 1220 Principles of Chem. II	5	GEOL 2050 Oceanography Lab	1
Fine Arts Requirement	3	PHYS 2210 and lab	4
Math 1210 Calculus I	5	PHIL 2050 Ethics and Values	3
TOTAL	**16**	MATH 1220 Calculus II	5
		TOTAL	**16**

SEMESTER 5		SEMESTER 6	
PHSC 2220 and lab	4	GEOL 3200 Geologic Hazards	4
GEOL 3080 Earth Materials	4	GEOL 3700 Structure/Tectonics	4
MATH 2230 Princ. of Stat. I & II	4	METO 3010 Intro to Earth Systems	4
ENGL 2020 Inter. Writ. Sci./Tech	3	Humanities requirement	3
TOTAL	**15**	**TOTAL**	**15**

SUMMER BETWEEN JUNIOR AND SENIOR YEARS

GEOL 4600 Field Experience	**4**

SEMESTER 7		SEMESTER 8	
CHEM 2310 Organic I	4	GEOL 4510 Earth Systems Hist. II	4
GEOL 3210 Environ. Geology	4	CHEM 3210 Analytical Chem.	3
GEOL 4500 Earth Systems Hist. I	4	Upper-division elective.	3
Earth science elective	3	BIOL 3700 General Ecology	4
TOTAL	**15**	**TOTAL**	**14**

Total Program Credits:	**127**

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 Communitv 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

October 18, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Information Calendar, Academic and Applied Technology Education Committee

The following item has been submitted by Weber State University for review by the Regents on the Information Calendar of the Academic and Applied Technology Education Committee. The item was approved by the institutional Board of Trustees. No action is required by the Regents.

Weber State University: Discontinuance of the U.S. Japan Center

In 1995, Weber State University (WSU) requested and received Board of Regents' approval to create a U.S. Japan Center for the purpose of administering a multi-year federal grant for which WSU was the fiscal agent. WSU acted on behalf of an entity called the Utah Asian Studies Consortium of which several USHE institutions were members. During the 1998-99 academic year, the U.S. Japan Center moved from WSU to the University of Utah (U of U), also a member of the consortium. WSU remained the fiscal agent for the federal grant which funded the Center.

By the end of the 1999-2000 academic year, federal funding for the U.S. Japan Center ended, and the U of U discontinued its support. The former faculty member who oversaw the Center when it was housed at both places created a private corporation entitled the U.S. Japan Center. This private Center has no legal ties to WSU, the U of U, or the Utah Asian Studies Consortium. With no legal claim to the name of the Center, WSU requests approval to discontinue the U.S. Japan Center to avoid confusion with the privately-held Center of the same name.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the Information Calendar and raise any outstanding questions. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

MEMORANDUM

October 18, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consent Calendar, Academic and Applied Technology Education Committee

The following request has been submitted by Weber State University for consideration by the Regents on the Consent Calendar of the Academic and Applied Technology Education Committee.

1. Weber State University

   A. Request to offer an Associate of Applied Science Degree in Clinical Laboratory Technician via Internet Instruction

The Clinical Laboratory Science (CLS) Department at Weber State University (WSU) is requesting approval to offer a 68-credit Associate of Applied Science Degree (A.A.S.) in Clinical Laboratory Technician (CLT) via the Internet. WSU has been authorized by the Regents to offer both the A.A.S. in CLT and B.S. in CLS Degree Programs on the WSU Campus since the 1970s. Both programs are fully accredited by the National Accreditation Agency for Clinical Laboratory Science (NAACLS).

Since the initiation of WSU Online in 1997, a wide array of WSU courses and several degree programs have been developed and approved for online delivery. An online A.A.S. in CLT Degree will be an appropriate addition to these Internet-delivered courses and degrees that are meeting an important need for many WSU students.

Need

The need for an online program has been established as WSU's CLS faculty have met with Utah health care providers, including representatives of Intermountain Health Care (IHC), Associated Regional University Pathologists (ARUP), and the Area Health Education Centers (AHEC). There is a critical need for laboratory technicians in rural areas of Utah, the Intermountain Region, and throughout the U.S. IHC reports that nearly one in five laboratory personnel are anticipated to retire within the next five years. ARUP projects a 100 percent increase in the need for laboratory technicians over the next two years and anticipates this rate of increase will continue for the foreseeable future (nearly one in

five of the existing 1200 ARUP employees are laboratory technicians). Many of the IHC and ARUP positions are located in remote and underserved areas which lack direct access to a college or university laboratory technician program. The proposed online A.A.S. in CLT Degree will help replace retiring employees and meet the rising demand for laboratory technicians by allowing students to complete the program while residing in rural locations and working in laboratories.

Salt Lake Community College also offers an A.A.S. Degree in CLT. No college in Utah or in the U.S. offers this degree via the Internet. If approved, WSU will be the first institution to deliver an online A.A.S. in CLT Degree.

Program Description

Students admitted to the online A.A.S. in CLT Program are expected to meet the same department requirements, outcomes, and policies as specified for on-campus students, with one exception. Students who are admitted to the online program must be employed in a laboratory in order to successfully complete required laboratory courses. On-campus students complete these courses at the on-campus facility. During the first five years, it is anticipated that IHC and ARUP will partially fund the program, and many of the students admitted during that time will be employed in these facilities. Non-IHC and non-ARUP students will also be admitted to the proposed online program. For the first five years, it is estimated that 12-13 students will be admitted each year. Computer access for the online courses will be available through the students' personal computers or through computers at the students' laboratories. Electronic access to WSU library holdings and student support services, including advising and testing, will be available through the WSU Online portal (http://wsuonline.weber.edu/).

The online CLT students will register for the same CLS courses and required support courses as students registered on campus. Non-CLS courses which are required for the Degree may be taken through WSU Online, or equivalent courses may be taken from any accredited college or university and transferred to WSU. Students who complete the curriculum outlined below will earn an A.A.S. Degree and are eligible to take the national board exam in CLT.

Students will complete all lecture course work online; some requirements for laboratory courses will be completed online and some in the laboratory facilities where students are employed. It is estimated that students will spend three to six hours each week in a laboratory completing course requirements. To assess this unique course design and its impact on laboratory facilities, a pilot offering of the introductory course in the CLT curriculum was successfully completed in the Spring of 2000 by five students who reside in rural locations in the Intermountain Region.

Laboratory course instruction will be provided in a hybrid format. Some of the instruction will be online, provided by the adjunct faculty, and will include laboratory assignments, objectives, exams,

and laboratory math problems. Additional laboratory course instruction will be provided by on-site laboratory supervisors who hold credentials that meet NAACLS accreditation criteria and have clinical faculty appointments with WSU. These on-site supervisors will supervise students as they complete required laboratory competencies. Because many laboratory course requirements will be completed in on-site laboratories, online CLT students must provide documentation that the laboratories they will use for these courses meet NAACLS accreditation criteria.

Six adjunct faculty, with credentials that meet NAACLS accreditation criteria, will be hired to teach the online CLS lecture courses. The four full-time CLS faculty (with one serving as the CLS Distance Learning Coordinator) will work one-on-one as mentors with these adjunct faculty, assist with course development, and oversee the online instruction. This model of full-time faculty serving as mentors and supervisors for adjunct faculty will help ensure quality course instruction throughout the proposed program.

Faculty:student ratios for the lecture courses are anticipated to be 1:13; these ratios will not exceed 1:5 for the laboratory courses. There will be ongoing consultations between the full-time CLS faculty, adjunct instructors, and on-site clinical faculty to monitor student progress and program quality. Student learning outcomes assessment measures for both online and on-campus students will include student evaluations, advisory board feedback, employer and graduate surveys, and student performance on state and national examinations.

Funding to support the proposed online A.A.S. Degree Program in CLT will come from several sources. First-year, one-time start-up costs for equipment purchases and initial online course development will be covered by a federal (Perkins) grant and re-allocated WSU Online funds ($26,000 and $42,000, respectively). On-going operating costs for the first five years of the program will be funded by Intermountain Health Care, Associated Regional University Pathologists, and the Area Health Education Centers (total contributions of approximately $30,000 per year). The estimated ongoing budget, exclusive of the $68,000 in one-time start-up costs, will range from $30,233 in 2000/2001 to $33,882 in the 2004/2005 academic year.

Commissioner's Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

MEMORANDUM

October 19, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University--Property Purchase

Issue

USU officials request Regent authorization to acquire a .51 acre parcel of land and an associated building adjacent to the Logan campus for the price of $278,000.

Background

As outlined in the attached letter from Vice President Fred Hunsaker (Attachment A), the property, located at 809 North 800 East in Logan, is included in the University's campus master plan. The purchase price of $278,000 is supported by an independent appraisal obtained by the University. Funding for the acquisition will come from a combination of Community Development Block Grant funding ($193,000) and institutional discretionary funds ($85,000). No state-funded O&M will be sought for the project. This transaction has been considered and approved by the USU Board of Trustees.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the acquisition of a .51 acre parcel of land and associated building for the appraised price of $278,000.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachment

MEMORANDUM

October 13, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Weber State University - Campus Master Plan

Issue

Attached is a copy of a letter from Weber State University, Vice President Allen F. Simkins, requesting the Board of Regents' review and approval of their master plan. The master plan was presented and approved by the Weber State Board of Trustees on October 10, 2000. In accordance with Regents Policy R714, a public hearing was held on September 5, 2000. There are no significant changes to the plan.

Members of the University's administration will be in attendance at the Regents' meeting to review the master plan and answer questions.

Recommendation

It is the Commissioner's recommendation that the Board of Regents review the Weber State University campus master plan, ask questions of Weber State University representatives, and if satisfied, approve the University's master plan.

Cecelia H. Foxley, Commissioner

Attachments

CHF/NCT/BK

MEMORANDUM

October 17, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: ACTION: Student Financial Aid–Replacement of Standby Bond Purchase Agreements, Student Loan Revenue Bonds, Series 1995L and 1988C

Issue

Board of Regents adoption is recommended for the attached Approving Resolution: Student Loan 1988 Series C and Student Loan 1995 Series L, Liquidity Facility Replacement. The Resolution will authorize the new Standby Bond Purchase Agreements for the two Bond Series, and the execution of documents necessary to complete the transactions.

Background

At its meeting by conference call, on October 3, 2000, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the Resolution, which is attached together with copies of the Standby Bond Purchase Agreements (the "Substitute Liquidity Facilities" referred to in the Resolution) and other documents intended for use in remarketing the 1988 Series C Bonds and the 1995 Series L Bonds.

The Board of Regents currently has Standby Bond Purchase Agreements with Dresdner Bank which provide liquidity for the Board's $25,000,000 1988C and $79,500,000 1995L variable rate bonds. These agreements will expire on November 15, 2000. On July 26, 2000, a request for proposal (RFP) was issued to obtain replacements for these facilities. Proposals, for both three year and five year facilities, were received from seven financial institutions. The proposals were reviewed by Program staff and the Board's managing underwriter, PaineWebber. Following is a summary of the seven proposals, ranked from lowest to highest on a present value basis:

	Five Year		Three Year	
	Present Value	Annual Cost	Present Value	Annual Cost
	$	$	$	$
1. Lloyds TSB Bank plc	909,180	181,836	435,071	151,024
2. State Street Capital Markets	1,303,696	206,739	556,179	185,393
3. Westdeutsche Landesbank Girozentrale	1,189,705	237,941	592,557	197,519
4. KBC Bank N.V.	1,252,694	250,539	759,206	253,069
5. First Union	1,261,624	252,324	788,799	262,933
6. Credit Suisse First Boston	1,627,484	325,498	no bid	--
7. Dexia Bank S.A.	1,863,529	372,705	1,134,813	378,271

Taking into account the rates and fees of each proposal, plus the trading differentials of each proposer as determined by the PaineWebber trading desk, it was determined that the most cost-effective bid for both the five and three year proposals is Lloyds TSB Bank plc. In consideration of the historical pricing of these facilities and the current market, the Student Finance Subcommittee agreed with staff's recommendation that the five year term be selected to mitigate the forward pricing risk.

Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the attached Approving Resolution to replace the existing liquidity facilities with Dresdner Bank by new five-year liquidity facilities to be provided by Lloyds TSB Bank plc in accordance with the bank's proposal responding to the July 26, 2000 RFP.

Cecelia H. Foxley, Commissioner

Attachments

CHF/CGN/ROD

APPROVING RESOLUTION
STUDENT LOAN 1988 SERIES C AND STUDENT LOAN 1995 SERIES L
LIQUIDITY FACILITY REPLACEMENT

Ogden, Utah
October 27, 2000

The State Board of Regents of the State of Utah met in regular session at Weber State University in Ogden, Utah on October 27, 2000, commencing at _____ a.m. The following members were present:

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

Absent:

Also Present:

Cecelia H. Foxley	Commissioner of Higher Education
Chalmers Gail Norris	Associate Commissioner for Student Financial Aid
Joyce Cottrell, C.P.S.	Secretary

After the meeting had been duly convened and called to order by the Chairman, the roll had been called with the above result, the Chairman announced that one of the purposes of the meeting was the consideration of a resolution with respect to the replacement of liquidity facilities with respect to certain of the Board's student loan revenue bonds.

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH (THE "BOARD") APPROVING CERTAIN LIQUIDITY FACILITIES AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to Chapter 13, Title 53B, Utah Code Annotated 1953, as amended (the "Act"), the Board is empowered to make or purchase student loan notes and other debt obligations reflecting loans to students under its Student Loan Program; and

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

WHEREAS, the Board has previously issued its student loan revenue bonds under a General Student Loan Program Indenture dated as of July 15, 1988, as supplemented and amended from time to time (the "Indenture") between the Board and First Security Bank, N.A., as trustee (the "Trustee"), including (among others) its Student Loan Revenue Bonds, 1988 Series C (the "1988 Series C Bonds") and its Student Loan Revenue Bonds, 1995 Series L (the "1995 Series L Bonds"); and

WHEREAS, the Board has previously provided liquidity support for the 1988 Series C Bonds and the 1995 Series L Bonds, by entering into Standby Bond Purchase Agreements (collectively, the "Prior Liquidity Facilities") among the Board, Dresdner Bank AG ("Dresdner") and the Trustee (in the case of the 1995 Series L Bonds) and The Chase Manhattan Bank, as tender agent (the "Tender Agent") (with respect to the 1988 Series C Bonds); and

WHEREAS, the Prior Liquidity Facilities expire on November 15, 2000 and the Board desires to replace the Prior Liquidity Facilities by entering into (i) a substitute liquidity facility (the "Substitute 1988 Liquidity Facility"), between the Board, the Tender Agent and Lloyds TSB Bank, plc ("Lloyd's") with respect to the 1988 Series C Bonds, and (ii) a substitute liquidity facility (the "Substitute 1995 Liquidity Facility" and collectively, with the Substitute 1988 Liquidity Facility, the "Substitute Liquidity Facilities"), between the Board, the Trustee and Lloyd's with respect to the 1995 Series L Bonds; and

WHEREAS, the Board's obligations under the Substitute Liquidity Facilities shall be payable solely from the revenues and other moneys pledged therefor and shall not

constitute nor give rise to a general obligation or liability of the Board or constitute a charge against its general credit; and

WHEREAS, there has been presented to the Board for approval at this meeting forms of the Substitute Liquidity Facilities and other documents intended for use in remarketing the 1988 Series C Bonds and the 1995 Series L Bonds;

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the officers of the Board directed toward the replacement of the Prior Liquidity Facilities with the Substitute Liquidity Facilities and the remarketing of the 1988 Series C Bonds and the 1995 Series L Bonds are hereby ratified, approved and confirmed.

Section 3. The Substitute Liquidity Facilities in substantially the forms presented to this meeting, are in all respects authorized, approved and confirmed. The Chairman or Vice Chairman and Secretary of the Board are hereby authorized to execute and deliver the Substitute Liquidity Facilities in the form and with substantially the same content as presented to this meeting for and on behalf of the Board with such alterations, changes or additions as may be authorized by Section 4 hereof.

The offering materials prepared for the remarketing of the 1988 Series C Bonds and the 1995 Series L Bonds are hereby authorized and approved and the Chairman or Vice Chairman of the Board are authorized to approve the final form thereof and to execute the same for and on behalf of the Board.

Section 4. The appropriate officials of the Board, including without limitation the Chairman or Vice Chairman of the Board are authorized to make any alterations, changes or additions in the Substitute Liquidity Facilities and the offering materials prepared for the remarketing of the 1988 Series C Bonds and the 1995 Series L Bonds or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board, or the provisions of the laws of the State of Utah or the United States.

Section 5. The appropriate officials of the Board, including without limitation the Chairman, Vice Chairman, Commissioner of Higher Education and Secretary of the Board, are hereby authorized and directed to execute and deliver for and on behalf of the

Board any or all additional certificates, documents and other papers and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this resolution and the documents authorized and approved herein.

Section 6. If any provisions of this resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this resolution.

Section 7. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

Section 8. This resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 27TH DAY OF OCTOBER, 2000.

STATE BOARD OF REGENTS OF THE STATE OF UTAH

_____
Chairman

(SEAL)

ATTEST:

_____
Secretary

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

_____
Chairman

(SEAL)

ATTEST:

_____
Secretary

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

I, Joyce Cottrell, do hereby certify that I am the duly qualified and acting Secretary of the State Board of Regents of the State of Utah.

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on October 27, 2000 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 27th day of October, 2000.

_____
Secretary

(SEAL)

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

I, Joyce Cottrell, the undersigned, the duly qualified and acting Secretary of the State Board of Regents of the State of Utah, do hereby certify, according to the records of said State Board of Regents in my official possession, and upon my own knowledge and belief, that in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the October 27, 2000 public meeting held by the Members of the State Board of Regents by:

(a) causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 355 West North Temple, 3 Triad Center, #550, in Salt Lake City, Utah, on _____, 2000, at least 24 hours prior to the convening of such meeting, the form attached hereto as Exhibit "A"; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit "A" to be provided on _____, 2000, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

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

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 27th day of October, 2000.

_____

Secretary

(SEAL)

EXHIBIT "A"

Notice of Public Meeting

EXHIBIT "B"

Notice of Annual Meeting Schedule

MEMORANDUM

October 17, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Information: Summer & Fall 2000 Enrollment Reports

Issue

This tab presents institution-by-institution and systemwide data on Summer 2000 and Fall 2000 USHE enrollments. Total budget-related and self-supporting enrollments for Fall 2000 grew by 3,073 FTE, or +3.62% over Fall 1999. For the same period, headcount grew by 3.23%.

Background

Summer and Fall enrollment numbers are arrayed in the attached report and tables. Enrollments have been reported in compliance with Board policy. Budget-related and self-supporting figures for Summer and Fall are included. Estimated end-of-year numbers are included as well. These estimates which will be incorporated into the USHE 2001-2002 operating budget request can be found in Table 1 of the report.

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

Cecelia H. Foxley, Commissioner

CHF/NCT/NGM

UTAH SYSTEM OF HIGHER EDUCATION
SUMMER AND FALL SEMESTER
ENROLLMENT REPORTS

Methodology

At the end of Summer Semester and on the fifteenth day of Fall Semester, USHE institutions prepare an enrollment report that contains headcount and FTE enrollment data. From these data, the Office of the Commissioner prepares a report that summarizes institutional and system-wide enrollments for the two semesters. Actual Fall and Summer figures are used to estimate academic year FTE by utilizing weighted historical ratios.

This report complies with Board policy requiring institutions to report budget-related and self-supporting enrollments according to a prescribed set of enrollment definitions. The report also complies with other systemwide enrollment definitions and standards. Table 1 shows budget-related figures only while Table 2 reflects self-supporting enrollments. Tables 3 through 6 report total (budget-related plus self-supporting) enrollments. Only the budget-related enrollment projections are used for requesting state operating funding.

Summary Information

Budget-related FTE enrollments for Fall 2000 Semester compared to Fall 1999 Semester are summarized below.

Budget-Related FTE Enrollment

Fall 1999 Compared to Fall 2000

Institution	Fall 1999	Fall 2000	% Change
UofU	20,175	20,649	2.35%
USU	14,516	15,083	3.91%
WSU	10,499	11,092	5.65%
SUU	4,892	4,805	-1.78%
Snow	2,778	2,845	2.41%
Dixie	3,621	3,763	3.92%
CEU	1,851	1,841	-0.54%
UVSC	11,206	12,316	9.91%
SLCC	11,799	12,227	3.63%
Total	81,337	84,621	4.04%

Self-supporting enrollments for the same period are summarized below. Self-supporting courses include correspondence courses, certain contract courses, conferences, workshops, out-of-state courses, external instruction courses, certain concurrent enrollment courses, and remedial courses at UofU, USU, and SUU. No state operating funding is requested for these courses.

Self-Supporting FTE Enrollment

Fall 1999 Compared to Fall 2000

Institution	Fall 1999	Fall 2000	% Change
U of U	168	129	-23.21%
USU	758	768	1.32%
WSU	360	427	18.61%
SUU	132	217	64.39%
Snow	330	314	-4.85%
Dixie	35	68	94.29%
CEU	105	100	-4.76%
UVSC	1,565	1,187	-24.15%
SLCC	139	171	23.02%
Total	3,592	3,381	-5.87%

Total enrollment, consisting of both budget-related and self-supporting enrollments, has increased over last year. The following table summarizes the increases in both headcount and FTE enrollments.

Total Enrollment

Headcount and FTE Summary

Fall 1999 Compared to Fall 2000

	Headcount			FTE		
Institution	Fall 1999	Fall 2000	% Change	Fall 1999	Fall 2000	% Change
UofU	25,788	26,180	1.52%	20,343	20,778	2.14%
USU	20,865	21,490	3.00%	15,274	15,851	3.78%
WSU	15,444	16,378	6.05%	10,858	11,519	6.09%
SUU	6,025	5,963	-1.03%	5,024	5,022	-0.04%
Snow	4,081	4,092	0.27%	3,109	3,159	1.61%
Dixie	6,191	6,515	5.23%	3,656	3,831	4.79%
CEU	2,688	2,704	1.35%	1,957	1,941	-0.82%
UVSC	20,062	20,946	4.41%	12,770	13,503	5.74%
SLCC	21,273	22,109	3.93%	11,938	12,398	3.85%
Total	122,417	126,377	3.23%	84,929	88,002	3.62%

Detailed Information

The attached tables provide additional detailed information.

Table 1	2000-01 Budget-Related Summer and Fall FTE, Academic Year FTE Projections and Annualized Year FTE Projections.
Table 2	2000-01 Self-Supporting Summer and Fall FTE.
Table 3	Total Budget-Related and Self-Supporting Enrollment: Fall 2000 FTE Enrollment Compared to Fall 1999. 2000-01 Academic Year FTE Projections and 2000-01 Annualized Year FTE Projections.
Table 4	Total Budget-Related and Self-Supporting Enrollment: Fall 2000 Unduplicated Headcount Enrollment Compared to Fall 1999.
Table 5	Total Budget-Related and Self-Supporting Enrollment: Summer 2000 FTE Enrollment Compared to Summer 1999.
Table 6	Total Budget-Related and Self-Supporting Enrollment: Summer 2000 Unduplicated Headcount Enrollment Compared to Summer 1999.

Table 1
Utah System of Higher Education
2000-01 Budget-Related Summer and Fall FTE,
Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Summer 2000 Budget-Related FTE			Fall 2000 Budget-Related FTE			Projected Budget-Related 2000-01 Academic Year FTE			Projected Budget-Related 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	4,822	850	5,672	16,864	2,972	19,836	16,536	2,778	19,315	18,947	3,203	22,151
School of Med (MD)	4	2	6	334	64	398	333	63	396	335	64	399
School of Med (Non-MD)	35	20	55	256	159	415	241	147	388	258	157	415
Total	4,861	871	5,732	17,454	3,195	20,649	17,110	2,988	20,098	19,541	3,424	22,965
Utah State University												
Education and General*	2,207	665	2,872	12,208	2,208	14,416	12,024	2,091	14,115	13,128	2,424	15,551
Southeast UT CE Center	63	2	65	111	0	111	112	0	112	143	1	144
Uintah Basin CE Center	186	8	194	556	0	556	550	0	550	643	4	647
Total	2,456	675	3,131	12,875	2,208	15,083	12,686	2,091	14,777	13,914	2,429	16,342
Weber State University*	2,157	177	2,334	10,434	658	11,092	10,277	621	10,898	11,355	710	12,065
Southern Utah University												
Education and General	950	113	1,063	4,336	465	4,801	4,355	450	4,805	4,830	507	5,337
St. George Center	0	0	0	4	0	4	4	0	4	4	0	4
Total	950	113	1,063	4,340	465	4,805	4,359	450	4,809	4,834	507	5,341
Snow College	118	28	146	2,230	236	2,466	2,229	227	2,455	2,288	241	2,528
Snow South Postsecondary	55	0	55	227	5	232	327	7	334	354	7	361
Snow South Secondary	30	0	30	147	0	147	216	0	216	231	0	231
Total	203	28	231	2,604	241	2,845	2,772	234	3,005	2,873	248	3,121
Dixie College	436	49	485	3,403	360	3,763	3,277	328	3,605	3,495	352	3,847
College of Eastern Utah												
Education and General	195	23	218	1,438	98	1,536	1,433	91	1,524	1,531	103	1,633
San Juan CE Center	95	2	97	304	1	305	308	1	309	356	2	358
Total	290	25	315	1,742	99	1,841	1,741	92	1,833	1,886	105	1,991
Utah Valley State College	2,385	607	2,992	10,706	1,610	12,316	10,820	1,536	12,356	12,012	1,839	13,852
Salt Lake Community College	3,239	230	3,470	11,718	509	12,227	11,719	481	12,199	13,338	596	13,934
TOTAL USHE W/OUT MEDICINE	16,973	2,773	19,747	74,942	9,281	84,223	74,426	8,759	83,185	82,913	10,146	93,058
TOTAL USHE WITH MEDICINE	16,977	2,775	19,753	75,276	9,345	84,621	74,759	8,821	83,581	83,248	10,209	93,457

Table 2
Utah System of Higher Education
2000-01 Self-Supporting Summer and Fall FTE
Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Summer 2000 Self-Supporting FTE			Fall 2000 Self-Supporting FTE			Projected Self-Supporting 2000-01 Academic Year FTE			Projected Self-Supporting 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	251	248	499	108	17	125	350	35	385	476	159	635
School of Med (MD)	0	0	0	0	0	0	0	0	0	0	0	0
School of Med (Non-MD)	59	44	103	4	0	4	4	0	4	33	22	55
Total	310	292	602	112	17	129	354	35	389	509	181	690
Utah State University												
Education and General*	480	62	542	698	48	746	1,008	70	1,078	1,248	101	1,349
Southeast UT CE Center	18	0	18	1	0	1	1	0	1	10	0	10
Uintah Basin CE Center	14	0	14	21	0	21	22	0	22	29	0	29
Total	512	62	574	720	48	768	1,031	70	1,101	1,287	101	1,388
Weber State University*	496	117	613	243	184	427	983	196	1,178	1,231	254	1,485
Southern Utah University												
Education and General	486	11	497	138	5	143	294	7	301	537	13	549
St. George Center	12	1	13	73	1	74	73	1	74	79	2	81
Total	498	12	510	211	6	217	367	8	375	616	14	630
Snow College	4	1	5	314	0	314	208	0	208	210	1	210
Snow South Postsecondary	0	0	0	0	0	0	0	0	0	0	0	0
Snow South Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	1	5	314	0	314	208	0	208	210	1	210
Dixie College	19	6	25	68	0	68	98	0	98	108	3	111
College of Eastern Utah												
Education and General	3	0	3	83	0	83	64	0	64	66	0	66
San Juan CE Center	3	0	3	17	0	17	19	0	19	21	0	21
Total	6	0	6	100	0	100	84	0	84	87	0	87
Utah Valley State College	116	3	119	1,135	52	1,187	767	81	848	825	82	908
Salt Lake Community College	62	12	74	162	9	171	1,545	30	1,575	1,576	36	1,612
TOTAL USHE W/OUT MEDICINE	2,023	505	2,528	3,065	316	3,381	5,438	419	5,857	6,449	672	7,121
TOTAL USHE WITH MEDICINE	2,023	505	2,528	3,065	316	3,381	5,438	419	5,857	6,449	672	7,121

Table 3
Utah System of Higher Education
Total Budget-Related and Self-Supporting Enrollment
Fall 2000 FTE Compared to Fall 1999 --- Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Fall Semester 1999			Fall Semester 2000			2000 Difference From 1999			1999 Percent Difference From 1998			Projected Total 2000-01 Academic Year FTE			Projected Total 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah																		
Education and General	16,873	2,661	19,534	16,972	2,989	19,961	99	328	427	0.59%	12.33%	2.19%	16,887	2,813	19,700	19,423	3,362	22,785
School of Med (MD)	347	58	405	334	64	398	-13	6	-7	-3.75%	10.34%	-1.73%	333	63	396	335	64	399
School of Med (Non-MD)	261	143	404	260	159	419	-1	16	15	-0.38%	11.19%	3.71%	245	147	392	292	179	471
Total	17,481	2,862	20,343	17,566	3,212	20,778	85	350	435	0.49%	12.23%	2.14%	17,465	3,023	20,488	20,050	3,605	23,655
Utah State University																		
Education and General*	12,408	2,246	14,654	12,906	2,256	15,162	498	10	508	4.01%	0.45%	3.47%	13,032	2,161	15,193	14,376	2,525	16,900
Southeast UT CE Center	101	0	101	112	0	112	11	0	11	10.89%	---	10.89%	113	0	113	153	1	154
Uintah Basin CE Center	518	1	519	577	0	577	59	-1	58	11.39%	---	11.18%	572	0	572	672	4	676
Total	13,027	2,247	15,274	13,595	2,256	15,851	568	9	577	4.36%	0.40%	3.78%	13,717	2,161	15,878	15,201	2,530	17,730
Weber State University*	10,058	800	10,858	10,677	842	11,519	619	42	661	6.15%	5.25%	6.09%	11,259	817	12,076	12,586	964	13,550
Southern Utah University																		
Education and General	4,377	513	4,890	4,474	470	4,944	97	-43	54	2.22%	-8.38%	1.10%	4,649	457	5,106	5,367	519	5,886
St. George Center	131	3	134	77	1	78	-54	-2	-56	-41.22%	-66.67%	-41.79%	77	1	78	83	2	85
Total	4,508	516	5,024	4,551	471	5,022	43	-45	-2	0.95%	-8.72%	-0.04%	4,726	458	5,184	5,450	521	5,971
Snow College	2,450	271	2,721	2,544	236	2,780	94	-35	59	3.84%	-12.92%	2.17%	2,437	227	2,663	2,498	241	2,739
Snow South Postsecondary	257	2	259	227	5	232	-30	3	-27	-11.67%	150.00%	-10.42%	327	7	334	354	7	361
Snow South Secondary	130	0	130	147	0	147	17	0	17	13.08%	---	13.08%	216	0	216	231	0	231
Total	2,837	272	3,109	2,918	241	3,159	81	-31	50	2.86%	-11.40%	1.61%	2,980	234	3,213	3,083	248	3,331
Dixie College	3,315	341	3,656	3,471	360	3,831	156	19	175	4.71%	5.57%	4.79%	3,375	328	3,703	3,603	355	3,958
College of Eastern Utah																		
Main Campus	1,541	79	1,620	1,521	98	1,619	-20	19	-1	-1.30%	24.05%	-0.06%	1,498	91	1,589	1,597	103	1,699
San Juan CE Center	333	3	336	321	1	322	-12	-2	-14	-3.60%	-66.67%	-4.17%	327	1	328	376	2	378
Total	1,874	83	1,957	1,842	99	1,941	-32	16	-16	-1.71%	19.28%	-0.82%	1,825	92	1,917	1,973	105	2,078
Utah Valley State College	11,321	1,449	12,770	11,841	1,662	13,503	520	213	733	4.59%	14.70%	5.74%	11,587	1,617	13,204	12,838	1,922	14,759
Salt Lake Community College	11,425	513	11,938	11,880	518	12,398	455	5	460	3.98%	0.97%	3.85%	13,264	511	13,775	14,914	632	15,546
TOTAL USHE W/OUT MED	75,499	9,025	84,524	78,007	9,597	87,604	2,508	572	3,080	3.32%	6.34%	3.64%	79,864	9,178	89,042	89,362	10,817	100,179
TOTAL USHE WITH MED	75,846	9,083	84,929	78,341	9,661	88,002	2,495	578	3,073	3.29%	6.36%	3.62%	80,197	9,240	89,438	89,697	10,881	100,578

Table 4
Utah System of Higher Education
Total Budget-Related and Self-Supporting Enrollment
Fall 2000 Headcount Compared to Fall 1999

INSTITUTIONS	Fall Semester 1999			Fall Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	22,028	3,090	25,118	22,086	3,412	25,498	58	322	380	0.26%	10.42%	1.51%
School of Med (MD)	347	58	405	334	64	398	-13	6	-7	-3.75%	10.34%	-1.73%
School of Med (Non-MD)	488	199	687	541	218	759	53	19	72	10.86%	9.55%	10.48%
Less Duplicates^	-328	-94	-422	-369	-106	-475	-41	-12	-53	12.50%	12.77%	12.56%
Total	22,535	3,253	25,788	22,592	3,588	26,180	57	335	392	0.25%	10.30%	1.52%
Utah State University												
Education and General*	17,016	2,560	19,576	17,467	2,552	20,019	451	-8	443	2.65%	-0.31%	2.26%
Southeast UT CE Center	222	0	222	237	0	237	15	0	15	6.76%	---	6.76%
Uintah Basin CE Center	1,106	2	1,108	1,262	0	1,262	156	-2	154	14.10%	---	13.90%
Less Duplicates^	-41	0	-41	-28	0	-28	13	0	13	-31.71%	---	-31.71%
Total	18,303	2,562	20,865	18,938	2,552	21,490	635	-10	625	3.47%	-0.39%	3.00%
Weber State University*	14,480	964	15,444	15,333	1,045	16,378	853	81	934	5.89%	8.40%	6.05%
Southern Utah University												
Education and General	5,274	583	5,857	5,358	508	5,866	84	-75	9	1.59%	-12.86%	0.15%
St. George Center	244	3	247	153	3	156	-91	0	-91	-37.30%	0.00%	-36.84%
Less Duplicates^	-79	0	-79	-57	-2	-59	22	-2	20	-27.85%	---	-25.32%
Total	5,439	586	6,025	5,454	509	5,963	15	-77	-62	0.28%	-13.14%	-1.03%
Snow College	3,021	266	3,287	3,298	240	3,538	277	-26	251	9.17%	-9.77%	7.64%
Snow South Postsecondary	489	2	491	380	5	385	-109	3	-106	-22.29%	150.00%	-21.59%
Snow South Secondary	467	1	468	392	0	392	-75	-1	-76	-16.06%	-100.00%	-16.24%
Less Duplicates^	-165	0	-165	-222	-1	-223	-57	-1	-58	34.55%	---	35.15%
Total	3,812	269	4,081	3,848	244	4,092	36	-25	11	0.94%	-9.29%	0.27%
Dixie College	5,663	528	6,191	5,977	538	6,515	314	10	324	5.54%	1.89%	5.23%
College of Eastern Utah												
Main Campus	2,125	86	2,211	2,164	94	2,258	39	8	47	1.84%	9.30%	2.13%
San Juan CE Center	475	4	479	493	2	495	18	-2	16	3.79%	-50.00%	3.34%
Less Duplicates^	-2	0	-2	-47	-2	-49	-45	-2	-47	---	---	---
Total	2,598	90	2,688	2,610	94	2,704	12	4	16	0.46%	4.44%	0.60%
Utah Valley State College	18,235	1,827	20,062	18,825	2,121	20,946	590	294	884	3.24%	16.09%	4.41%
Salt Lake Community College	20,532	741	21,273	21,364	745	22,109	832	4	836	4.05%	0.54%	3.93%
TOTAL USHE W/OUT MED	111,250	10,762	122,012	114,607	11,372	125,979	3,357	610	3,967	3.02%	5.67%	3.25%
TOTAL USHE WITH MED	111,597	10,820	122,417	114,941	11,436	126,377	3,344	616	3,960	3.00%	5.69%	3.23%

Table 5
Utah System of Higher Education
Total Budget-Related and Self-Supporting Enrollment
Summer 2000 FTE Compared to Summer 1999

INSTITUTIONS	Summer Semester 1999			Summer Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	4,630	783	5,413	5,073	1,098	6,171	443	315	758	9.57%	40.23%	14.00%
School of Med (MD)	1	0	1	4	2	6	3	2	5	300.00%	---	500.00%
School of Med (Non-MD)	86	45	131	94	64	158	8	19	27	9.30%	42.22%	20.61%
Total	4,717	828	5,545	5,171	1,164	6,335	454	336	790	9.62%	40.58%	14.25%
Utah State University												
Education and General*	2,614	647	3,261	2,687	727	3,414	73	80	153	2.79%	12.36%	4.69%
Southeast UT CE Center	56	0	56	81	2	83	25	2	27	44.64%	---	48.21%
Uintah Basin CE Center	111	1	112	200	8	208	89	7	96	80.18%	---	85.71%
Total	2,781	648	3,429	2,968	737	3,705	187	89	276	6.72%	13.73%	8.05%
Weber State University*	2,527	256	2,784	2,653	294	2,948	126	38	164	4.99%	14.84%	5.89%
Southern Utah University												
Education and General	1,300	134	1,434	1,436	124	1,560	136	-10	126	10.46%	-7.46%	8.79%
St. George Center	21	1	22	12	1	13	-9	0	-9	-42.86%	0.00%	-40.91%
Total	1,321	134	1,455	1,448	125	1,573	127	-9	118	9.61%	-6.72%	8.11%
Snow College	107	36	143	122	29	151	15	-7	8	14.02%	-19.44%	5.59%
Snow South Postsecondary	69	0	69	55	0	55	-14	0	-14	-20.29%	---	-20.29%
Snow South Secondary	40	0	40	30	0	30	-10	0	-10	-25.00%	---	-25.00%
Total	216	36	252	207	29	235	-9	-7	-17	-4.17%	-19.44%	-6.75%
Dixie College	383	41	424	455	55	510	72	14	86	18.80%	34.15%	20.28%
College of Eastern Utah												
Main Campus	211	13	224	198	23	221	-13	10	-3	-6.16%	76.92%	-1.34%
San Juan CE Center	111	1	112	98	2	100	-13	1	-12	-11.71%	0.00%	-10.71%
Total	322	14	336	296	25	321	-26	11	-15	-8.07%	78.57%	-4.46%
Utah Valley State College	2,252	543	2,795	2,501	610	3,111	249	67	316	11.06%	12.34%	11.31%
Salt Lake Community College	3,954	231	4,184	3,301	242	3,543	-653	11	-641	-16.51%	4.76%	-15.32%
TOTAL USHE W/OUT MEDICINE	18,472	2,731	21,203	18,996	3,279	22,275	524	548	1,072	2.84%	20.07%	5.06%
TOTAL USHE WITH MEDICINE	18,473	2,731	21,204	19,000	3,281	22,281	527	550	1,077	2.85%	20.14%	5.08%

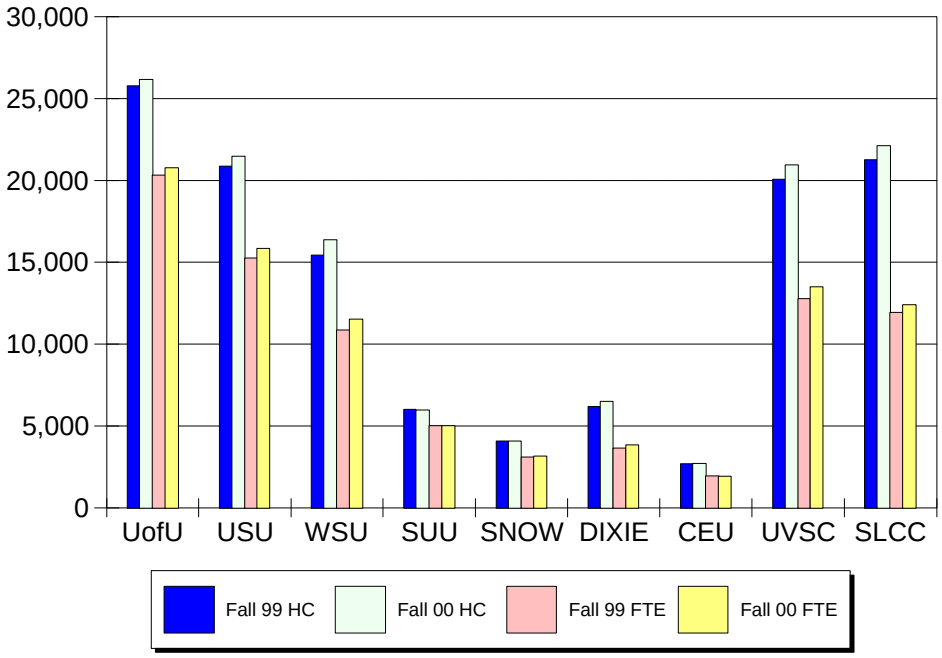
Table 6
Utah System of Higher Education
Total Budget-Related and Self-Supporting Enrollment
Summer 2000 Unduplicated Headcount Compared to Summer 1999

INSTITUTIONS	Summer Semester 1999			Summer Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	9,513	1,716	11,229	10,027	2,199	12,226	514	483	997	5.40%	28.15%	8.88%
School of Med (MD)	2	1	3	4	2	6	2	1	3	100.00%	100.00%	100.00%
School of Med (Non-MD)	198	103	301	207	114	321	9	11	20	4.55%	10.68%	6.64%
Less Duplicates^	-26	-9	-35	-48	-13	-61	-22	-4	-26	84.62%	44.44%	74.29%
Total	9,687	1,811	11,498	10,190	2,302	12,492	503	491	994	5.19%	27.11%	8.64%
Utah State University												
Education and General*	7,129	1,217	8,346	7,277	1,366	8,643	148	149	297	2.08%	12.24%	3.56%
Southeastern Utah CE Center	191	0	191	301	5	306	110	5	115	57.59%	---	60.21%
Uintah Basin CE Center	312	4	316	526	19	545	214	15	229	68.59%	375.00%	72.47%
Less Duplicates^	-32	-2	-34	-36	-3	-39	-4	-1	-5	12.50%	50.00%	14.71%
Total	7,600	1,219	8,819	8,068	1,387	9,455	468	168	636	6.16%	13.78%	7.21%
Weber State University*	6,197	461	6,658	7,039	592	7,631	842	131	973	13.59%	28.42%	14.61%
Southern Utah University												
Education and General	3,731	265	3,996	4,255	252	4,507	524	-13	511	14.04%	-4.91%	12.79%
St. George Center	55	1	56	31	4	35	-24	3	-21	-43.64%	300.00%	-37.50%
Less Duplicates^	-22	-1	-23	-14	-3	-17	8	-2	6	-36.36%	200.00%	-26.09%
Total	3,764	265	4,029	4,272	253	4,525	508	-12	496	13.50%	-4.53%	12.31%
Snow College	307	73	380	344	72	416	37	-1	36	12.05%	-1.37%	9.47%
Snow South Postsecondary	201	2	203	151	0	151	-50	-2	-52	-24.88%	-100.00%	-25.62%
Snow South Secondary	79	0	79	94	0	94	15	0	15	18.99%	---	18.99%
Less Duplicates^	-17	0	-17	-57	0	-57	-40	0	-40	235.29%	---	235.29%
Total	570	75	645	532	72	604	-38	-3	-41	-6.67%	-4.00%	-6.36%
Dixie College	1,429	91	1,520	1,475	144	1,619	46	53	99	3.22%	58.24%	6.51%
College of Eastern Utah												
Main Campus	465	22	487	558	28	586	93	6	99	20.00%	27.27%	20.33%
San Juan CE Center	215	1	216	189	2	191	-26	1	-25	-12.09%	---	-11.57%
Less Duplicates^	-13	0	-13	-22	-1	-23	-9	-1	-10	---	---	---
Total	667	23	690	725	29	754	67	7	74	10.04%	30.43%	10.72%
Utah Valley State College	6,856	936	7,792	8,782	1,037	9,819	1,926	101	2,027	28.09%	10.79%	26.01%
Salt Lake Community College	8,639	619	9,258	9,331	531	9,862	692	-88	604	8.01%	-14.22%	6.52%
TOTAL USHE W/OUT MEDICINE	45,407	5,499	50,906	50,410	6,345	56,755	5,003	846	5,849	11.02%	15.38%	11.49%
TOTAL USHE WITH MEDICINE	45,409	5,500	50,909	50,414	6,347	56,761	5,005	847	5,852	11.02%	15.40%	11.50%

Figures 1 and 2

USHE Fall 2000 Headcount & FTE

Compared to Fall 1999



USHE Summer 2000 Headcount & FTE

Compared to Summer 1999

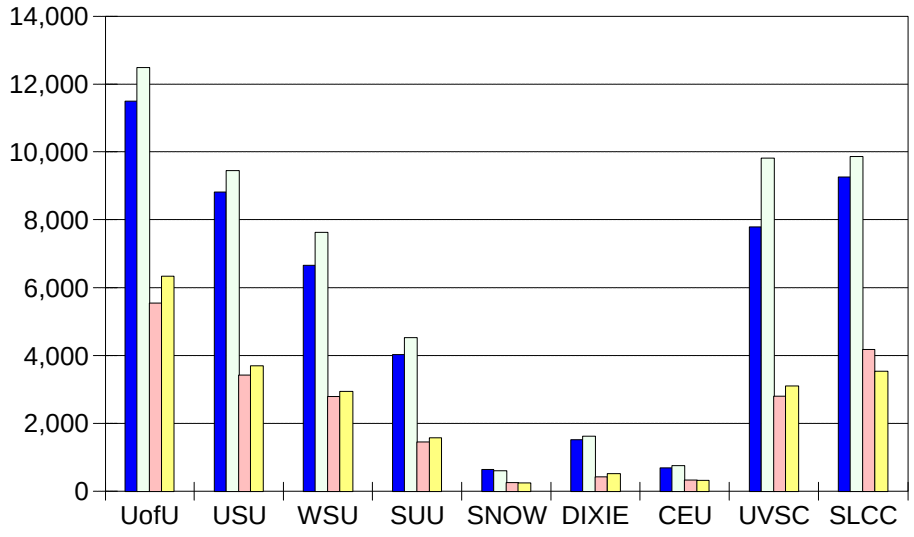
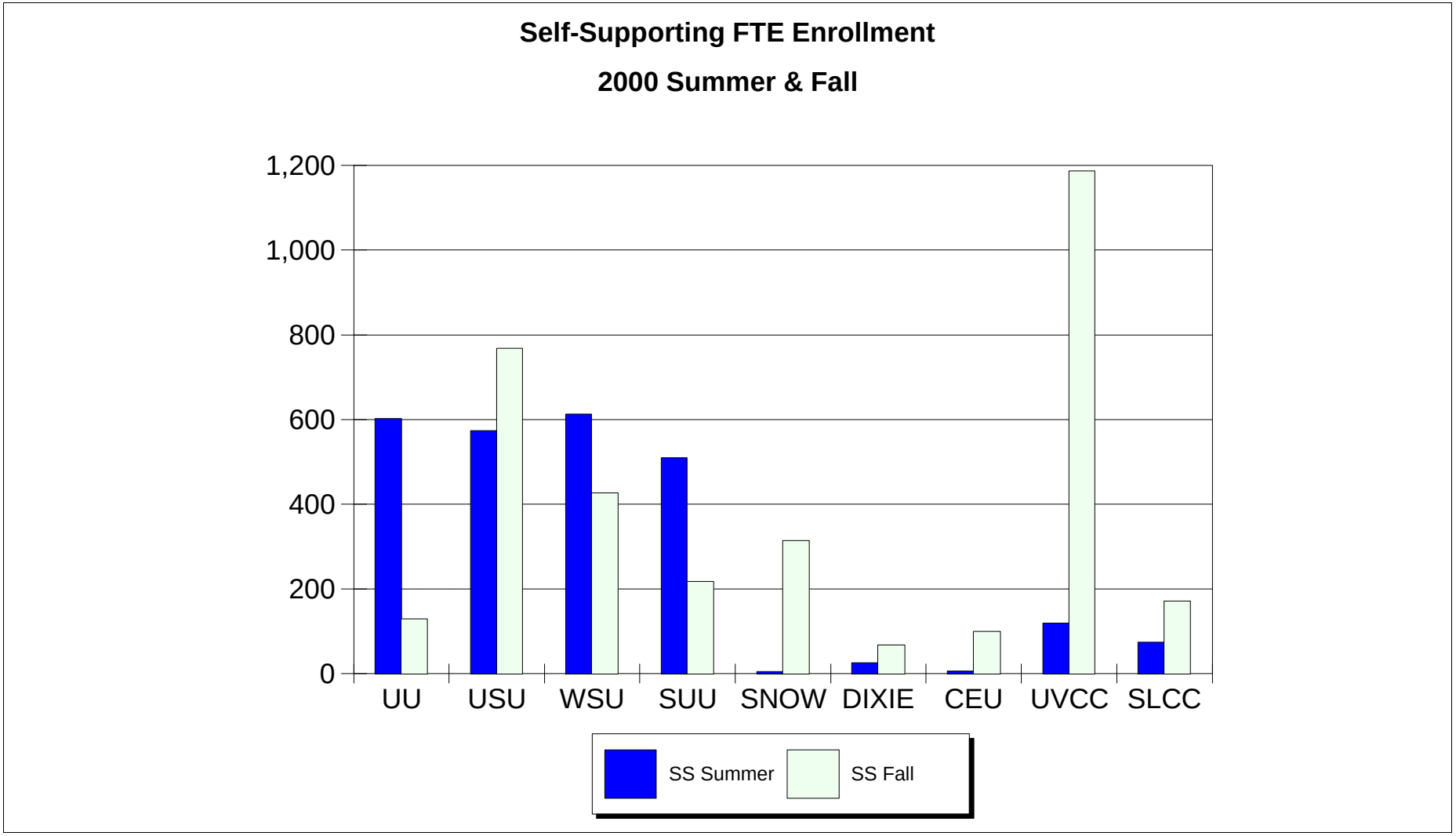


Figure 3


Self-Supporting FTE Enrollment
2000 Summer & Fall
1,200
1,000
800
600
400
200
0
UU
USU
WSU
SUU
SNOW
DIXIE
CEU
UVCC
SLCC
SS Summer
SS Fall

MEMORANDUM

October 19, 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 of the Board of Regents. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The current investment report for FY 2000-2001 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 Liquidation (Attachment C).** Under Regents' policy, donations to USHE institutions that are to be liquidated are included in the consent calendar. Therefore, the University requests Regents' approval to sell a Graystone condominium donated to the University from the Lillian Simister Estate. The beneficiary of this gift is the College of Nursing. Any expenses associated with the sale of the property will be deducted from the proceeds of the sale before distribution to the beneficiary.

d. **USHE - Revised 2001-2002 Capital Development Priorities (Attachment D)**. A revision to the Regents' 2001-2002 Capital Development priorities list is included here. An error on the priority list approved on September 28th has been corrected. The corrected list has been provided to the State Building Board and will be forwarded to the Governor and Legislature for consideration.

Cecelia H. Foxley, Commissioner

Attachments
CHF/BK

MEMORANDUM

October 18, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Student Leaders' Presentation

Students from the USHE institutions will be having a rally during our Board meeting to show their concerns about the tuition issue and the need for additional financial aid. They will also discuss and request the Regents' support for their other priority issues.

Discussion will be led by Jess Dalton, President of the Utah Student Association and Student Body President of the University of Utah, who will introduce the following presenters:

Service
Jake Packard, Salt Lake Community College Student Body President

Student Civic Engagement
Wendi Price, Dixie State College Student Body President
Jess Dalton, University of Utah Student Body President

Online Advising
Jake Christensen, Snow College Student Body President

Diversity Efforts
Rich Nelson, Westminster College Student Body President
Mike Wasden, Southern Utah University Student Body President

Student Tuition and Financial Aid
Jess Dalton, University of Utah Student Body President
Dee Hansen, Weber State University Student Body President

Cecelia H. Foxley, Commissioner

CHF:jc

MEMORANDUM

October 19, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE–2001-2002 Budget Request

Issue

A major topic of discussion for the October 27 meeting will be Regent consideration of the USHE 2001-2002 Operating Budget Request. Because enrollment numbers and other information are presently being assembled and verified, it is necessary to hand carry the Commissioner's recommendation to the Regents' meeting.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM

MEMORANDUM

October 18, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Discussion of Master Planning Issues – Legislative ATE Task Force

During its October 16 meeting, the Legislative ATE Task Force distributed the attached documents. The Modified Joint Liaison Committee (JLC) document was prepared by legislative staff, and the other document is Senator Leonard Blackham's proposal.

The Task Force began to discuss preliminarily their preferences for parts of both documents. They did not complete their discussion of these documents, but indicated they would continue their discussion at their next meeting, which is scheduled for October 30 at 1:00 p.m. in Room 303 of the Capitol. They invited input prior to that time. The USHE ATE group will prepare additional input to the Task Force for their October 30 discussion. In addition to continuing their discussion of a modified JLC, they will hear a presentation from key individuals in the Wasatch Front South Region.

The Task Force's final meeting is scheduled for November 13, and they plan to present their report to the Education Interim Committee later that week.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachments

MEMORANDUM

October 18, 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

1. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held September 15, 2000, at Snow College in Ephraim, Utah.

2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held September 28, 2000 via conference call.

B. Grant Proposals - Approval to submit the following proposals:

1. University of Utah - Biosensors for Chronic Biochemical Diseases; $3,488,114; Joseph D. Andrade, Principal Investigator.

2. University of Utah - Baa Daad19-R0009 Virtual parts Engineering Research Center (Viper); $2,272,330; Richard F. Riesenfeld, Principal Investigator.

3. University of Utah - Prevention of Hemodialysis; $6,474,123; Alfred K. Cheung, Principal Investigator.

4. University of Utah - Research Center for the Science and Technology of Quasicrystal Thin Films; $10,891,235; Orest G. Symko, Principal Investigator.

5. University of Utah - Professional Development with Emerging Technologies; $3,000,000; Laura Hunter, Principal Investigator.

6. Utah State University - Teacher Absenteeism and Substitute Teacher Effectiveness; $1,366,241; Mathew J. Taylor, Principal Investigator.

C. Proposed Policy R261, *Parental Notification Regarding Alcohol and Drug Violations*. Provides guidelines for institutional policy for the notification of a student's parent or legal guardian regarding a violation by the student of laws or institutional rules governing the use or possession of alcohol or a controlled substance.

D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held December 8, 2000, at the University of Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachments

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SNOW COLLEGE
September 15, 2000

C O N T E N T S

MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
SNOW COLLEGE
EPHRAIM, UTAH

Friday, September 15

Regents Present:
Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
Jerry C. Atkin
Pamela J. Atkinson
David J. Grant
L. Brent Hoggan
Karen H. Huntsman
James S. Jardine
Michael R. Jensen
E. George Mantes
Rob Peterson
Winn L. Richards
Paul S. Rogers
Maria Sweeten

Regents Excused:
David J. Jordan

Office of the Commissioner:
Cecelia H. Foxley, Commissioner
Michael A. Petersen, Associate Commissioner for Academic Affairs
Norm Tarbox, Associate Commissioner for Finance and Facilities
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Joyce Cottrell, Executive Secretary
Harden R. Eyring, Executive Assistant
Linda Fife, Director of Academic Programs
Jerry H. Fullmer, Director of Information Systems
Nate Millward, Manager of Analytical Studies
Edith Mitko, Director of Student Services and Minority Affairs
Brad Mortensen, Director of Business and Finance
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES
University of Utah
J. Bernard Machen, President
A. Lorris Betz, Senior Vice President for Health Sciences
Paul T. Brinkman, Associate Vice President for Budget and Planning
John G. Francis, Associate Vice President for Academic Affairs
Clyde L. Bailey, Central Utah AHEC
Kimberly Wirthlin, Assistant to the Vice President for Health Sciences

Utah State University
George H. Emert, President
Craig Peterson, Acting Provost
Fred H. Hunsaker, Vice President for Administrative Services
David Cowley, Manager, Space Management, Facilities Planning
Joey A. Gale, Extension Services
Darrell E. Hart, Assistant Vice President for Facilities Management
JoAnn M. Hermansen, Family/Consumer Science Agent, Sanpete County Extension
Robert W. Hill, Professor of Biological and Irrigation Engineering
Richard W. Jacobs, Director, Budget Office
Joyce Kinkead, Associate Dean and Professor, College of Humanities, Arts & Social Sciences
R. Mark Nelson, County Director/Agriculture/Youth Agent, Beaver County Extension
H. Paul Rasmussen, Associate Dean, College of Agriculture
Lee Roderick, Director of Communications and Government Relations, Extension
Diane Reese, Director, South Central Education Center, Sevier County
Weldon S. Sleight, Associate Vice President for University Extension, Continuing Education
Patricia S. Terrell, Vice President for Student Services

Weber State University
Paul H. Thompson, President
David L. Eisler, Provost
Anand Dyal-Chand, Vice President for Student Services
Carol V. Gaskill, Director of Budget and Institutional Research

Southern Utah University
Steven D. Bennion, President
D. Ray Reutzel, Provost
Fred C. Adams, Utah Shakespearean Festival
Sterling R. Church, Vice President of Student Services
R. Scott Phillips, Utah Shakespearean Festival
Michael Reid, Director of Purchasing
Gregory L. Stauffer, Vice President of Administration/Financial Services

Snow College
Gerald J. Day, President
Larry J. Christensen, Vice President for Administrative Services
Jerold N. Johnson, Member, Board of Trustees
Larry Smith, Associate Professor of Physics
Mark Stoddard, Chair, Board of Trustees
Rick White, Vice President for Academic Affairs

Dixie State College
Robert C. Huddleston, President
William D. Fowler, Vice President, Student Services
Max H. Rose, Executive Vice President of Academics

College of Eastern Utah
Grace S. Jones, President
Raelene Allred, Vice President of Finance and Administrative Services

Charles Foust, Vice President of Academic Affairs
Gail Glover, Dean of Administrative Services, San Juan Campus
Brad King, Dean of Students
Adrien Taylor, Moab Center
Sharon Ziegler, Director, Moab Center

Utah Valley State College
Lucille Stoddard, Vice President for Academic Affairs and Acting President
Bradley J. Cook, Vice President for College Relations
Linda Makin, Budget Director
Val Peterson, Associate Vice President for College Relations
Ryan L. Thomas, Vice President for Administration and Campus Computing
Bradley A. Winn, Vice President for Student Services and Campus Planning
J. Karl Worthington, Associate Vice President for Academic Affairs
Jared P. Finch, Student Body President

Salt Lake Community College
H. Lynn Cundiff, President
Daniel Bingham, Interim Assistant to the President
Geoffrey Brugger, Dean of Continuing and Community Education
Marjorie Carson, Vice President of Academic Services
Richard M. Rhodes, Vice President of Administrative Services
J. Gordon Storrs, Master Planning Coordinator

Representatives of the Media
Matt Canham, *Daily Utah Chronicle*
Kirsten Stewart, *Salt Lake Tribune*
Maria Titze, *Deseret News*

Others Present
Shelley Ball, Brigham Young University
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debra Headden, Office of the Legislative Fiscal Analyst
David C. Jones, Attorney General's Office
Michael Kjar, Office of the Legislative Fiscal Analyst
Kelly Murdock, First Security Van Kasper
Ken Nye, DFCM
Mel Parker, Governor's Office of Planning and Budget
Vernon C. Rowley, Governor's Deputy for Education
Janeal Thornock, Brigham Young University
Rachael Wilson, Brigham Young University

COMMITTEE OF THE WHOLE

Chair Charles E. Johnson called the meeting to order at 10:45 a.m. He welcomed everyone to Snow College and excused Regent Jordan. He thanked President Day for the warmth and hospitality of his staff. He also expressed his delight with the renovation of the Noyes Building, which he described as ideal for art and cultural activities.

President Day welcomed everyone to the campus and explained that the area where the meeting was being held (Founders Hall) had been the attic of the original Noyes Building.

Report of the Commissioner

Commissioner Foxley noted that Regent Atkinson had been recognized by *Utah Business Magazine* as one of the top 25 women in health care in Utah. She informed the group of the passing of former Regent Ken Anderton's father. Flowers were sent to Ken and Jeanne on behalf of the Regents and Presidents. Chair Johnson also expressed the Regents' condolences to Regent Grant, who had recently lost both of his grand-mothers.

The Commissioner called attention to the New Century Scholarship booklet, a copy of which was in each Regent's folder. Presently, CEU/Blanding has the largest percentage of students who are graduating from high school and simultaneously completing an associate degree. A revised 2001 schedule of Board meetings was also in the folders. Commissioner Foxley asked Regents to let Joyce know right away if they have any conflicts. Unless otherwise indicated, the schedule will be adopted as printed. An article from the *Spectrum* recognizing Dixie's dental program was also in the folders for the Regents' information.

Update on Brian Brown. The Commissioner also reported that former Student Regent Brian Brown continues to recover from his bone marrow transplant. He is doing very well, and his wife, Heather, is expecting a child in January. A letter was sent to all Regents and Presidents announcing the establishment of a Brian Brown Medical Account. The Commissioner thanked those who had contributed to the account and encouraged others to help us collect $20,000 which will be Brian and Heather's share after their insurance has paid its maximum.

Report of the Chair

Chair Johnson acknowledged the announcement of President Jones' resignation as of June 30, 2001. President Jones said it had been exciting to make that decision, and that she looked forward to the accomplishment of her stated goals during the next year.

Reports of Board Committees

Finance and Facilities Committee.

University of Utah – Budget Status of Physician Assistant Program (Tab A). Chair Hoggan explained that the program began in 1971 as a non-credit, self-supporting program. In 1988 the University began offering credit, and the program has evolved to its present master's status. The University will request state funding of $400,000 for enrollment growth in the program. Chair Hoggan moved that the status of the program be changed from self-supporting to budget-related and that the University make the appropriate changes in tuition levels. The motion was seconded by Vice Chair Rogers and carried unanimously.

Utah State University – Acquisition of Western Medical Center (Tab B). Chair Hoggan noted that this facility adjoins the USU football stadium on the north. It was constructed in 1985 by a private medical group. The land is owned by the University and leased to the medical practice. Western Medical is relocating and the University is exercising its option to reacquire the building for $2.3 million, to be paid from institutional discretionary funds. It will continue to be used for a medical facility for the athletics program and Student Health Services which have previously been located in the Taggart Student Center. President Emert reported that the USU Trustees had approved the transaction. Chair Hoggan moved approval of the acquisition, seconded by Regent Grant. Chair Johnson questioned the large amount of money to come from discretionary funds. President Emert responded that a portion of funds had been set aside over the last several years for this purpose. Vote was taken on the motion, which carried unanimously.

Utah State University – Property Acquisition (Tab C). Chair Hoggan noted that the property was a five-acre parcel of undeveloped land adjoining the campus. The purchase price was $153,750, which is the appraised value. The money will come from institutional discretionary funds. The land will continue to be used for agricultural purposes. Chair Hoggan moved approval of the purchase. The motion was seconded by Regent Atkin and carried unanimously.

Utah State University – Lease Purchase of Research Park Building (Tab D). Chair Hoggan said the lease-purchase arrangement was an agreement with Tri-Park Partnership in the University's Research and Technology Park. The facility, which is important to the University's research mission, will revert to USU at the end of the term of the lease. He moved approval of the agreement. The motion was seconded by Vice Chair Rogers and carried unanimously.

Snow College – Campus Master Plans (Tab E). Chair Hoggan noted that no changes had been made to the master plan of either campus since they were last approved. He moved their approval. The motion was seconded by Regents Atkin and Grant and carried unanimously.

College of Eastern Utah – Property Acquisition (Tab F). Chair Hoggan explained that this transaction had been on a previous Board agenda. CEU would like to acquire one-third of an acre for a parking facility at the asking price of $50,000, using non-state funds. The appraisal value is $33,000. A market analysis justified the premium price by showing its relative value to the College of between $145,000 and $217,500. Chair Hoggan moved approval of the purchase. The motion was seconded by Regent Atkin. Regent Grant explained that he would be voting against the motion because he felt the price was too high. Vote was taken. The motion carried with one opposing vote.

Utah Valley State College – Campus Master Plan (Consideration of New Wasatch Campus) (Tab G). Chair Hoggan said the new campus would be located north of Heber City. He stressed that the Regents were being asked to approve the planning only. A request for a building to be funded by private donations will be made at a future time. He moved that UVSC be authorized to begin planning for their new Wasatch Campus. The motion was seconded by Regent Grant. Regent Jensen asked how much the master planning process would cost. Associate Commissioner Tarbox estimated that the cost would be less than $50,000. Vice President Stoddard said College administrators feel very positively about this move. There is much community support for the campus, which is reflected in the unusual donation. Chair Johnson recalled that in the master planning community hearings, a number of people had attended the Heber meeting and expressed their support for a local campus. Vote was taken on the motion, which carried unanimously.

Utah Valley State College – Property Acquisition (Tab H). Chair Hoggan noted that the property was one-third of an acre contiguous to the campus. The purchase price is $106,000. A home, which will be demolished, is currently located on the property. Regent Jensen asked if the appraised value included the home. Chair Hoggan replied that it did. He reminded the Board that they had previously approved the sale of some College property

to the LDS Church, proceeds of which will be used to fund this purchase. Chair Hoggan moved approval of the transaction. The motion was seconded by Regent Jensen and carried unanimously.

Salt Lake Community College – Jordan Campus Land Trade (Tab I). Chair Hoggan called attention to Replacement Tab I in the Regents' folders. The difference between the original agenda item and the replacement material was a change in the acreage. The proposal was to exchange 3.594 acres of vacant property owned by the College for 1.71 acres in three separate parcels, each containing a home, owned by the LDS Church. The Church will construct a new Institute Building on the site. Appraisal values of the two parcels are similar. When the Redwood Road Campus was first established, the College acquired 114 acres in a rectangular piece. This property completes the squaring of the campus. Chair Hoggan moved approval of the land trade. Regent Atkin seconded the motion. President Cundiff indicated that the SLCC Trustees had approved the transaction the previous day. The motion carried unanimously.

2001-2002 Non-State Funded Capital Projects (Tab J). Chair Hoggan said much time had been spent in committee discussing this item, especially the O&M request shown on Attachment B. Associate Commissioner Tarbox elaborated. Because of recent legislative actions, there are now three types of capital projects – those which need Regent approval only, those which require the approval of both the Regents and the Building Board, and those which also require legislative approval. Policy R710, *Capital Facilities*, stipulates the conditions under which the Regents will support a request for O&M funding on buildings constructed with non-state funds. Dr. Tarbox briefly explained the three types of projects and indicated the projects in each category. Chair Hoggan noted that the Jones Medical Sciences Building and the Museum of Natural History, both at the University of Utah, had not yet been constructed. The Board would be committing to support O&M funding after they are constructed. Chair Hoggan moved approval of all the projects listed. The motion was seconded by Regent Atkin and carried unanimously.

1999-2000 Spring Semester and End-of-Year Enrollment Reports (Tab K). Chair Hoggan said this item was included for the Regents' information only; no action was required.

Consent Calendar, Finance and Facilities Committee (Tab L). On motion from Chair Hoggan and second from Regent Jensen, the following items were approved:

A. OCHE Monthly Investment Report
B. UofU and USU Capital Facilities Delegation Reports
C. University of Utah – Donated Property to be Liquidated

Chair Johnson thanked Chair Hoggan for the good work of his committee in their lengthy agenda.

Academic and Applied Technology Education Committee

Chair Atkinson said the committee discussion had been quite spirited and informative. The committee discussed the method by which Regents approve and evaluate new programs. They recognized the increased work on the part of the Commissioner's staff and thanked the Presidents for bringing in outside consultants as necessary.

Southern Utah University – Bachelor of Science Degree in Athletic Training (Tab M). Chair Atkinson explained that this request came as a result of the National Athletic Trainers Association's (NATA) requirement that by 2004, all candidates for the certification examination in Athletic Training will have successfully completed an accredited entry-level athletic training education program. The University of Utah originally had concerns about this program, but they have been addressed. The committee approved the Commissioner's recommendation with

the understanding that the proposed program must undergo a successful accreditation review. Chair Atkinson so moved. The motion was seconded by Regent Clyde and carried unanimously.

Utah Valley State College – Bachelor of Science Degree in Earth Science (Tab N). Chair Atkinson noted that this program is already in process as part of the Integrated Studies Baccalaureate Degree. UVSC is in the middle of a very strong planning process. They are looking at demographics to determine the needs of students and of industry. The program capitalizes on the geographic uniqueness of Utah, which provides good opportunities for field experience. The committee had a frank discussion about whether there is a higher burden of proof on UVSC for new four-year degree programs than on the universities. It was pointed out that three other programs in Earth Science are not at maximum capacity. The committee requested that the Commissioner's Office let the Regents know how many openings there are and the trends when future programs are proposed.

It was noted that the population in Utah County has doubled in the last ten years, which promises strong support for this program. However, the committee was reminded of the Governor's challenge to double the technology, engineering and computer science courses in USHE institutions. Part of that challenge is for institutional internal reallocation. It was the feeling of some Regents on the committee that it is difficult to approve new programs until the reallocation plans from the various institutions are known as they relate to the Governor's challenge. It was suggested that no new degrees be approved until reallocation plans have been submitted. The committee voted (3-2) in favor of delaying approval of this degree until October, when the Presidents should have a better idea of their plans for reallocating resources. Chair Atkinson stressed that this decision in no way reflected on the quality of the program. She commended the good work by UVSC and the Commissioner's staff.

Chair Atkinson moved that UVSC's request for a Bachelor of Science Degree Program in Earth Science be delayed for a decision until the October meeting. The motion was seconded by Vice Chair Jardine.

Regent Rogers thanked Chair Atkinson for her comprehensive report of the committee's discussion. He asked for clarification that the program would come back to the committee in October (1) to ascertain the availability of similar offerings at the other institutions, and (2) to evaluate the effect of the Governor's challenge on UVSC programs. Vice Chair Jardine said the discussion had also touched on whether the core course should be located at all of the four-year institutions or only at UVSC. The committee's motion invited President Romesburg to meet with the committee to determine how this would affect the reallocation process. Regent Jardine acknowledged that the Presidents may not be able to give many details about their reallocation processes at the October meeting, which is only six weeks away. Chair Johnson said the Presidents should also address how they deal with under-capacity programs.

Commissioner Foxley recalled that in the statewide budget reduction/reallocation of 1986-1987, the Regents had decided not to put the programs which may be deleted "on the chopping block." She pointed out that the institutions continually reevaluate the use of their resources and cautioned about making faculty and staff nervous about losing programs. Regent Rogers requested an extended discussion in a future meeting about expanding or tightening degree programs. Vice Chair Jardine said UVSC Vice President Brad Winn had mentioned an RDI (Readiness, Demand, Impact) matrix in committee, which contributed greatly to the discussion.

Vote was taken on the motion, which carried unanimously.

Minutes of the SBE-SBR Joint Liaison Committee (JLC) Meeting held on April 25, 2000 (Tab O). Chair Atkinson briefly reviewed the items of interest to higher education and reported that the committee had moved to approve the actions and recommendations contained in the minutes. She moved that the Regents give the same approval. The motion was seconded by Regent Atkin and carried unanimously.

Information Calendar, Academic and Applied Technology Education Committee (Tab P). Chair Atkinson said the presentations made to the committee on both of the proposed changes were excellent. She commended Weber State University for making sure all students in the Computer Numerical Control (CNC) Machinist Certificate Program could complete the requirements before the program was discontinued.

Consent Calendar, Academic and Applied Technology Education Committee (Tab Q). On motion by Chair Atkinson and second by Regent Sweeten, the Board unanimously approved the following items on the committee's consent calendar:

A. University of Utah – Reinstatement of the Bachelor of Science Major in the Department of Special Education, College of Education.

B. Utah State University – Doctorate of Education Degree (Ed.D.) Program through Telecommunications. (Chair Atkinson noted that this would require a legislative appropriation of $390,000.)

Chair Johnson thanked Regent Atkinson for her excellent summary.

General Consent Calendar

On motion by Regent Hoggan and second by Vice Chair Clyde, the following items were approved on the General 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.

Discussion of Master Planning Issues

Applied Technology Education (ATE)

Chair Johnson invited Assistant Commissioner Wixom to summarize the discussions of the Legislative ATE Task Force. Dr. Wixom said the task force had been reviewing presentations made by higher education and public education as well as business and industry representatives. At the last meeting, the task force focused on a number of options. They ended up with three they will continue to study: (1) Consolidate the State Board of Education and the State Board of Regents. (2) Separate ATE on the basis of adults and secondary students. Higher education has recommended this approach in their presentations, believing that ATE programs for adults should be governed by the Board of Regents and secondary students by the Board of Education. (3) Strengthen the Joint Liaison Committee (JLC) and give that committee some authority to govern certain aspects of ATE. The next meeting of the task force will be Monday, September 25 at 1:00 p.m. in room 303 of the Capitol. President Bennion added that the spirit of the discussions had included the understanding that ideas for the other options would also be considered.

Regent Rogers said he felt the modified JLC approach could be acceptable if there were a clear policy statement that funds would flow through higher education. Chair Johnson said the issue of differences in funding policy had been highlighted, and if a disparity of funding is shown, funding policies need to be reconciled. Dr. Wixom said a decision/solution to the situation regarding Wasatch Front South and the three ATCSRs was also necessary. With the additional powers for the JLC and funding issues resolved, we would have made some progress, but power without funding will not accomplish as much.

Commissioner Foxley commended the Presidents and Regents for the time and efforts they have given to ATE discussions. They have attended planning sessions with the Commissioner's staff and Legislative ATE Task Force meetings and have helped with developing presentation materials. She gave particular thanks to Chair Johnson, Vice Chair Clyde, Regent Atkinson, Regent Mantes, and Regent Sweeten for their visibility in the Legislative ATE Task Force meetings.

Tuition and Financial Aid

Chair Johnson referred to Attachment 3 to Tab S and briefly reviewed the items which had been approved and those which were still being discussed by the group. He clarified that tuition would be included in a funding formula similar to the weighted pupil unit (WPU) used by public education. This would be an across-the-board tuition increase which would apply to every institution and which will roll into the funding formula and become the tuition source for the state funding formula. In addition, with Board approval, certain institutions would

be allowed to increase tuition above this amount in select programs. This would require agreement within the Appropriation Act and could be expressed in Legislative intent language.

In discussing non-resident tuition, the 3.5 multiplier arose and was discussed at length. At Snow the rate is actually 4.9. It was agreed that the 3.5 multiplier was not an absolute but a minimum. Allowances will be made for something above the minimum, based on flexibility. In discussing the definition of residency status, the committee charged the Commissioner's Office to work more closely with the institutions for consistency. The committee also felt that the formula for statutory non-resident tuition waivers should be computed by percentages rather than actual number. However, no changes were recommended because of the other work of the committee. The task force is still considering the standardization of plateaus in USHE tuition schedules.

Chair Johnson reported substantial discussion of financial aid at the last task force meeting. The committee heard that for every dollar tuition is raised, 36 cents must be applied to financial aid to cover student needs. This could have an impact on the part-time to full-time student ratio. Regent Atkinson requested further information from the Commissioner's Office about the proportion of financial aid increases to tuition increases. Regent Rogers commented that if evidence becomes persuasive to the committee of an adverse impact on student enrollment at our institutions, the Regents may have to look at restricting entrance requirements.

Vice Chair Clyde mentioned an editorial column in a recent *Newsweek* which was written by a University of Utah student who paid her own way through college and still graduated with a 4.0 GPA. The writer credited her mother with teaching her to be independent. She offered to send the column to the Commissioner's Office for distribution to the Regents and Presidents.

Formula Funding

Chair Johnson reported a spirited discussion in the last meeting because enrollment growth has been steadily increasing in higher education, while growth in public education has been minor. He said he was confident that our funding formula would work. It will be explained to the Legislative Higher Education Appropriations Committee at its September 26 meeting.

Service Area Education Coordination Plans

Vice Chair Clyde, who chairs the task force, said this relatively new task force includes representation from Regents, Trustees and USHE institutions, with good assistance from the Commissioner's Office. At their most recent meeting, the group heard an excellent presentation from President Jones on CEU's alliance with USU. They expect to receive a thorough report on southwestern Utah and other areas of the state in their next meeting, which will be held on November 9. Regent Clyde said she would make a more detailed report in the December Board meeting.

Regent Atkin asked again about a ten-year building plan. Associate Commissioner Tarbox said we have committed to work with the Building Board in developing such a plan. We have also requested a discussion with them at our December meeting.

2001-2002 Budget Hearings – Statewide Programs

Commissioner Foxley said these programs had been put on the agenda for the Committee of the Whole because they are statewide programs.

Utah State University – Extension Cooperative Education Agriculture Experiment Station. President Emert said Vice President Gilliland, who would normally be making this presentation, had recently been

hospitalized with hepatitis. He asked Associate Vice President Sleight and Associate Dean Rasmussen to make the report to the Regents.

Dr. Sleight pointed out that its agricultural land grant mission and extension service are part of USU's mission. Institutional budgets are based primarily on FTEs. Cooperative Extension Service (CES) and the Agricultural Experiment Station (AES) do not have FTEs. Their budgets are funded through state and federal funding and through grants and contracts. They also receive private funding to support the Experiment Station. State funding for the two programs this year is $21 million, yet the contributions made and the needs of these programs are routinely overlooked by the System and the Legislature. Fiscal notes have been used to meet the needs. For example, the agencies are charged to educate restaurant owners and food service workers but receive no state funding for the training they provide.

USU officials held 40 hearings in 1999 to listen to the needs of the people in rural Utah. They found that in rural Utah, as in urban Utah, the top concern is survival of the family within the current economic restraints. At the same time the population of the state has doubled, AES and CES have only added five faculty positions. Dr. Sleight and Dr. Rasmussen asked the Regents to consider a way of funding these two programs. They recommended consideration of the UEN model and noted that this is the top priority of the Utah Farm Bureau this year.

President Emert said the AES and CES were struggling greatly to do what they have been asked to do without adequate funding. They have not previously had an opportunity to be heard.

University of Utah – Medical Education and University Hospital

Senior Vice President Betz gave a brief slide show presentation which showed that total expenditures of the Health Sciences Center (HSC) have increased considerably in the past decade, while state support has remained flat. He outlined the financial challenges of the HSC and the School of Medicine and their respective revenue sources. He discussed the impact of the Balanced Budget Act on Medicare funding and explained how it had negatively affected the University Hospital and Clinics. When compared to all 74 public medical schools in the United States, the UU School of Medicine is 64th in state support dollars received.

Dr. Betz called attention to the major buildings in the Health Sciences Center, most of which are over 20 years old. Of the newer buildings, nearly all are self-funded. A recent infrastructure study of the School of Medicine Building showed life safety hazards, health and safety issues, and obsolete electrical and communication systems. Cost of reinforcement and/or renovation of the building is estimated at $136 million to $190 million, while the replacement cost is estimated at $159 million.

President Machen joined Dr. Betz in urging the Regents to support critically needed funding for the Health Sciences Center and School of Medicine.

Adjournment

President Day explained the locations of the various luncheon meetings. Chair Johnson thanked him and his staff for their gracious hospitality throughout the day.

Following lunch, the Regents met in two groups for institutional budget hearings and adjourned directly from the individual groups at approximately 4:00 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

MINUTES OF SPECIAL MEETING
UTAH STATE BOARD OF REGENTS
VIA CONFERENCE CALL
September 28, 2000

C O N T E N T S

MINUTES OF SPECIAL MEETING
UTAH STATE BOARD OF REGENTS
September 28, 2000
via Conference Call

Regents Participating:
Charles E. Johnson, Chair
Aileen H. Clyde, Vice Chair
David J. Grant
L. Brent Hoggan
James S. Jardine
Michael R. Jensen
E. George Mantes
Winn L. Richards
Paul S. Rogers

Regents Excused:
Jerry C. Atkin
Pamela J. Atkinson
Karen H. Huntsman
David J. Jordan
Robert W. Peterson

Office of the Commissioner:
Cecelia H. Foxley, Commissioner
Michael A. Petersen, Associate Commissioner for Academic Affairs
Norm Tarbox, Associate Commissioner for Finance and Facilities
Joyce Cottrell, Executive Secretary
Brad Mortensen, Director of Business and Finance

Institutional Representatives:
J. Bernard Machen, President, University of Utah
George H. Emert, President, Utah State University
Lynn E. Janes, Associate Vice President for Administrative Services, Utah State University
Paul H. Thompson, President, Weber State University
Steven D. Bennion, President, Southern Utah University
Gerald J. Day, President, Snow College
Robert C. Huddleston, President, Dixie State College
Grace S. Jones, President, College of Eastern Utah
Lucille Stoddard, Vice President for Academic Affairs, Utah Valley State College
H. Lynn Cundiff, President, Salt Lake Community College

Representatives of the Media:
Angie Parkinson, *Spectrum*
Kirsten Stewart, *Salt Lake Tribune*
Maria Titze, *Deseret News*

Others Present:
Kent Dee Beers, Capital Budget Manager, DFCM
Richard E. Byfield, Director, DFCM

Kenneth E. Nye, Program Director, DFCM
Mel Parker, Governor's Office of Planning and Budget

Chair Johnson and Commissioner Foxley greeted everyone and asked Secretary Cottrell to call the roll. After the establishment of a quorum, the meeting was called to order at 3:03 p.m.

2001-2002 Capital Development and Land Acquisitions Priorities

Chair Johnson asked Associate Commissioner Tarbox to review the Results of the Qualification and Prioritization (Q&P) Process (Attachment A) which had been faxed to all Regents and Presidents. Dr. Tarbox said the list was presented to the Regents as advice on prioritizing USHE capital development projects. Points were awarded the projects in five categories: (1) Q points, for space needs based on five-year enrollment and employment projections, (2) O&M points, awarded for projects which obtain non-state funded O&M endowments, (3) Other Funds points, for projects funded partly by non-state funds, (4) Life Safety points for renovation or replacement projects with "very significant legal and/or health/life safety risks," and (5) Function points, which are priority points assigned by the institutions. The process is intended to be as objective and analytical as possible.

Only one priority project submitted to the 2000 Legislature received full funding. Two other projects that received partial funding remain on the list. Thus, the list of projects remains very consistent from last year. Dr. Tarbox noted that the average score this year is substantially higher than the scores were last year. The top ten projects last year averaged 65 points; this year the top ten projects average 72 points. This is caused by the reduced amount of capital funding the state has provided.

Regent Hoggan asked how many of these projects the Regents could realistically expect to receive state funding this year. Commissioner Foxley referred to Attachment B, which showed the cost estimates and square footage for each of the 14 projects. She reflected that funding in recent years has been very lean. However, there have been years when five or six projects were funded. It will depend on the 2001 Legislature's willingness to bond and the number of projects they are willing to fund. There is obvious need for every one of the projects on the list. The Building Board has been very good to try to respect the Regents' priorities. She said one of the complexities of the Q&P process is prioritizing the projects which are not located on the institutions' main campuses, for example, Weber's Davis County facility.

Regent Hoggan asked if all the Presidents had reviewed the priority list. Commissioner Foxley said the Presidents received the list earlier in the day and had met via conference call that morning. It was discouraging for most Presidents because of importance of all of the projects.

President Emert said he was supportive of the list as it was proposed. He urged the Regents and other Presidents to encourage the Legislators to give critical attention to capital facilities in higher education this year. We need funding for eight or nine projects, not just three or four. He noted that the USU Engineering Building had been shown as a $31+ million project last year and was listed this year at $23 million. USU has received pledges for $10 million for additional space. He asked that the pledged support be calculated into the Q&P process. Commissioner Foxley said her understanding was that USU's project had been separated into two structures – a renovation of the existing building and a new structure – with a connecting passage between the two.

Associate Commissioner Tarbox said if the Engineering Building were to be considered as a single project, fund-raising or a solid pledge would be required to be in place to qualify for extra points in that category. He said it was his impression that there were staging issues whereby both projects could not

proceed at the same time. He pointed out that in their last meeting, the Regents had approved a list of non-state funded projects, which included $10 million for the new portion of the USU Engineering Building. The two projects have been treated as separate. Commissioner Foxley indicated it was her understanding that USU officials consulted with DFCM staff in deciding to separate the two projects.

Mr. Beers said in DFCM's opinion, the project was different than proposed last year. Last year it was a combined laboratory and classroom building; this year it is strictly a classroom building. USU had separated the project when the laboratory building came through on the non-state funded list. President Emert said he would consult with his staff and examine alternative approaches.

President Cundiff said most Presidents could make an argument in order to move a project forward on the list. He expressed that a better approach would be to stress to the Legislators that all these projects are needed and that everyone should work together to raise money to fund them. President Bennion agreed with President Cundiff and recalled Representative Adair's challenge that the Regents and Presidents strategize to help eliminate the backlog of projects which do not receive funding.

Chair Johnson asked President Machen about the adaptive reuse of the Fine Arts Building at the University of Utah. He asked if it could be broken into several parts to get some sections below $1 million to qualify for AR&I funds. President Machen said it was possible. He is also trying to get private support. Without funding, the building will be boarded up. He said the proposed list was fair and cautioned about rearranging projects on the list.

Regent Rogers moved that the Regents approved the proposed priority list for submission to the State Building Board on October 4. The motion was seconded by Vice Chair Clyde.

Regent Richards expressed his concern that Weber's Wasatch Campus was ranked #9 on the priority list when Davis County is so badly underserved in higher education. Commissioner Foxley stated that WSU had received $50,000 this year for planning the campus. It is still at the top of the ranking for projects away from the institutions' main campuses. Regent Rogers pointed out that this is why we need to work aggressively for a much larger bond next year.

Vote was taken on the motion, which passed unanimously. Commissioner Foxley said she and Associate Commissioner Tarbox, together with the Presidents, would present the approved priority list to the State Building Board on October 4.

Mr. Beers clarified that neither he, Director Byfield nor Mr. Nye had entered into a conversation with USU officials about separation of their Engineering Building project. It was sent separately from USU. The issue had been raised previously when Mr. Beers had represented it as the same project as last year and was corrected by USU officials. Commissioner Foxley apologized for the misunderstanding. She will work with President Emert to ensure that his concerns are taken into consideration.

Regent Grant requested that the Commissioner and her staff review the points assigned to the USU Engineering Building, and if a change is required that one be made. The other Regents agreed. Commissioner Foxley assured the Regents that would be done.

Appointment of Associate Commissioner for Public Relations

Commissioner Foxley announced that Dave Buhler had been appointed as the Associate Commissioner for Public Relations. Mr. Buhler will begin in early November. She said she was very pleased

he had accepted the position, and felt he will be a great representative and champion for all the institutions and for the system as a whole.

Chair Johnson commended Commissioner Foxley for making this addition to her staff. He said Mr. Buhler had demonstrated his ability to work on both sides of the aisle while he served in the Legislature. Regent Rogers agreed that he would be an effective addition to the Commissioner's staff. Regent Mantes concurred that it was a good choice, saying that Mr. Buhler was a good friend of higher education.

Commissioner Foxley said her office would issue a press release about the appointment the following day.

Adjournment

Chair Johnson thanked everyone for arranging their schedules to enable them to participate in the conference call. The meeting was adjourned at 3:40 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved