

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

May 31, 2002

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
Board of Regents Building, The Gateway
60 South 400 West
Salt Lake City, Utah 84101-1284**

AGENDA
BOARD OF REGENTS MEETING
WEBER STATE UNIVERSITY
SHEPARD UNION BUILDING
May 31, 2002

7:30 a.m. - EXECUTIVE SESSION MEETING – STATE BOARD OF REGENTS
8:00 a.m. Room 417 (Next to Sky Room)

8:00 a.m. - BREAKFAST MEETING – STATE BOARD OF REGENTS,
9:30 a.m. WEBER STATE UNIVERSITY BOARD OF TRUSTEES,
PRESIDENT THOMPSON, COMMISSIONER FOXLEY
Sky Room (east section)

- Open Meeting
- Executive Session

9:30 a.m. - MEETINGS OF BOARD COMMITTEES
11:00 a.m.

Academic and Applied Technology Education Committee
Rooms 347-348

ACTION:

1. Utah State University – Doctorate in Audiology Tab A

DISCUSSION:

2. Proposed Letter of Intent to be included in Policy R401, *Approval of New Programs, Program Additions or Program Changes* Tab B
3. Programs under consideration Tab C

INFORMATION:

4. Information Calendar, Academic & ATE Committee Tab D
- A. University of Utah
- i. Graduate Certificate in Ethics and Public Affairs
 - ii. Graduate Certificate in Mechatronics
 - iii. Graduate Certificate in Business Studies
- B. Utah State University
- i. Name Change from Technical Writing Emphasis to Professional and Technical Writing Emphasis
 - ii. Change of Emphases within the Theatre Arts Department
 - iii. Name Change from Women’s Studies Program to Women and Gender Studies Program
 - iv. Name Change of Teacher Education Degree from Industrial Teacher Education to Technology and Industrial Education

- v. Expansion of the Management Minor to a Certificate in Leadership for students with majors outside the College of Business
 - vi. Department of Industrial Technology and Education Emphases Name Changes
 - vii. Program Name Changes
- C. Weber State University – Name Change from the Office of Grants and Contracts to the Office of Sponsored Projects
- D. Utah Valley State College
- i. Integrated Studies Emphasis
 - ii. Name Change from the Department of Social/Political Science to the Department of History and Political Science
 - iii. Discontinued programs

CONSENT:

5. Consent Calendar, Academic & ATE Committee
- A. University of Utah – Distance-based Option for the Ph.D. Degree in Nursing
 - B. Utah State University – Reorganization of the College of Natural Resources
 - C. Weber State University
 - i. Delivery of the RN to BSN Program via the Internet
 - ii. Approval to offer last two years of the Bachelor of Science Degree in Construction Management (BS-CMT) on Salt Lake Community College Campus in Salt Lake City
 - D. Southern Utah University
 - i. Department of Languages and Literature into the Department of English and the Department of Foreign Languages and Humanities
 - ii. Reorganization of the Department of Business by making three divisions into the following three departments: Accounting and Information Systems, Economics and Finance, and Management and Marketing
 - E. Utah Valley State College
 - i. Move the Department of Multimedia Communication Technology (MCT) to the School of Computer Science and Engineering Technology
 - ii. Emphasis in Business/Marketing Education as a Secondary Education Endorsement and Certificate Program
 - iii. Creation of the School of Education (currently the Department of Education), Child and Family Studies, which is a part of the School of Humanities, Arts and Social Science
 - iv. Move the Department of Environmental Technology from the School of Technology, Trades, and Industry to the School of Science and Health

Tab E

Finance and Facilities Committee
Rooms 338-340

ACTION:

- | | |
|---|-------|
| 1. Utah State University – Research Revenue Bonds Issue | Tab F |
| 2. Weber State University – Campus Master Plan | Tab G |
| 3. Utah Valley State College – Property Exchange | Tab H |
| 4. USHE – Proposed Revisions to Policy R561, <i>Accounting and Financial Controls</i> | Tab I |
| 5. Proposed Revisions to Policy R510, <i>Tuition and Fees</i> | Tab J |

INFORMATION:

- | | |
|---|-------|
| 6. USHE – 2002-2003 Final Capital Improvement Allocations | Tab K |
| 7. USHE – Audit Review Subcommittee Report | Tab L |
| 8. UHEAA – Board of Directors Report | Tab M |

CONSENT:

- | | |
|---|-------|
| 9. Consent Calendar, Finance and Facilities Committee | Tab N |
| A. UofU and USU Capital Facilities Delegation Reports | |
| B. USHE – 2002-2003 Initial Work Programs | |
| C. OCHE – Monthly Investment Report | |

11:00 a.m. -
12:00 noon

MEETING OF COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD OF REGENTS
Ballroom A-B

- | | |
|--|-------|
| 1. Replacement Policy R801, <i>Equal Opportunity and Nondiscrimination</i> | Tab O |
| 2. Engineering, Computer Science and Technology Initiative | Tab P |

12:00 noon -
1:30 p.m.

LUNCHEON MEETING TO HONOR REPRESENTATIVES
AFTON BRADSHAW AND GERRY ADAIR
Gallery

1:30 p.m. -
3:30 p.m.

COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD (continued)
Ballroom

3. Report of the Chair
4. Report of the Commissioner
5. Reports of Board Committees
 - Academic and Applied Technology Education Committee (Tabs A - E)
 - Finance and Facilities Committee (Tabs F - N)

- | | |
|---|-------|
| 6. Report on results of May 22 Special Legislative Session | |
| 7. Proposed Revisions to Policy R120, <i>Bylaws of the State Board of Regents</i> | Tab Q |
| 8. General Consent Calendar | Tab R |
| 9. Master Planning 2002 | |
| 10. Election of Chair and Vice Chair | |

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Projected times for the various meetings are estimates only. The Board Chair retains the right to take action on either day. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180, or at 801-321-7124, at least three working days prior to the meeting. TDD # 801-321-7130.

MEMORANDUM

May 22, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University's Request to Offer a Doctorate of Audiology Degree – Action Item

Issue

Officials from Utah State University (USU) request permission to offer a Doctorate of Audiology Degree Program (AuD) beginning Fall, 2002. New accreditation requirements issued by the American Speech-Language-Hearing Association (ASHA) specify that over the next several years, the entry-level requirement for the field of Audiology will be at the doctoral level.

Background

Utah State University has been involved in preparing clinicians in Audiology for over thirty years. Its Bachelor's and Master's programs have produced graduate clinicians to work in the areas of speech, hearing, and communicative disorders in public schools and clinical settings. These programs have been accredited by the American Speech-Language-Hearing Association (ASHA).

Over the last several years, ASHA determined that audiology students should move from master's to doctoral-level training as the entry-level requirement within the profession. USU's current Master's Degree Program in Audiology will add one year of coursework, one year of intensive clinical practicum, and a doctoral-level clinically-related project to meet the requirements currently recommended for the AuD by ASHA and the American Academy of Audiology (AAA). The new AuD students would graduate with a minimum of 90 graduate semester credit hours. It should be noted that master's prepared graduates will still be able to obtain a license to practice until 2007, the year the transition to the doctorate begins.

USU expects to discontinue the master's-level program and fold the current students into the proposed doctoral program so that they meet entry-level qualifications. A survey of the students now in the Master's Program indicates that of the six students in their final semester, four would move to the AuD and two would not. Of the first year Master's students surveyed, all six want to enter the proposed AuD. Therefore, ten students would enter the proposed program. Six additional students have expressed interest in entering the proposed program as well. USU is able to begin the proposed program without additional resources. A combination of federal special education support, institutional funding, and private donors is expected to fund the proposed program.

As of March, 2002, there were no pre-service AuD Programs in the western United States (see Appendix A).

Policy Issues

After the Doctorate of Audiology was proposed, officials at the University of Utah (U of U) expressed concerns regarding clinical placement of students and their own efforts to develop an AuD. To understand their differences, representatives from both institutions met. They reviewed clinical placement sites and agreed to work together to facilitate placement for all doctoral students. In addition, other areas of collaboration emerged. Both institutions will assure that students would be able to transfer between both programs. All issues were resolved and the officials from the U of U support USU's AuD Degree proposal.

The cost of maintaining the proposed program is \$160,720. USU officials expect that once the students move to the doctoral level, federal funding for special education, administered through the Utah State Office of Education, would more than cover program expenses. If external funding sources are needed, they will be sought.

Options Considered

After the Regents have reviewed the proposal from Utah State University to offer a Doctorate of Audiology Degree, they may raise issues, request additional information, deny the proposal, or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the request from Utah State University to offer a Doctorate of Audiology, raise questions, and, if satisfied, approve the request at the May Board meeting.

Cecelia H. Foxley, Commissioner

CHF/PCS
Attachment

ACADEMIC AND APPLIED TECHNOLOGY EDUCATION COMMITTEE

Action Item

Request to Offer a Doctorate of Audiology

Utah State University

Prepared for
Cecelia H. Foxley
By
Phyllis C. Safman

May 22, 2002

SECTION I

The Request

Officials in the Department of Communicative Disorders and Deaf Education (ComDDE) seek to implement a four-year, post-baccalaureate, Doctor of Audiology (AuD) Degree Program at Utah State University beginning in the Fall of 2002.

SECTION II

Program Description

Complete Program Description. The Doctorate of Audiology (AuD) Degree is a four-year post-baccalaureate pre-service residency program. Students completing the AuD are specifically prepared for entry into professional practice as audiologists. The proposed program would be accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA) and would be approved by the Utah State Office of Education. Students completing the AuD curriculum would be eligible for certification from ASHA, board certification from the American Academy of Audiology (AAA), and licensure from the Utah State Office of Education and the Utah Division of Occupational and Professional Licensing. The AuD Degree requires a minimum of 90 credits beyond the baccalaureate degree. Required courses can be found in Appendix B. It should be noted that while the curriculum described in Appendix C gives course titles only. However, this coursework will result in students meeting measurable outcomes and competencies as outlined by ASHA and AAA (See Appendix D).

Purpose of the Degree. The primary objective of the AuD is to develop clinical and professional proficiency. A major goal is to produce audiologists who are competent in providing the wide array of services and skills associated with the practice of audiology.

Admission Requirements. Students seeking the AuD must have a baccalaureate in audiology, speech-language pathology, speech and hearing sciences, communication disorders, or a related field from an accredited institution. Students must have an overall cumulative grade point average (GPA) of no less than 3.0 on a 4.0 scale and must have a grade of "B" or better in all speech and hearing undergraduate coursework. Potential students must have taken the Graduate Record Examination (GRE) within the past five years and earned a combined minimum score of 1000 on the verbal and quantitative subtests. Three letters of recommendation must accompany the application for admission.

Student Advisement. A temporary advisor would be appointed to work with each AuD student who is admitted. Subsequently a standing committee comprised of at least five faculty members with doctoral degrees would be assigned to advise the student. At least four committee members would be from within the Department, and at least one would be from outside the Department. The committee would advise the student throughout the AuD Program, specify the student's program of study, approve the student's proposed project, supervise the student's research work, project preparation, comprehensive examinations, and conduct the written and oral final examinations.

Justification for Number of Credits. ASHA, the national accrediting agency for Audiology, has set forth the guidelines for accreditation of the AuD. Seventy-five post-baccalaureate semester credit hours are mandated in the certification requirements. In addition, the American Academy of Audiology, a potential future accrediting agency, also has mandated a similar curriculum. The proposed AuD curriculum outlined in this document requires students to complete a minimum of 90 semester hours of coursework.

External Review and Accreditation. The proposed AuD curriculum (see Appendices B and C) has been designed according to ASHA and the AAA guidelines. The current Master's Degree curriculum at Utah State University is fully accredited by the Council on Academic Accreditation (CAA) of ASHA. It is anticipated that accreditation of the AuD would be secured through one or both of the above-mentioned agencies.

An external advisory board would be established as part of the implementation of the AuD. The board will consist of current and past professionals in the field of Audiology and other related fields. In addition, selected community, University, and state officials would be invited to serve on this board. In an advisory capacity, this board may serve a number of purposes. For example, it may assist in curriculum planning, establishment of off-campus extern sites, funding opportunities, and recruitment of students, faculty, and staff.

Projected Enrollment. In the fall of 2002 the Master's Degree at USU would be discontinued and all new students would begin matriculation through a four-year AuD curriculum. Students currently enrolled in the Master's Program may elect to terminate studies at the master's level as outlined in Appendix E. With the initiation of the proposed AuD, it is anticipated that ten students would transition from the current Master's Degree Program to the proposed AuD Program. The AuD coursework would be modified to accommodate these students. The AuD Program would accept a minimum of six students for graduate training in Audiology each year. Thus, when fully implemented there would be a minimum of 24 students in the proposed program. Current projections are that 16 students would enter the program, if approved, this Fall. Appendix F illustrates projected enrollment through the initial years of the AuD.

Expansion of Existing Program. The proposed AuD Program is not an expansion of an existing program. Certain aspects of the current Master's Degree curriculum would be modified and expanded in the development of the proposed AuD Program. These modifications would be in the form of depth and breath of curriculum, expanded off-campus clinical training, additional off-campus supervisory resources, and updated equipment.

Faculty. The current faculty at USU (see Appendix G) is adequate for staffing the proposed AuD Program with the addition of a full-time clinical supervisor. A careful analysis of the load placed on the Department indicates that all of the current courses that are offered by the audiology faculty at the undergraduate level could be maintained. The AuD Program would have no impact on speech-language pathology and deaf education faculty resources and workload. Each of the audiology faculty has committed to teach three courses per semester, and a Ph.D. emeritus faculty member would teach one doctoral-level course per year for the Department.

Staff. Support staff for the proposed AuD Program would be adequate with the addition of a full-time clerical position.

Library. The Utah State University Science and Technology Library holdings are adequate to meet the basic needs of the proposed AuD Program. However, additional publications would enhance the depth and scope of learning of doctoral candidates. Listed in Appendix H are three groups of journals in order of priority.

Learning Resources. The newly remodeled ComDDE building and other current physical facilities are adequate for implementing the proposed AuD Program. The majority of instrumentation and equipment available in the USU Audiology Clinic is adequate. However, the ASHA Council on Academic Accreditation strongly recommended at the conclusion of its site visit in 2000 that the vestibular and evoked potential equipment be upgraded. It is estimated that \$50,000 would be needed to accomplish this task. Expenditures for updating audiological equipment and computers to support technological advances would be an ongoing budgetary need.

SECTION III

Need

Program Necessity. Utah State University has offered a Master's Degree in Communicative Disorders since 1947. Communicative disorders is comprised of two different professional entities: speech-language pathology, and audiology. Until the 1960s, students receiving the Master's Degree in Communicative Disorders could function either as a speech-language pathologist or an audiologist. Although the services provided by the two professions were not the same, the two fields were sufficiently related that the training for both was accomplished in a single combined curriculum and degree program.

As the two professions developed and their related technology and knowledge bases expanded, separate professional certification standards were developed and implemented by ASHA. These certification standards have dictated the nature of the training in the two separate clinical certification programs. The Department of ComDDE at Utah State University currently offers a single master's degree, but the graduate course content in speech-language pathology is markedly different from the graduate course content in Audiology. Students receiving the master's degree meet the ASHA requirements for either the Certificate of Clinical Competence in speech-language pathology (CCC-SLP) or in Audiology (CCC-A).

The technology and the knowledge base in Audiology have continued to expand at an increasing rate in recent years. It has become apparent that, due to time constraints, the breadth and depth of information and clinical exposure necessary for entry into the profession can no longer be provided within the context of the master's degree. As a consequence, the national standard for entry into the profession is a Doctorate in Audiology.

At the November 1993 national convention of the American Speech-Language-Hearing Association, the Legislative Council passed a resolution that will require new entrants to the profession of Audiology to complete a doctoral degree by 2012. The transition period begins in 2007. In 1997, ASHA published standards for academic and clinical training for the AuD. The AAA, the Academy of Rehabilitative Audiology, and the Academy of Dispensing Audiologists all support implementation of the AuD.

Several reputable accredited training programs currently offer an AuD or are developing an AuD Program. The national trend is for continued development of AuD Programs. Employers report that USU

audiology graduates are better prepared for professional practice than many graduates from other training programs.

Labor Market Demand. At the present time there is a marked increase in the demand for health related professionals. For example, training programs in nursing, pharmacy, social work, medical technology, speech-language pathology, as well as Audiology, are having difficulty producing the required number of needed professionals. The need for additional health professionals is anticipated to carry over for the next 25 to 30 years due to increases in the aging population. (See Appendix I).

The two public research universities in Utah, USU and the U of U, both have offered graduate education for audiologists since the 1940s. Additionally, a third private university, Brigham Young University, has recently ceased the graduate program in Audiology. Thus, only two master's programs rather than three will exist in Utah. The audiology faculty from both universities include individuals with national and international reputations and who have demonstrated a serious commitment to the clinical practice of Audiology.

In order to fill state and regional needs for audiologists and to maintain USU's mission to educate professionals to serve the needs of individuals with hearing, speech, and language disorders, it is critical that both programs maintain accredited Audiology Programs that upgrade to the AuD.

Student Demand. At the present time, USU admits approximately six new students each year to the two-year Master's Degree Program in Audiology. In recent years, these students have been selected from an applicant pool of 20 to 25. With the change of the professional entry-level degree requirement to the AuD, and a reduced number of available doctoral programs, the demand for doctoral-level training will likely increase the number of applicants for the proposed program.

In addition, USU plans to join the Audiology Matching Program (AMP). This is a "national program that 'matches' 4th-year students from university programs to dynamic clinical sites that have declared a commitment to the education of audiology students." (*Audiology Today*, March/April, 2002, pp. 46-47.) This follows the model for medical students who, upon graduation, are "matched" to residency training sites. Under the AMP program all participating universities are linked to all participating externship sites.

Similar Programs. Since both the ASHA and AAA have approved the AuD as the entry-level degree in Audiology, several universities have initiated training in support of this degree. While there are several institutions now offering the AuD, there are no pre-service AuD programs in the western United States. Based on the number of requests received from prospective students interested in finding an AuD Program, it is apparent that an AuD in the western United States is needed.

Currently there are doctoral level programs in Audiology offering a Ph.D. However, the AuD and the Ph.D. are two distinctly different degrees and therefore require two distinctly different training programs based upon two distinctly different philosophies. The AuD is a clinical doctorate program in which the student would be trained to provide clinical services to patients. The Ph.D. is a research doctorate in which the student is trained in research that adds to the knowledge base of the profession. AuD training would follow the route established by other professional degree programs such as dentistry, optometry, and podiatry. AuD programs are shaped by the needs of the profession, and students are specifically prepared to meet those professional needs.

Collaboration with and Impact on Other USHE Institutions. The Department of ComDDE has a history of collaborating with other USHE institutions. In the past ComDDE has collaborated in developing a cooperative training program with Southern Utah University and is currently collaborating with Dixie State University in developing an undergraduate speech-language pathology degree. Based on this history, it is anticipated this inter-institutional cooperation will be continued as needed.

USU has been and will continue to be in direct contact with University of Utah counterparts with the intent of establishing and maintaining mutual support and collaboration in development and implementation of an AuD program at each institution. USU acknowledges that the University of Utah is proceeding to make a similar proposal to the Board of Regents for approval of an AuD program. USU is fully supportive of the development of an AuD program at the U of U and would assist in whatever way possible, including curriculum development, resource sharing, and externship site coordination. As there are few emerging AuD programs in the western United States, it would be in the best interests of Utah and neighboring states to have two strong in-state AuD programs. As demonstrated in the attached map (Appendix A) there is a large catchment area from which to recruit students, thus both institutions would be able to fill the void in AuD programs in the west. The implementation of the AuD program at USU would have a mutually beneficial impact on the development of a similar program at the U of U.

To date there have been minimal conflicts with other institutions in Utah vying for the same off-campus clinical sites. While there would continue to be a need for externship sites for both institutions, no conflict is anticipated. Appendix J lists the existing off-campus sites established by USU as well as an initial list of additional proposed sites.

Benefits. The benefits provided by this program are to infuse Utah, the Intermountain region, and the nation with a corps of highly competent professionals who would meet the needs of a rapidly aging population. This cadre of professionals would greatly enhance the level of service provided to all segments of the population in hearing health care.

Consistency with Institutional Mission. The proposed AuD Degree Program is in complete alignment with the mission, role, and goals of the Department of Communicative Disorders and Deaf Education (ComDDE). These are to provide programs of specialized education and clinical competency leading to satisfying professional careers, and to provide superior service to persons with communicative disorders. USU, a Land Grant institution, is committed to the higher educational needs of the people of the State. The entire faculty of the Department of ComDDE, and all upper-administration officials have unanimously approved the offering of the clinical Doctorate of Audiology Degree. The Department has been encouraged at all levels to proceed with the preparation and submission of this proposal.

SECTION IV

Program and Student Assessment

Program Assessment. The Department of ComDDE has been engaged in the formal and informal evaluation of its training program for many years. Evaluation is provided for each facet of the program, including the undergraduate degree program, the graduate degree program, the continuing education program, the special project program, USU Speech-Language-Hearing Center, departmental administration, and departmental interface.

The evaluation of the proposed AuD Program has been and would be accomplished using both formative and summative evaluation formats. The formative evaluation was accomplished using a zero-base evaluation of the program. The zero-base curriculum concept suggests that basic competencies are derived by reading the literature, surveying the professional training programs, and surveying practitioners in the field to determine what they actually do and how well their training prepared them for the tasks. In the development of the AuD Program, competencies were identified, developed, and sequenced. Once the competencies were fully developed and sequenced, suggestions of methods and techniques for developing these competencies were discussed. New courses were outlined and competencies were incorporated into coursework and practica.

Summative evaluations would consist of recommendations made by faculty and students as they matriculate through the coursework. The Department has followed this evaluation process for many years. For example, the Audiology Program has modified curriculum and training requirements based on faculty, off-campus supervisor, employer, and student input. Clearly, the Department has a continuing commitment to evaluate the training program in order to be responsive to the needs of the students, institution, community and State. The proposed AuD Program would continue to follow this format.

Evaluation design and procedures to provide for collection of quantifiable performance information. The evaluation design consists of six components that are explained in Appendix K.

Expected Standards of Performance. Students completing the proposed AuD Program would demonstrate at a minimum the professional and clinical competencies as outlined by ASHA in Appendix G.

Student Assessment. During the course of the program there would be assessment tools administered above and beyond those normally associated with graduate-level study. These additional assessments would include such things as oral examinations and special written examinations. A clinically related project would be developed by the student and his/her advisor and approved by the student's graduate committee. This project would be a creative work worthy of the degree and the granting institution. The student will receive eight hours of credit for the completion of the research project. It is anticipated that the culmination of this project would be a regional or national presentation or publication.

Continued Quality Improvement. As described in Appendix K, the Department of Communicative Disorders and Deaf Education has been involved in the improvement of its various programs for more than 30 years. The evaluation and evolution of the Department is ongoing and plans are in place for this to continue. Through accreditation, course evaluations, clinical training evaluations, employer feedback, former student input, and faculty and staff professional development, the departmental programs are ever changing, evolving, responding, and adapting to meet the needs of the profession and the people who are serve as is necessary or appropriate.

SECTION V

Finance

Budget

Additional full-time clinical supervisory position (AuD)	\$48,000.00/ year
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Fringe Benefit @ 39%	\$18,720.00/ year
Secretarial/Office Assistance	
Additional full-time secretarial position	\$20,000.00 per year
Fringe Benefit @ 39%	\$7,800.00 per year
Audiological Instrumentation	\$50,000.00 per year
Travel Expenses	\$5,000.00 per year
Office Supplies/Operating Expenses	\$7,200.00 per year
Instructional Materials	\$2,000.00 per year
Telephone	\$2,000.00 per year
	<hr/>
Total Per Annum Budget	\$160,720.00

At the present time, USU receives an annual allocation from the federal government (special education funding) which flows through the State Office of Education. This amounts to \$5,800.00 per full-time master's student and \$13,900.00 per full-time doctoral student. With the current enrollment of 12 Master's Degree students, the annual amount allocated to USU is \$69,600.00. If the transition to the AuD is complete, there would be, at least, 24 doctoral students in training. Based on current figures, the annual amount allocated to USU would be \$333,600.00. If the proposed program is approved, funds would be available to support a quality doctoral program with a projected surplus of \$172,880.00.

Funding Source. The University expects to receive sufficient money from the federal government, through the State Office of Education, to meet this request. This request specifically includes:

Faculty/staff positions	\$ 94,520.00
Operating expenses	\$ 66,200.00

The details of this request are outlined earlier in this document.

If this funding cannot be provided, it would be necessary for the Department of ComDDE to reassess if the AuD should be implemented. ComDDE has a history of finding external funding for many of the current programs within the Department. It may be that additional external funding sources might be sought and used to fund the proposed program as an option. It is not an option to reallocate monies from other areas of focus, within the Department, to fund the professional doctorate except those currently allocated to the Audiology Master's Program, which are outlined in the section below. However, federal funding grants typically last for five years and are renewable.

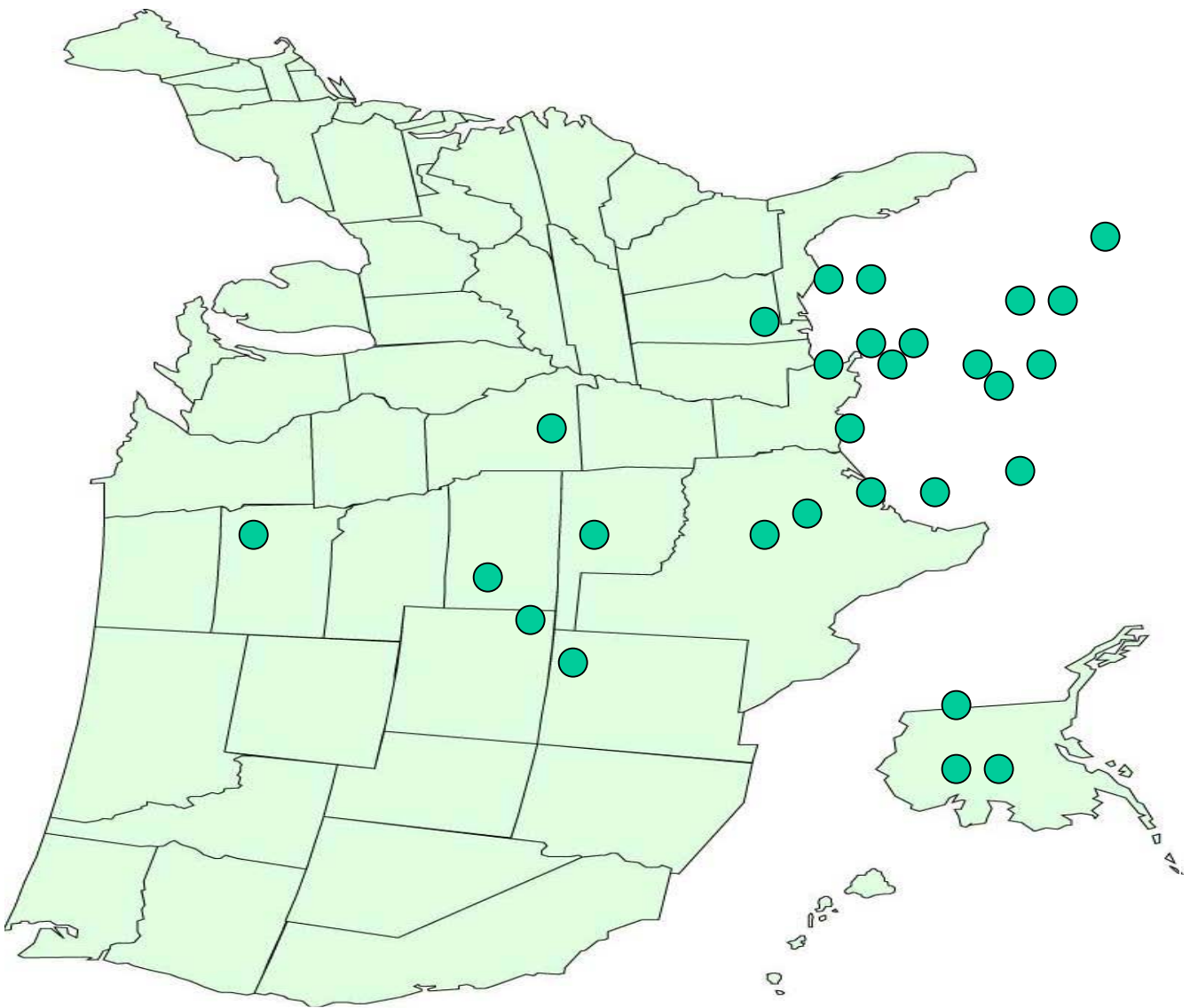
Reallocation. All monies currently used for the Master's Degree Program in Audiology would be reallocated to the AuD Program in the following manner:

Salaries (not including fringe benefits)	\$253,000.00
Operating expenses	<u>\$ 24,152.00</u>
Total Reallocation	\$277,152.00

Impact on Existing Budgets. With the infusion of new money suggested above, there would be no negative impact on existing budgets.

APPENDIX A

CURRENT APPROVED DOCTORAL AUDIOLOGY PROGRAMS



Adapted from D. Ault, *Audiology Today*, pp. 45-46, Vol. 13, No. 5, Sept./Oct. 2001

Appendix B

New Courses to be Added in the Next Five Years: All courses will be developed at the onset of the program

All Program Courses:

General Education: Not applicable

Core Courses:

Course Number	Course Title	Credit Hours
ComD 7200	Clinical Practicum	2 (R)
ComD 7300	Intermediate Clinical Practicum	2 (R)
ComD 7310	Psychoacoustics and Instrumentation	3
ComD 7320	Amplification I	4
ComD 7340	Pediatric Audiology	3
ComD 7360	Practice Management in Audiology	3
ComD 7370	Educational Audiology I	3
ComD 7380	Diagnostic Audiology	2
ComD 7390	Medical Audiology I(Neuroanatomy/Physiology)	3
ComD 7400	Advanced Clinical Practicum	2 (R)
ComD 7410	Hearing Conservation	3
ComD 7420	Amplification II	4
ComD 7430	Electrophysiology I	3
ComD 7460	Aural Rehabilitation (Geriatric Audiology) 3	
ComD 7470	Educational Audiology II	3
ComD 7490	Medical Audiology II	3
ComD 7530	Electrophysiology II	3
ComD 7800	Clinical Residency in Audiology	6 (R)
ComD 7820	Research Seminar in Audiology	1 (R)
ComD 7870	AuD Project	1-4 (R)
Educ 6570	Introduction to Educ & Psych Research	3
Educ 6600	Measurement, Design, and Analysis I	3

Elective Courses: To be determined based on individual student's area of interest.

Track/Options:

SpEd 7500	Interdisciplinary Training	1-3 (R)
ComD 6680	SKI*HI Training	1-3

(R) – courses repeatable for credit

Appendix C

Program Schedule

Fall Semester, Year 1

ComD 7200	1-2	Clinical Practicum
ComD 7340	3	Pediatric Audiology
ComD 7390	3	Medical Audiology I
Educ 6570	<u>3</u>	Introduction to Educational and Psychological Research
	10-11	

Spring Semester, Year 1

ComD 7200	1-2	Clinical Practicum
ComD 7490	3	Medical Audiology II
ComD 7320	4	Amplification I
Educ 6600	<u>1</u>	Measurement Design and Analysis
	9-10	

Summer Semester, Year 1

ComD 7200	3	Clinical Practicum
	<u>1-3</u>	Electives/Track options
	3-6	

Fall Semester, Year 2

ComD 7300	2	Intermediate Clinical Practicum
ComD 7420	4	Amplification II
ComD 7430	3	Electrophysiology I
ComD 7820	<u>1</u>	Research Seminar
	10	

Spring Semester, Year 2

ComD 7300	2	Intermediate Clinical Practicum
ComD 7310	3	Psychoacoustics and Instrumentation
ComD 7370	3	Educational Audiology I
ComD 7380	2	Diagnostic Audiology
ComD 7820	<u>1</u>	Research Seminar
	11	

Summer Semester, Year 2

ComD 7300	3	Intermediate Clinical Practicum
	<u>1-3</u>	Electives/Track options
	3-6	

Fall Semester, Year 3

ComD 7400	2	Advanced Clinical Practicum
ComD 7530	3	Electrophysiology II
ComD 7360	3	Practice Management in Audiology
ComD 7410	3	Hearing Conservation
ComD 7820	<u>1</u>	Research Seminar
	12	

Spring Semester, Year 3

ComD 7400	2	Advanced Clinical Practicum
ComD 7460	3	Aural Rehabilitation
ComD 7470	3	Educational Audiology II
ComD 7870	<u>1-4</u>	AuD Project
	9-12	

Summer, Fall, and Spring Semesters, Year 4

ComD 7800	<u>6</u>	Clinical Residency (repeat credit each semester)
	18	

Appendix D

Expected Standards of Performance

1997 ASHA Curricular Recommendations

- A. Prerequisite knowledge and skills. The applicant must have prerequisite skills in oral and written or other forms of communication. The applicant must have prerequisite skills and knowledge of life sciences, physical sciences, behavioral sciences, and mathematics.

- B. Foundations of Practice. The applicant must have knowledge of:
 - 1. Professional codes of ethics and credentialing.
 - 2. Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.
 - 3. Educational, vocational and social and psychological effects of hearing impairment and their impact on the development of a treatment program.
 - 4. Anatomy and physiology, pathophysiology and embryology and development of the auditory and vestibular systems.
 - 5. Normal development of speech and language.
 - 6. Phonologic, morphologic, syntactic, and pragmatic aspects of human communication associated with hearing impairment.
 - 7. Normal processes of speech and language production and perception over the life span.
 - 8. Normal aspects of auditory physiology and behavior over the lifespan.
 - 9. Principles, methods, and applications of psychoacoustics.
 - 10. Effects of chemical agents on the auditory and vestibular systems.
 - 11. Instrumentation and bioelectrical hazards.
 - 12. Infectious /contagious diseases and universal precautions.
 - 13. Physical characteristics and measurement of acoustic stimuli.
 - 14. Physical characteristics and measurement of electric and other non-acoustic stimuli.
 - 15. Principles and practices of research, including experimental design, statistical methods, and application to clinical populations.
 - 16. Medical/surgical procedures for treatment of disorders affecting auditory and vestibular systems.
 - 17. Health care and educational delivery systems.
 - 18. Ramifications of cultural diversity on professional practice.
 - 19. Supervisory processes and procedures.
 - 20. Laws, regulations, policies and management practices relevant to the profession of audiology.
 - 21. Manual communication, use of interpreters, and assistive technology.

- C. Prevention and identification. The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:
1. Interact effectively with patients, families, other appropriate individuals and professionals.
 2. Prevent the onset and minimize the development of communication disorders.
 3. Identify individuals at risk for hearing impairment.
 4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.
 5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures.
 6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems.
- D. The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication and related systems. At a minimum, applicants must have the knowledge and skills necessary to:
1. Interact effectively with patients, families, other appropriate individuals and professionals.
 2. Evaluate information from appropriate sources to facilitate assessment planning.
 3. Obtain a case history.
 4. Perform an otoscopic examination.
 5. Determine the need for cerumen removal.
 6. Administer clinically appropriate and culturally sensitive assessment measures.
 7. Perform audiologic assessment using physiologic, psychophysical and self assessment measures.
 8. Perform electrodiagnostic test procedures.
 9. Perform balance system assessment and determine the need for balance rehabilitation.
 10. Perform aural rehabilitation assessment.
 11. Document evaluation procedures and results.
 12. Interpret results of the evaluation to establish type and severity of disorder.
 13. Generate recommendations and referrals resulting from the evaluation process.
 14. Provide counseling to facilitate understanding of the auditory or balance disorder.
 15. Maintain records in a manner consistent with legal and professional standards.
 16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).
 17. Use instrumentation according to manufacturer's specifications and recommendation.

18. Determine whether instrumentation is in calibration according to accepted standards.
- E. Treatment. The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:
1. Interact effectively with patients, families, other appropriate individuals, and professionals.
 2. Develop and implement treatment plans using appropriate data.
 3. Discuss prognosis and treatment options with appropriate individuals.
 4. Counsel patients, families, and other appropriate individuals.
 5. Develop culturally sensitive and age-appropriate management strategies.
 6. Collaborate with other service providers in case coordination.
 7. Perform hearing aid, assistive listening device, and sensory aid assessment.
 8. Recommend, dispense and service prosthetic and assistive devices.
 9. Provide hearing aid, assistive listening device and sensory aid orientation.
 10. Conduct aural rehabilitation.
 11. Monitor and summarize treatment progress and outcomes.
 12. Assess efficacy of interventions for auditory and balance disorders.
 13. Establish treatment admission and discharge criteria.
 14. Serve as an advocate for patients, families, and other appropriate individuals.
 15. Document treatment procedures and results.
 16. Maintain records in a manner consistent with legal and professional standards.
 17. Communicate results, recommendations and progress to appropriate individual(s).
 18. Use instrumentation according to manufacturer's specifications and recommendations.
 19. Determine whether instrumentation is in calibration according to accepted standards.

Appendix E

Coursework During the Transition Academic Year, 2002-2003

Coursework for students entering the AuD program

Fall Semester 2002

7200	1-2	Clinical Practicum
7340	3	Pediatric Audiology
7390	3	Medical Audiology I
6570	<u>3</u>	Introduction to Educational and Psychological Research
	10-11	

Spring Semester 2003

7490	3	Medical Audiology II
7320	4	Amplification I
7200	1-2	Clinical Practicum
6600	<u>1</u>	Measurement Design and Analysis
	9-10	

Coursework for students completing the master's program

Fall Semester 2002

6350	3	Advanced Audiological Diagnosis
6380	3	Educational Audiological Management
6360	3	Private Practice in Audiology
6400	2	Internship in Audiology
6410	<u>3</u>	Industrial Audiology
	14	

Spring Semester 2003

6500	1-4	Public School Internship (8 weeks)
6600	1-6	Internship in Audiology (8 weeks)

At the end of the 2002-2003 academic year, all students in the master's program will complete the requirements for a master's degree. The new students who enter the AuD program Fall 2002 will take the courses listed above and follow the AuD program as outlined in Appendix C.

Appendix F

Projected Enrollment in USU Doctorate of Audiology Program

2001-2002	Six new Master's students enter their first year, six second-year Master's students complete their degree
2002-2003	Six new AuD students enter their first year, six second-year Master's students complete their degree; last Master's Degrees granted
2003-2004	Six new AuD students enter their first year, six continuing AuD students complete their second year of the program
2004-2005	Six new AuD students enter their first year, six continuing AuD students complete their second year of the program, six continuing AuD students complete their third year of the program
2005-2006	Six new AuD students enter their first year, six continuing AuD students complete their second year of the program, six continuing AuD students complete their third year of the program, six continuing AuD students complete the AuD program

Appendix G

Faculty

James C. Blair, PhD, CCC-A, Department Head (Educational audiology, aural rehabilitation, classroom acoustics, deaf education, counseling)

John E. Ribera, PhD, CCC-A (Medical audiology, aural rehabilitation, hearing science, hearing in noise, cultural diversity & awareness issues, amplification, cochlear implants, telemedicine)

Mark Krumm, PhD, CCC-A (Educational audiology, medical audiology, amplification, pediatric audiology, telemedicine)

Doug W. Laws, PhD, CCC-A (Private practice, amplification, immittance, otoacoustic emissions, clinical audiology, diagnostics)

Sheryl Y. Spriet, MS, CCC-A (Pediatrics, professional issues, aural rehabilitation, auditory processing disorders, clinical supervision)

Kenneth M. Curtis, AuD, CCC-A (Hearing conservation, electronystagmography, clinical supervision)

Vicki L. Simonsmeier, MS, CCC-SLP/A (Auditory processing disorders, aural rehabilitation, pediatrics, clinical supervision)

Freeman King, EdD (American Sign Language, linguistics, socio-cultural aspects of deafness, bilingual/bicultural education of Deaf children, teaching English as a second language)

Carmel Yarger, EdD (American Sign Language: Curriculum adaptations for the Deaf)

Jan Kelley-King, MS, (American Sign Language, reading, working with hearing parents of Deaf children)

APPENDIX H

Library Recourses

Group A (Current journals in the USU Library System available providing adequate support for the AuD program)

American Annals of the Deaf
American Journal of Audiology
Annals of Oto-Rhino-Laryngology
British Journal of Audiology
Ear and Hearing
Journal of the American Academy of Audiology
Journal of the Acoustical Society of America
Journal of Laryngology & Otology
Language, Speech, and Hearing Services in the Schools
Seminars in Hearing
Volta Review

Group B (Additional journals necessary to support a pre-eminent AuD program)

Acta Oto-Laryngologica
American Journal of Otology
Archives of Otolaryngology—Head & Neck Surgery
Audiology
Journal of Educational Audiology
Journal of Deaf Studies and Education
Journal of Vestibular Research
Laryngoscope
Scandinavian Audiology
Tinnitus Today
Trends in Amplification

Group C (Additional journals that would augment and enrich the AuD program when added to Groups A and B)

ARO Abstracts
Audiology and Neuro-Otology
Clinical Otolaryngology
Electroencephalography and Clinical Neurophysiology/Evoked Potentials Section
International Journal of Pediatric Otorhinolaryngology
Journal of Audiological Medicine
Otolaryngologic Clinics of North

APPENDIX I

Market Projections for Audiologists

A. Projected Growth of Audiology as a Profession:

The 2002 Occupational Outlook Handbook published by the U.S. Department of Labor states that employment of audiologists is expected to grow rapidly because the growing population in older age groups is prone to medical conditions that result in hearing and speech problems. Employment of audiologists is expected to grow much faster than the average for all occupations through the year 2010.

B. Primary Work setting and Caseloads for Audiologists:

There are approximately 14,000 audiologists in the United States. The 2001 Omnibus Survey by the American Speech and Hearing Association reported that almost 80 percent of audiologists work in healthcare settings (hospitals, physician's clinics, private practice, or other nonresidential health care facilities). The average number of patients/clients served per month is 126, higher than many other allied health professions. Audiologists reported a 74 percent increase in their caseload compared to 1999 in high-technology hearing aids, supporting a trend towards increased need for knowledge in this area. They also reported a 27 percent increase in cochlear implants, a surgical procedure requiring high levels of education and training by audiologists who serve this population. The age distribution of clients served by audiologists is concentrated below age 18 years (34 percent of caseload) and above age 65 (38 percent of caseload). Thus, there is a need for audiologists to receive specific education and training to serve pediatric and geriatric caseloads.

C. Trends Contributing to Need for New Audiologists:

A number of factors contribute to an increased need for clinical audiologists over the next 5-10 years, including the following:

- 1) Increased prevalence of hearing loss among the U.S. population and a concomitant increase in the use of hearing aids and other assistive listening devices
- 2) A significant aging of the overall population, with "baby boomers" reaching ages at which hearing loss becomes prevalent and impedes daily communication
- 3) An increase in newborn hearing screening programs nationwide and in Utah, coupled with an increase in the need for follow-up audiologic treatment and rehabilitation
- 4) A significant increase in the use of high technology and implantable devices to provide functional hearing to adults and children with severe to profound deafness
- 5) Increased emphasis on assessment of neurologically-related auditory processing disorders in school aged children

D. Needs Assessment for Newly Trained Audiologists (1998-2008):

There are currently 150 audiologists licensed to practice in Utah (Division of Occupational and Professional Licensing – DOPL - Utah Department of Commerce). The mountain states within Utah's "catchment" area (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Wyoming) have an additional 755 licensed or

registered audiologists. California has an additional 1,033 audiologists and is included in this analysis, as there are no doctoral training programs in audiology in the state of California. Thus, California is an important market area for Utah. The U.S. Bureau of Labor Statistics projects an overall growth rate across the U.S. of 39 percent for the occupational category *speech language pathologists and audiologists* between 1998 and 2008. The Western states including Nevada, Idaho, California, Arizona, New Mexico, Colorado and Montana are projected to have much higher growth rates than the United States overall for speech pathologists and audiologists. The average projected growth rate for these states between 1998-2008 is 50 percent. Projections are not available for Utah and Wyoming, but it is reasonable to project similar growth rates as the surrounding states.

Since audiologists and speech language pathologists are projected together by DOPL, estimated growth for audiologists was calculated by using the published DOPL estimated growth rates, and multiplying the current total of audiology jobs by the average growth rate in the surrounding states around Utah. There will be 418 projected new positions for audiologists between 1998-2008 for the state of Utah and its mountain neighbor states (see Table I). This equates to an average of 57 new positions per year. Currently, the master's degree training programs in these states produce about 45 new graduates eligible for certification as audiologists each year. This is a shortage situation, since additional certified audiologists drop out of the workforce to have families or for other reasons. California will need 567 new audiologists in the 10-year period, or about 77 new audiologists per year. California master's degree programs are currently producing only 27 new audiologists per year. Utah and its neighbors (including California) are producing only 72 new audiologists per year, while 134 new audiology jobs are projected annually in the next 10 years for the mountain states plus California. It is very apparent that two Au.D. training programs in Utah will have more than an adequate market demand, especially if California is included in a marketing strategy. Coupled with the mandated upgrade to the equivalent of a doctoral degree for certification in Audiology by the year 2007, the projected need for audiologists places increasing demands on educational and clinical programs to include expanded academic and clinical training.

Table I. State Occupational Projections 1998-2008~
<http://almis.dws.state.ut.us/occ/projections>

State	1998 Employment	2008 Projected Employment	Quantity Employment Change	Average Annual Openings	Percent Employment Change
Nevada	38	57	19	3	63
Idaho	50	82	32	4	60
California	1033	1600	567	77	55
Arizona	164	246	82	11	51
New Mexico	170	252	82	11	50
Wyoming*	30	45	15	2	50
Utah*	150	225	75	9	50
Colorado	246	347	101	14	43
Montana	57	69	12	3	29
Total	1938	2923	985	134	50

~Data for audiologists was extrapolated from the occupational category "Speech Pathologists and Audiologists". Audiologists are 12.6% of the total for that category.

* Projections not available for these states. Current licensed audiologists were used as baseline (known data), and then average rates of neighboring states were used for the 10-year projection.

Appendix J Off campus externship clinical sites

USU has developed liaison with various clinical sites over the past 12 years. These sites provide a practicum experience where students will apply principles and concepts acquired during their didactic training. Supervisors are seasoned and skilled clinicians with certification by the American Speech-Language and Hearing Association. The following sites will continue to be used to provide externship training for the AuD. It is anticipated that other sites will be developed.

Present Sites

Alaska Native Medical Center, Anchorage, Alaska
 Alberta Children's Hospital, Calgary, Alberta, Canada
 Audiology Associates of Salt Lake City, Salt Lake City, Utah
 Boise Public Schools, Boise, Idaho
 Boise Speech and Hearing Center, Boise, Idaho
 Bonneville District #3, Idaho Falls, Idaho
 Boys Town National Research Hospital, Omaha, Nebraska
 Bridgerland Audiology, Logan, Utah
 Budge Clinic, Logan, Utah
 Bureau of Communicative Disorders, Ogden, Utah
 Cache County School District, Logan, Utah
 Cache Valley ENT, Logan, Utah
 California Ear Institute at Stanford, Palo Alto, California
 Children's Hospital-Boston, Boston, Massachusetts
 Cigna Health Care Arizona, Sun City, Arizona
 Hearing Clinic, Idaho Falls, Idaho
 Hearing Zone, Logan, Layton, and Brigham City, Utah; Montpelier, Idaho
 Hill Air Force Base, Hill Air Force Base, Utah
 Idaho Elks Rehabilitation Hospital, Boise, Idaho
 IHC Audiology of Southern Utah, St. George, Utah
 IHC Hearing and Balance Center, Salt Lake City, Utah
 Jordan School District, Midvale, Utah
 Las Vegas VA Medical Center, Las Vegas, Nevada
 Loess Hills AEA 13, Council Bluffs, Iowa
 Logan Regional Hospital, Logan, Utah
 Logan School District, Logan, Utah
 Los Angeles School District, Lancaster, California
 Manitoba Department of Health, Winnipeg, Manitoba, Canada
 Mayo Clinic Scottsdale, Scottsdale, Arizona
 Metro Hearing Services, Glendale, Arizona
 Ogden Audiology Services, Ogden, Utah
 Ogden Clinic, Ogden, Utah
 Ogden Speech and Hearing Center, Ogden, Utah
 Pocatello Public School #25, Pocatello, Idaho
 Portland VA Medical Center, Portland, Oregon

Poudre School District, Fort Collins, Colorado
Primary Children's Medical Center, Salt Lake City, Utah
Providence Speech and Hearing Clinic, Orange, California
Provo School District, Provo, Utah
Rainbow Babies and Children's Hospital, Cleveland, Ohio
Salt Lake City VA Medical Center, Salt Lake City, Utah
Salt Lake Clinic, Salt Lake City, Utah
San Diego City Schools, San Diego, California
Saskatchewan Hearing, Saskatoon, Saskatchewan, Canada
Seven Oaks Hearing Centre, Winnipeg, Manitoba, Canada
Sonus Hearing Care, Newhall, California
Tanner Clinic, Layton, Utah
Tempe School District #3, Tempe, Arizona
The Audiology Group, Fort Collins, Colorado
The Learning Center for Deaf Children, Framingham, Massachusetts
Utah Audiology Associates, Bountiful, Utah
Utah School for the Deaf, Ogden, Utah
Utah Valley Regional Medical Center, Provo, Utah
Wasatch Audiology, Payson, Utah
Weber Audiology, Ogden, Utah
Weld County School District, Greeley, Colorado
Initial List of Proposed Future Sites:
House Ear Clinic, Los Angeles, California
Madigan Army Medical Center, Ft. Lewis, Washington
Southwest Idaho ENT, Boise, Idaho
Virginia Mason Hospital, Seattle Washington

APPENDIX K

Evaluation Design and Procedures

- A. Placement of graduates in positions. In the academic years between 1999 and 2001, all USU audiology graduates obtained employment in the profession at the end of their program. It is anticipated that all AuD graduates would continue to be placed at this level. Placement would continue to be monitored.
- B. The Department would obtain information from current and former students on their perceptions of the practicum experiences. The Evaluation of Clinic Setting/Experience and Supervisor form would be filled out by each student at the end of each semester's practicum experience and would be used in the evaluation the program. The data would be analyzed in two parts: (a) evaluation of the practicum setting, and (b) evaluation of the supervision. The data would be combined for all semesters and would represent an important evaluation of individual practica sites.
- C. The department has designed competency-based courses in which students must meet specified criteria levels to receive course credit. Progress through the program curriculum is an indication that students are achieving the specified competencies. In addition to the competency orientation, the Department would use other measurement procedures to document student learning outcomes including: (a) clinical evaluation instruments, (b) students' responses to their learning experiences, and (c) the results of program graduates on the national examination in audiology.
- D. Practicum evaluation instruments. The formal evaluation of practicum performance is based on data collected using a departmental evaluation of practicum form. Ratings from cooperating supervisors are pooled and mean scores derived for the graduate students who have clinical training assignments.
- E. Students' responses to their learning experiences. Each semester graduate students would complete evaluations of their learning experiences. The data collected for the current program indicate a high degree of satisfaction with the clinical training experiences. If areas of concern are identified, they are discussed with the supervisor and appropriate modifications are implemented. The interpretation of evaluation data is important to the training program, as results are perceived as positive indicators of training quality.

Additional information is obtained from the course evaluation forms used routinely by Utah State University. The data are used to judge the adequacy of academic teaching as well as course organization, goals, and texts. Past evaluations place the Department among the highest in the University.

- F. Evaluation of Program Impact. Several factors would be used to measure the impact of the program:

1. Number of students graduating from the program. Relevant data would include: number of students admitted versus number graduating, number of non-funded students graduating, and number of students with disabilities graduating.
2. Graduate employment. Relevant data would include: number of jobs accepted in hospital settings, doctors offices, schools, industry, universities, number of jobs accepted in rural and urban settings, and number of jobs accepted in Utah.
3. Impact of the proposed AuD Program on related programs in the University. Important data would include: number of non-majors taking coursework associated with the degree, number of non-funded students participating in the degree, and number of children and adults with hearing loss receiving services at the USU Speech-Language-Hearing Center.
4. Impact of the program on university training programs. Relevant data would include: publication of papers describing the results of this program in professional journals, and presentation of papers detailing this program at professional conferences.

MEMORANDUM

May 22, 2002

TO: Utah State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Proposed Letter of Intent to be Included in Policy R401, Approval of New Programs, Program Additions or Program Changes

Issue

In order to be better prepared in making judgements regarding program proposals submitted by the institutions, the Board of Regents has expressed an interest in becoming more involved in the academic and applied technology education program approval process.

Letter of Intent

The Commissioner's staff, working with the Chief Academic Officers, developed a Letter of Intent which provides for several additional steps to the program approval process. The Letter of Intent would precede a full institutional proposal to the Commissioner's office and would include four major items: description of the proposed program; market and student demand; specific budget information, including sources of funding; and fit with institutional mission. The Letter of Intent would be reviewed by a small group of Regents, along with institutional program representatives, including a member of the institutional Board of Trustees, and Commissioner's staff, and include additional reviews by the other USHE institutions.

Other Possible Revisions to R401

In addition, the Commissioner's staff and the Chief Academic Officers are reviewing possible changes in policy R401 to the Consent and Information Calendars. The Consent Calendar now includes such items as: off-campus delivery of programs; transfer, restructuring, or consolidation of existing programs or administrative units; and the establishment of centers, institutes, or bureaus. Issues regarding institutional restructuring of programs and the establishment of centers, not related to academic programs, might be included under the Information Calendar, which informs the Regents of institutional changes typically not connected to major changes in approved degree programs. Off-campus delivery of approved programs appears in two other policies, neither of which is consistent. This entire section needs to be rewritten so that the policy is clear and consistent throughout.

The Information Calendar includes: certificates, emphases, specializations, options and minors within existing majors; school personnel programs within existing majors; elimination of instructional programs; and name changes of existing programs. The revised policy might refer to emphases and minors, eliminating references to specializations and options, and more clearly define certificates. However, programs in teacher education may warrant Board approval. Education emphases and minors undergo a parallel approval process by the Educator Development Advisory Committee, a committee that replaced the Joint Liaison Committee and advises both public and higher education boards. Thus, these submissions require a full review.

Once a draft of policy revisions is completed and circulated to the Chief Academic Officers and the Council of Presidents for comment, it will be forwarded to the Regents for discussion and action at the July Board meeting.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the Letter of Intent, raise issues of concern, and hold a discussion on the concept and value of this addition to both policy and procedures for program reviews. It is also recommended that the Regents give suggestions on what kinds of items might be most appropriate for future Consent and Information Calendars for the Academic and Applied Technology Education Committee of the Board.

Cecelia H. Foxley, Commissioner

CHF/PCS
Attachment

DRAFT

LETTER OF INTENT

PURPOSE

The proposed revision of Regents' Policy R-401 will provide Regents with:

- A mechanism for advanced notice to the Board about new programs that institutions plan to submit for approval.
- More involvement in the program development process at an earlier stage.
- Additional assurance that programs are well-planned, adequately financed, of high quality, and consistent with institutional missions and Regents' strategic planning efforts.
- Opportunities to adequately assess new programs within the context of USHE financial and other resources, and the Regents' strategic planning efforts.

APPROVAL PROCESS FOR NEW DEGREES AND EDUCATION PROGRAMS

(Associate, Bachelor's, Master's, and Doctorate Degrees, education endorsements/certification programs, stand-alone Minors, Diplomas and Certificates not within existing approved programs)

1. Institution will submit a Letter of Intent for each proposed new program six months to one year prior to inclusion on the Regents' agenda as an action item.

The following information must be included in the Letter of Intent:

- A. A short description of the proposed program.
 - B. Market and student demand, including how the program will function if the market demand changes.
 - C. Specific budget information, including the source of funding and what other programs had to be adjusted in order to support the proposed program.
 - D. Fit with institutional mission.
2. USHE staff will review the Letter of Intent to assure that it is complete. If the letter is incomplete, it will be returned to the institution with suggestions. If the letter is complete, it will be forwarded to the CAOs at all USHE institutions for comment within a two-week time period. The CAOs will identify issues related to the information provided in the Letter of Intent, including those that impact their campuses and/or programs, issues of quality, and any other issues that the CAOs believe to be pertinent.
 3. Once the proposing institution addresses issues raised by the CAOs, the revised Letter of Intent and institutional issues that have and have not been resolved will then be forwarded for review by a small group of Regents, appointed by the Chair of the Board

(referred to hereafter as the Reviewers). The role of the Reviewers is to assess the proposal based upon the four elements listed above (description, market/student demand, source of funding, and mission fit.) The Reviewers study the Letter of Intent, raise questions, and request additional information as appropriate. Also, the Reviews will include a representative (or representatives) from the institution, appointed by the CAO, and a member of the institutional Board of Trustees.

4. After the Review process has been completed, the proposing institution will develop a full proposal according to R401(which is undergoing revision). The full proposal will address issues raised by the CAOs and the Reviewers.
5. The full proposal will be sent to the Commissioner's staff and CAOs for one more review. Comments will be shared among all CAOs and Commissioner's staff. The proposing institution will be responsible for addressing any additional concerns or issues in written communication sent to the Commissioner's staff and CAOs.
6. The proposed program will be sent forward on the Regents' agenda.

May 22, 2002

MEMORANDUM

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Programs Under Development/Consideration at USHE Institutions

Issue

This is the periodic report of programs under development and consideration at USHE institutions which has been requested by the Board.

Background

Due to budget cuts for FY2002 and expected additional cuts for FY2003, all institutions are rethinking whether or not resources will be available to bring forward new programs. Therefore, this listing may be revised considerably in the next several months.

This report is provided for information only.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachment

**Utah System of Higher Education
Programs Under Development/Consideration**

Section II

From: May, 2003 through April, 2005

Institution	Program Name	Degree Type
U of U	Occupational Therapy	MS
	Physical Therapy	DPT
	Parks, Recreation and Tourism	MPRTM
	College of Health Depts. And Divisions	Interdisciplinary PhD in Health
	Community Development (Env. Studies & FCS)	Undergrad. Certificate
	Anthropology of Religion	Undergrad. Certificate
	Medical Anthropology	Undergrad. Certificate
	Power Politics of Anthropology	Undergrad. Certificate
	Research and Assessment	Undergrad. Certificate
	Pharmaceutical Sciences	BS
	Combined Doctor of Pharmacy/Philosophy	Doctorate
	Historic Preservation	Certificate
	Gender Studies	Certificate
	Demography	Certificate
USU	Philosophy	MA
	Public Administration	MS
	Agricultural Policy Relations	BS
	Interdisciplinary Doctorate in Disabilities	PhD
WSU	European Studies without Language	Minor
	Professional and Technical Writing	Bachelor's
	Instrumental Musical Pedagogy	Bachelor's
SUU	Environmental Resource Mgt. Or Natural Resource Mgt.	MS
	General Studies (School of Cont./Prof. Studies	BS
	Public Administration (with U of U)	MPA
	Communications	MA/MS
	Theory and Practice of Writing	MA
	Dance	BFA
	Theatre Arts	BFA
	Counseling Psychology	MA/MS
	Exercise Science	BA/BS
Snow	No Programs Pending	
Dixie	Bachelor of Nursing	BSN
CEU	Environmental Studies	AA/AS
	Environmental Science	AA/AS
	Wilderness Studies	AA/AS
	Safety Science	AA/AS
	Manufacturing Engineering Technology	AA/AS
	Allied Health Professions	Certificate

Institution	Program Name	Degree Type
UVSC	AASL/Linguistics	BA/BS
	Avionics Technology	AAS
	Communication	BA/BS
	Community Health Education	BS
	French	BA
	Geography	BS
	Health Services Administration	BS
	Integrated Circuit Technology	AAS
	Major Appliance Repair Technology	AAS
	Mild/Moderate Special Education	BA/BS
	Nanotechnology and Intergrated Circuit Engineering	BS
	Networking and Telecommunication Engineering	BS
	Physical Education/Recreation	BS
	Political Science	BA/BS
	Semiconductor Technology	AAS
	Software Engineering	BS
SLCC	Genealogy	AAS
	Hospitality Management	AAS
	Horticulture	AAS
	Pre Bio-Engineering	APE
	Mechanical Engineering	AAS
	Civil Engineering	AAS
	Electrical Engineering	AAS
UCAT	No Programs Pending	

MEMORANDUM

May 22, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Information Calendar, Academic and Applied Technology Education Committee

The following items have been submitted by the designated institutions for review by the Regents on the Information Calendar of the Academic and Applied Technology Education Committee. The items were previously approved by the institutional Board of Trustees. No action is required by the Regents.

1. University of Utah

a. Graduate Certificate in Ethics and Public Affairs

The Graduate Certificate in Public Affairs will be offered jointly by the Departments of Political Science and Philosophy. The program is directed at two constituencies: graduate students in the Colleges of Humanities and Social and Behavioral Sciences who are interested in thinking broadly and deeply about the ethical issues of public life and students in disciplines outside of those colleges who are interested in the normative issues related to their professions. The overarching goal of this program is to encourage ethical consideration of important domestic and international issues related to public and professional life, such as education, the environment, health care, human rights, citizenship, cultural identity and conflict resolution. The curriculum will consist of a core course and a set of elective courses that allow students to construct different tracks or concentration areas. Possible concentration areas include, but are not confined to: Ethics and the Professions, Ethics and Public Policy, Distributive Justice and Global Justice. Students will be required to pass four courses with a grade of B- or better and to write a research paper upon completion of these courses, for a total of 15 credits.

No institution in the Intermountain Region offers a graduate certificate program similar to the Ethics and Public Affairs Certificate being proposed.

The program will be supported by current faculty and staff in the Departments of Political Science and Philosophy. No additional faculty, staff, equipment, facilities, library or learning resources are required.

b. Graduate Certificate in Mechatronics

Mechatronics is the integration of mechanism design with electronics, sensors, actuators, and computer control. The Graduate Certificate in Mechatronics, offered through the Department of Mechanical Engineering, will be available to matriculated as well as non-matriculated students. The program will be used for outreach to working engineers who need to advance their knowledge in this new and developing

area, and will be a key part of the U of U's plans regarding the Governor's initiative for doubling the enrollment in engineering and computer science in five years (tripling in eight years). Mechatronics is one of the major ways of integrating computers with traditional engineering disciplines. The certificate will provide a means for working engineers as well as traditional students to learn this new and developing area. Local industries that have hired the U of U's undergraduate certificate students are very pleased with the quality of the students and their skills. These companies have expressed support for a graduate program in addition to the undergraduate program. Several students and working engineers have expressed interest in the graduate certificate program as well.

A total of 15 semester credit hours of approved course work will be required for the certificate. Additionally, the student will complete an approved mechatronics project. The project would be the design of a system that includes sensors, actuators, and a microcontroller. It could be an independent project or one related to the student's professional work or graduate research.

There will be no budget impact on the Department or the College. All of the courses for the certificate are currently being taught or are being planned, will be taught by existing faculty, and will be offered with or without a certificate. No additional faculty, space, equipment, or other resources will be needed for the certificate beyond what will be used for the courses.

c. Graduate Certificate in Business Studies

The Graduate Certificate in Business Studies is designed to allow graduate students in University of Utah colleges and schools outside the David Eccles School of Business and post-graduates in non-business disciplines to take course work in areas of business that are essential for success in today's world. The Graduate Certificate in Business Studies is designed to give students a set of courses building either breadth or depth in the aspects of business that will enable them to be successful in the variety of contexts into which they may move. It is designed to provide maximum flexibility so that students can select the set of courses that would be most valuable for their career paths. The design also enables students to best take advantage of the background they have within their graduate fields or to fill gaps in areas where they have less experience. For example, engineering and health science graduate students who typically have solid backgrounds in quantitative skills may choose courses such as accounting, finance, and production and operations management which build upon a solid foundation of math and statistics. Others with strong quantitative backgrounds may wish to bolster their marketing and management skills. While some architecture and fine arts students with strong preparation in creative design and performance may find the art of management and entrepreneurship more appealing, others may want to delve more deeply into math-intensive courses. Students can use the certificate to enhance current strengths or to develop new areas of expertise.

To earn the Graduate Certificate in Business Studies, students may choose 15 credits from among any of the 6000 level courses taught as part of the school's MBA and PMBA programs. Courses are offered regularly and several are available during summer semester providing flexibility in scheduling. Until the demand by Certificate students for individual courses can be assessed, certificate students may access courses on a space-available basis.

All courses for the Certificate program are currently being offered within the other master's programs. Thus, faculty teaching the courses for the certificate are doing so as part of their

regular teaching load. It is anticipated that, depending upon enrollment in the Certificate program, additional staff time will be needed to support the application, tracking, and graduation clearance for certificate students. Funds will be generated through earned SCH credit and graduate course differential tuition. Because both the administrative support and the student demand are difficult to predict, the financial status of the Certificate Program will be assessed annually and a formal review will be conducted after three years.

2. Utah State University

a. Name Changes in Emphases

- Technical Writing Emphasis to Professional and Technical Writing Emphasis

Professional and Technical Writing Emphasis has been the name used for this program since the semester change, but was never recorded as the official name. The name changes listed below will standardize the Department emphases in both the general catalog and the semester bulletins, will bring the Department in line with a more standard usage by theatre departments across the country, and will reflect more accurately on students' transcripts.

- Acting/Directing Performance to Acting Emphasis
- Theatre Arts Teaching to Theatre Education Emphasis
- Theatre Design & Technology to Theatre Design and Technology Emphasis

b. Program Name Changes

- Women's Studies Program to the Women and Gender Studies Program

The new name more closely reflects the inclusive nature and focus of both the curriculum and the mission of the program.

- Industrial Teacher Education to Technology and Industrial Education

The Department of Industrial Technology serves two teaching disciplines that are related but differ in objective. Most graduates become Technology Education teachers. The others become Trade and Industrial teachers. Technology and Industrial Education is a better title to represent the two groups of students who obtain degrees from the Department.

- Agribusiness BA to International Agribusiness BA
- Apparel Merchandising BA,BS to Apparel and Textiles BA,BS
- Family and Consumer Science to Family and Consumer Sciences Education BA, BS
- Biological and Agricultural to Biological Engineering BS Engineering BS

These are changes that occurred in the past, but were not reported to Regents.

- Industrial Technology (Welding) BS to Welding Engineering Technology BS

- Industrial Technology (Engineering Technology) BS to Computer Electronics Technology BS
- Industrial Technology (Aero Technology) BS to Aviation Technology-Maintenance Mgt. BS
- Industrial Technology (Flight) BS to Aviation Technology - Professional Pilot BS
- Aircraft Mechanic/Technician, Air-frame AAS to Aircraft Maintenance Technician - Air-frame AAS
- Drafting Technology (AAS) to Computer Aided Drafting and Design AAS

These changes provide consistency throughout the system and better describe the majors to students and employers.

c. Program Deletions

- Swine Management Cert.
- Agricultural Education MA
- Instructional Technology Ed.D
- Interior Design BA,BS

These programs are no longer offered at USU, but this has not been officially reported to the Regents.

d. Certificate in Leadership

The Department of Management and Human Resources currently offers a Management Minor. This Minor has proven to be popular with students who have majors outside the College of Business. It currently consists of 12 credit hours. The Leadership Certificate, a specialized certificate that expands the course work required for the Minor, is the academic component of a four-year, comprehensive, interdisciplinary leadership program that provides students with various avenues to learn leadership theories and skills and to put those skills into practice. The program involves credit course work, noncredit workshops, retreats and seminars, hands-on experience working with student organizations and committees, internship and employment opportunities; peer-mentoring and counseling; and the Leadership Living-Learning Community in Housing. The Leadership Certificate consists of 18 credits.

It is anticipated that 20 students will be selected to enter the Certificate Program each year, with a maximum enrollment of 80 students at any given time. It is expected that the 80 selected students will major in areas throughout the University, but that they will all come together to receive a Leadership Certificate. This allows students to learn about leadership in an academic setting and to practice being a leader in a variety of academic disciplines and pursuits.

The leadership initiative has proposed adding an additional faculty member in the Department of Management and Human Resources to help lower the current FTE and provide a better learning environment for students taking the minor, at a cost of approximately \$105,000. Funds for this position will be sought through USU's internal budgeting process. All courses are in place to offer the Leadership Certificate. No other faculty, staff, facilities, library or other learning resources are required.

3. Weber State University

- a. Change the Name of the Grants and Contracts Office to the Office of Sponsored Projects

The professional vernacular describing university offices supporting research and creative work have stimulated similar changes in office names at many universities. Sponsored projects are usually research, training or service oriented. They are associated with university research and other scholarly activity initiatives. The award agreement commits the sponsor to fund the project to a certain level and commits WSU to carry out the activities specified in the proposal. The term *grants* is confusing to students who are looking for financial aid. The term *sponsored project* has developed a connotation associated with external funding, more accurately describing the activity of the office.

4. Utah Valley State College

- a. Addition of the Physical Education and Multimedia Communications Technology Emphases to Approved BA/BS Program in Integrated Studies

The point of the Integrated Studies Degree is not disciplinary depth, but breadth across disciplines. Students receiving this degree have developed skills in thinking, problem solving, collaborative work, gathering and analyzing data, writing, and speaking, and have done so on the foundation of solid (but not exhaustive) disciplinary emphases. They are not specialists in any one discipline; but they have written a senior thesis on a topic that cuts across disciplines, bringing their disciplinary tools to bear on a problem that requires research and interpretation and clear presentation.

UVSC currently offers the following emphases within the Integrated Studies Degree:

- | | |
|--------------------------|----------------------------------|
| ▪ Accounting | ▪ Information Systems |
| ▪ American Sign Language | ▪ Military Sciences |
| ▪ Behavioral Sciences | ▪ Networking Data Communications |
| ▪ Biology | ▪ Office Management |
| ▪ Business Management | ▪ Outdoor Leadership |
| ▪ Communication | ▪ Philosophy |
| ▪ Community Health | ▪ Psychology |
| ▪ Computer Science | ▪ Social Sciences |
| ▪ Earth Science | ▪ Sociology |
| ▪ Earth Studies | ▪ Spanish |
| ▪ English | ▪ Technology Management |
| ▪ French | ▪ Training and Development |
| ▪ History | |
| ▪ Hospitality Management | |

The additional emphases in Physical Education and Multimedia Communications Technology have been developed by the responsible departments, reflect departmental needs, and were created from existing courses. The addition of these emphases will require no additional faculty, staff, or space.

- b. Name Change of the Department of Social/Political Science to the Department of History and Political Science.

Courses under course prefixes in Archaeology (1 course), Economics (2 courses), Geography (2 courses), History (25 courses), Political Science (11 courses), and Social Science (1 course) are taught in the department. This change will much more accurately identify the major thrust of the Department, which is clear from the courses offered. It will also facilitate the listing and finding alphabetically in the College catalog of "history" which is currently hard to find chronicled as social science.

Impacts of this change will be minimal. The Department has been referred to as the History Department for some time. No structural or organizational change is proposed as part of the name change.

c. Discontinued Programs, Specializations and Emphases

The following programs, specializations and emphases have been discontinued at UVSC, or will be discontinued effective Fall, 2002:

FALL 2001

- BS Business Management - Information Management Specialization
- BS Business Management - Office Supervision Specialization
- AA Music
- AA Dance
- AA Theater
- AAS Executive Assistant - Desktop Publication Emphasis
- AAS Executive Assistant - Legal Emphasis
- AAS Early Care and Education Emphasis

FALL 2002

- Certificate Culinary Arts
- Certificate Finance and Banking
- Certificate Hospitality Management
- Diploma Accounting
- Diploma Culinary Arts

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/LF

MEMORANDUM

May 22, 2002

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

The following requests have been submitted by the designated institutions for consideration by the Regents on the Consent Calendar of the Academic and Applied Technology Education Committee.

1. University of Utah (U of U)

a. Approval to Offer a Distance-based Option for the PhD in Nursing

The existing PhD Program in the College of Nursing is a mature program that began in 1979 and emphasizes the professional development of nurses as researchers and nurse scientists. Officials at the U of U now request approval to conduct a pilot project that will make the program available via distance delivery. The distance delivery option will expand access to doctoral education for master's prepared nurses working in clinical settings who seek research training and doctoral study. The proposed pilot will consist of the admission, progression and graduation of two cohorts of doctoral students (maximum of 10 students in each cohort) utilizing distance technology as the delivery method, and will focus specifically on oncology nurses who seek doctoral preparation and research training in cancer prevention and control research.

For over twenty years, there has been concern about the decline in the number of health care providers — physicians, nurses as well as other clinicians — who have chosen to become both clinicians and scientists. This decline is occurring at the same time that there are significant advances in basic science discoveries that require translational science to bring direct benefit to health care. The area of cancer research has not escaped the growing pressure and need for more clinical scientists. Cancer policy and research groups have called for more qualified clinical researchers to address major gaps in knowledge related to cancer prevention and the delivery of quality cancer care.

Unfortunately, significant barriers exist for master's prepared oncology nurses to access high quality PhD programs that provide a strong grounding in cancer prevention and control research. These barriers can be categorized as obstacles related to characteristics of the doctoral programs (credentials and experience of faculty, a strong research orientation, etc.) and barriers related to the nurse's life situation (ability to relocate, family obligations, etc.). The University of Utah is one of the few universities in the country that has a strong cadre of oncology faculty in their College of Nursing with a strong base in funded research.

The combination of a distance-based PhD Program and the strong cadre of oncology faculty at the University of Utah provides an innovative response to address the current educational barriers for nurses.

The proposed program will be offered using a combination of real-time, Internet-based, desktop, videoconferencing supported by Web-CT course resources for distance outreach. Advisement, including dissertation advisement, will be conducted live in this manner and students will be encouraged to use the videoconferencing system to form study groups and to interact and support each other during non-class times. The proposed program also includes annual, intensive weeklong visits for each class group to campus, which will augment the videoconference format for classes. The visits also are intended to provide the opportunity for student orientation and role socialization, attendance at campus seminars and meetings with faculty across campus and in-person interaction time with classmates.

The U of U has received an R25 Training Grant from the National Cancer Institute in the amount of \$1,480,520 (total direct costs) over a five-year period. These funds will provide dedicated equipment and protected time to carefully implement and evaluate the proposed program. In addition to grant support, there will be income to the University from credit hour generation and to the College in tuition differential for graduate education credits. The College also has made a commitment to seek development funds to support student travel costs to the annual professional meeting that the group will attend.

Recruitment will begin upon approval of the program and the first cohort of 10 students will be admitted for Spring Semester, 2003. with graduation of the first cohort beginning in the Spring of 2006. The second cohort of 10 students will be recruited during 2003 and admitted for Summer semester of 2004. Their graduation will begin in the Summer of 2007. A rigorous evaluation process has been developed to assess both student and program effectiveness. By the Fall of 2006, the Graduate Council will receive a report on the first cohort's process and outcome evaluation and by Fall of 2007, the Graduate Council will receive a report on the impact evaluation of the first cohort and the process and outcome evaluation of the second cohort. If the pilot program is successful, officials at the U of U are confident that the internal budget allocation process will provide ongoing program funds.

2. Utah State University (USU)

a. Reorganization of the College of Natural Resources

Officials at USU propose an administrative reorganization of the College of Natural Resources (CNR). The proposed reorganization involves combining four existing academic departments and one non-departmental but degree-granting interdisciplinary program into three new academic departments. The existing departments are: (1) Fisheries and Wildlife, (2) Forest Resources, (3) Geography and Earth Resources, and (4) Rangeland Resources. The non-departmental degree-granting program is Watershed Science. All of these programs offer BS, MS, and PhD Degrees, except Geography and Earth Resources, which offers BS, BA, MS, and MA Degrees. The proposed new departments are: (1) Environment and Society; (2) Aquatic, Watershed, and Earth Resources, and (3) Forest, Range, and Wildlife Sciences. Upon approval and implementation of this proposal, the existing departments and the Watershed Science Program will no longer exist as separate administrative units.

Beginning in 1999, the CNR engaged in a strategic planning process designed to address a number of external and internal issues. After approximately 18 months of deliberation, CNR faculty to

reorganize the College into three departments — one with strength in water resources, one with strength in land resources, and one with strength in the social science principles relating to natural resource and environmental management. The new departments will position the College of Natural Resources at Utah State University to be a state, regional, national and world leader in integrated ecological approaches to forest, rangeland and wildlife management and science; social sciences as they relate to natural resource and environmental issues; and ecological approaches to water and water-related environmental issues.

It is anticipated that CNR will grow in both undergraduate and graduate student majors as a result of new disciplinary and interdisciplinary learning opportunities provided by this reorganization. The CNR enrollment goal is a five percent growth per year for the next five years.

As a result of this reorganization, the College will save the costs of operating one academic department. These savings include the administrative stipend that would be paid a department head (approximately \$30,000 above a full professor faculty salary), departmental staff savings (\$40,000), and the cost of operating a departmental office (approximately \$30,000). These are annual savings. No staff will be laid off as a result of this reorganization. Staff savings will be achieved over time through attrition. The recent combination of a vacant accounting position in the CNR Dean's Office with a departmental accounting position produced an annual salary savings of about \$12,000. Because of retirements and reassignments, three of the four CNR department head positions currently are filled by acting or interim heads, so the reorganization will not affect faculty hired for department head positions.

3. Weber State University (WSU)

a. Delivery of the RN to BSN Program via the Internet

Officials at WSU request approval to offer the Associate Degree Registered Nurse (RN) to Bachelor of Science Degree in Nursing (BSN) Program via the Internet-based WSU Online delivery system, effective Fall 2002. The Nursing Department has already been approved to offer the Licensed Practical Nurse (PN) and RN Programs via the Internet, and is authorized by the Utah Board of Regents to offer the Bachelor of Science Degree in Nursing. The implementation of the RN to BSN online degree is a natural evolutionary phase in the delivery of WSU Nursing Outreach Education. In addition, the proposed Internet-delivered RN to BSN Program is in full harmony with the overall institutional focus on developing Internet-delivered courses and degrees to meet the needs of WSU students. The Online RN to BSN curriculum and program design was reviewed and approved by the National League for Nursing Accrediting Commission (NLNAC), effective July 2001.

The approval of the online RN to BSN Program will, as with the online PN and RN Programs, streamline the delivery of this program for faculty and students alike. For budget reasons, a minimum number of qualified students are mandatory to offer a traditional face-to-face program in a particular community (approximately 10-12 students). As a result of this budgetary constraint, some outreach community requests for a RN to BSN Program cannot be accommodated. An online RN to BSN Program minimizes the geographic impact on budget constraints because an outreach RN to BSN online student cohort could be comprised of 10-12 students residing in widely separated communities. The WSU Online RN to BSN Program would be unique within the Utah System of Higher Education colleges or universities. Utah Valley State College and the University of Utah offer a RN to BSN Program, but they are not in an

online format. Given WSU Nursing Department’s success with other online degree programs, the online RN to BSN Program is anticipated to be both in high demand and of high quality.

Because this is a request for a change in delivery format for an existing outreach program, the majority of the funding to support the Online RN to BSN Nursing Program will come from the existing Nursing Department Outreach budget. Most of the online RN to BSN courses will be taught as part of faculty regular teaching assignments. A per capita enrollment fee is charged to offset instructional costs when the course is taught by faculty as part of an overload assignment. Additional funding may be required to develop new online courses; these costs will be covered by the WSU Online Office, not by the Nursing Department. Operating expenses specifically associated with an online delivery format (hardware, software, multi-media) will be supported by reallocated existing and new growth funds within the Nursing Department and the Dumke College of Health Professions. The projected budget totals for the first five years are as follows:

AY 2001-02	AY 2002-03	AY 2003-04	AY 2004-05	AY 2005-06
\$55,500.00	\$51,700.00	\$29,400.00	\$30,600.00	\$31,800.00

A detailed budget is included in Appendix A.

- b. Approval to offer the last two years of the Bachelor of Science Degree in Construction Management Technology (BS - CMT) on the Campus of Salt Lake Community College (SLCC) in Salt Lake City.

Student demand for the proposed program was determined by surveying students enrolled in or recently graduated from the SLCC Architectural Technology Program and the Building Construction/Construction Management Program. Of the approximately 150 currently enrolled students who replied to the survey, 75 percent said they had plans to continue their education beyond their associate degree. Over 60 percent of these respondents believed a Bachelor’s Degree in Construction Management was moderately or very important to their career because it would provide a greater range of job opportunities, help establish their professional reputation, and increase their salary.

Of the recent graduates of the SLCC construction-related associate degree programs, over 60 percent of the respondents indicated they had plans to transfer into a four-year degree program to continue their education. Three out of four respondents (75%) expressed a moderate to high interest in attending a BS - CMT program at SLCC’s Redwood Campus. Graduates expressed many of the same reasons for earning a bachelor’s degree as did currently enrolled students.

Over 80 employers in the Salt Lake City area were contacted to determine their perceptions of the need for a BS - CMT program. Two-thirds indicated their employees need a bachelor’s degree to be promoted into management positions, and more than half of the respondents (58%) have recently hired new bachelor degree employees for management positions. Nearly 70 percent of the employer respondents (n = 56) believed the need for bachelor degree construction management personnel would increase in the next three years, and 70 respondents (86%) said a BS - CMT Program at SLCC would fill a current need in their firms. Employers indicated they are willing to provide support for this proposed program, ranging from referring employees as students, serving as an internship sites, hiring program

graduates, providing financial assistance for students (employee stipends), and even providing start-up funds for the program.

Students will be admitted into the BS - CMT Program upon successful completion, or within one semester of successful completion, of a SLCC Associate Degree in a closely related program. Students will be advised that they may complete additional elective courses and earn a minor in Business Administration in conjunction with their BS - CMT Degree. This program will be offered in the evening to accommodate students who are employed in the construction industry. Initially, the BS – CMT Program will be taught on the Redwood Campus of SLCC, and may be taught at other SLCC locations, depending on student demand.

Currently, no other USHE institutions offer Bachelor's Degrees in Construction Management Technology that are articulated with the specific SLCC associate degree programs identified earlier. The WSU College of Applied Science & Technology has extensive experience with delivering off-campus degree programs, including the Electronics Engineering Technology and Computer Science programs at SLCC. It is not anticipated that the SLCC degree-completion program will affect enrollments in the WSU program. The SLCC-based program is anticipated to draw a student population that may be unable to take CMT courses on the WSU campus.

Existing full-time CMT faculty will be able to teach the SLCC courses on an overload basis. The program is currently staffed with three full time faculty positions. The addition of a fourth faculty member is planned in one year if the expected enrollment growth continues. Additional part-time faculty will also be hired specifically to teach in the SLCC BS - CMT Program.

No new facilities or equipment will be needed to offer the proposed program. Three of the upper division CMT courses require a computer lab, and adequate labs are currently available at the SLCC Redwood Campus. The Division Chair responsible for these labs has stated that they will be made available to support these three courses. Adequate library resources are available through the Internet.

The costs for the program will be in the categories of personnel and travel. Based upon current adjunct pay rates and present mileage costs, it is estimated that this program will cost approximately \$27,000 annually. There will be no additional costs for equipment, facilities, or the library, or other program expenses. This will be a budget-related program and WSU instructional funds will cover program costs.

4. Southern Utah University (SUU)

- a. Division of the Department of Language and Literature into the Department of English and the Department of Foreign Languages and Humanities

In 1986-87, the Departments of Languages and English were combined in order to accommodate a six percent budget reduction mandated by the State of Utah. Officials at SUU now request approval to administratively reorganize the Department of Language and Literature in the College of Humanities and Social Sciences. The proposed reorganization involves dividing the existing department into two academic departments, effective May 2002.

The proposed new departments are: (1) the Department of Foreign Languages and Humanities, and (2) the Department of English. Upon approval and implementation of this proposal, the existing Department of Languages and Literature will no longer exist as an administrative unit. The newly formed units will offer the same majors and minors as they did in a combined unit. Existing courses, curricula and degree programs will be maintained by the individual departments.

The Department of Foreign Languages and Humanities will offer Bachelor of Arts Degrees in French, French Education, German, German Education, Spanish and Spanish Education and Minors in French, German and Spanish.

The Department of English will offer Bachelor of Arts Degrees and Minors in English (with three emphases), Literature, Secondary Education and Creative.

The proposed administrative change will bring Southern Utah University in line with similar units which exist in the other state colleges and universities. Existing faculty, facilities and equipment will be used. Funding for this administrative change will be handled internally, with little or no cost to the University. Budgets will be divided between the two departments. They will share budgets in travel, current expense, hourly wage, etc. as established for the existing department .

- b. Reorganization of the School of Business by making three divisions into the following three departments: Accounting and Information Systems, Economics and Finance, and Management and Marketing

Effective July 1, 2002 the College of Business and Technology will cease to exist and the School of Business will become a stand-alone unit (as approved by the Board of Regents on July 1, 2001). The Department of Business Education and Computer Information Systems and the Department of Technology and Criminal Justice will become part of the new School of Applied Science and Technology (as approved by the Board of Regents on January 11, 2002). The Department of Military Science will become part of the School of Business. As a result of these organizational changes, officials at SUU propose to reorganize the School of Business. The Dean of the College of Business and Technology will become the Dean of the School of Business. The Associate Dean position will be eliminated and the divisions will become the Departments of Management and Marketing, Economics and Finance, and Accounting and Information Systems.

The Department of Management and Marketing will house the management and marketing faculty and will offer Bachelor of Arts and Bachelor of Science Degrees in Management and Marketing, Minors in Management and Marketing Education, and Management and Marketing courses for the Master of Business Administration (MBA) and Master of Accountancy (Macc) Degrees.

The Department of Economics and Finance will offer Bachelor of Arts and Bachelor of Science Degrees in Economics and Finance, a Minor in Economics, and courses in Economics and Finance for the MBA and Macc Degrees.

The Department of Accounting and Information Systems will offer Bachelor of Arts and Bachelor of Science Degrees in Accounting and Information Systems (including Business Teaching licensure), a Minor in

Information Systems (including Business Teaching licensure) and Accounting courses for the MBA and Macc Degrees.

Replacing the Associate Dean and divisions with three departments and department chairs will streamline administration, improve the governance of the school and be in line with the other academic schools and colleges of the University, which are all organized into departments.

The current Associate Dean will return to the faculty effective July 1, 2002. One faculty position (Information Systems/Business Education) will move to the School of Business from the Department of Business Education/Computer Information Systems. No other faculty or staff changes will be necessary. No new physical facilities, modification to existing facilities or new equipment will be required.

The funding required for three department chairs will be shifted from savings associated with the elimination of the associate dean position (\$14,520) plus the funding currently in place for division heads. There will be no other budgetary impacts within the institution. The changes can be implemented without additional costs.

5. Utah Valley State College

- a. Request to Move the Department of Multimedia Communication Technology (MCT) to the School of Computer Science and Engineering Technology

The MCT Department provides the curriculum and guidance for students pursuing the AAS Degree, the MCT Technical Specialty in the Technology Management BS Degree, and the BS Degree in Multimedia Communications Technology. As the Multimedia Communication Technology Program has grown, so has its interaction with other departments. The newly-formed School of Computer Science and Engineering Technology provides an excellent fit for its programs. Multimedia programs are heavily involved with advanced computer systems, development software, programming languages, and networks. The facilities and capital equipment available within the school provide an excellent environment for teaching multimedia technology. Upon approval, the MCT Department Chair will be supervised by the Dean of the School of CS and ET. The department program advising requires one advisor and the clerical needs are served by one administrative assistant in the department office. One additional full-time faculty member will be hired, bringing the number of full-time faculty to four. If the rapid increase in student enrollments of the past 18 months continues, the Fall 2002 enrollment will approach 500 students.

The additional funding requirements caused by this change are not significant. On the contrary, it is hoped that the move of this department into the School of Computer Science and Engineering Technology will help reduce the costs normally associated with a rapidly expanding program. For example, by carefully sharing computer labs with other departments in the school, the program can continue to grow rapidly without a sizeable capital investment for labs and workstations. The current funding for the Department will move to the School of Computer Science and Engineering Technology. Supported by new enrollments and shared special purpose funding, such as the Governor's Technology Initiative, the Multimedia Communication Technology program will continue to grow, despite the restricted budget of the 2002-2003 school year.

- b. Approval to offer an Emphasis in Business/Marketing Education as a Secondary Education

Endorsement and Certificate Program

The School of Business is responding to student demand and school district needs to provide a secondary education endorsement and certification program for prospective teachers in Business/Marketing Education. The proposed program was approved by the UVSC Board of Trustees during its March 7, 2001 meeting.

All the courses necessary in the disciplines and in secondary education are in place (see Appendix B). Students seeking the education endorsements would be absorbed into existing sections of courses. Three new principles/methods courses were created and would be housed in the Business Systems Administration and Education area. The courses include: BUS 3700, Principles of Business/Marketing Education (3 credits); BUS 4200, Methods of Teaching Keyboarding and Computer Applications (3 credits); and BUS 4250, Methods of Teaching Business and Marketing. These courses would be taught one semester per year.

Because these methods courses would be offered only once per year, existing faculty would be expected to teach them as overload. However, if enrollment growth funding is available, adjunct faculty would be hired to teach other sections of the existing faculties loads, thereby precluding the need for overload teaching. See Appendix C for names and qualifications of faculty.

The Teaching Field Index of Criticality for the Terrel H. Bell Teacher Loan Forgiveness Program (December 2000) indicated a criticality level of 3.3 for business and 3.0 for marketing; 3.0-3.9 is a moderate shortage. Provo and Jordan School Districts each had to hire three teachers on letters of authorization in the Fall of 2001 because of the lack of qualified applicants. At a conference of the Western Business and Information Technology Educators in San Francisco, February 15-18, 2002, several sessions were held on teacher education and the shortages that exist. In one of the sessions, a Utah State University faculty, prominent in Business Education, stated that there is a shortage of business teachers in the western United States, and there are not enough candidates in the pipeline to fill positions that will become vacant in the next 5-10 years due to retirements.

Currently 39 students have expressed interest in the proposed program to advisors in the Department of Education, Child and Family Studies, and School of Business. Anticipated are 15-20 students per year who would matriculate into the proposed program. In addition to student interest in the program, the secondary teachers in the Mountainlands area have expressed interest in the proposed program whose graduates are more likely to stay in their area.

The curriculum meets the standards of the Utah State Office of Education (USOE). The proposed program would include 37 hours of general education courses, 28 hours of secondary education, and 60 hours in business and marketing courses in the 125-credit hour program.

Comments were made by officials at Utah State University and Weber State University expressing concern regarding the wisdom of offering another Business Education Program within the USHE. These officials reported that their own programs have more room for expansion but are not attracting students. It is believed that if UVSC offers the proposed program, those students in Utah County who now commute to WSU might not stay with their current program, thus impacting an existing program. However, data from the Office of the Commissioner indicate that there were 170 students enrolled in Business Teacher Education

Programs at Utah State University, Weber State University and Southern Utah University in 2000-2001. Only eight of those students were from Summit, Utah and Wasatch Counties. Also, officials stated that students are no longer attracted to business education because graduates can find more lucrative employment in other fields of business. High schools are hiring fewer of these graduates as they reconfigure their business education programs into more contemporary offerings.

Officials from the State Office of Education expressed concern with the viability of existing programs, particularly at WSU if a new program is instituted, and the qualification of the faculty who would teach the method courses. Officials from UVSC stated that they do have qualified faculty to teach the methods courses. They also believe that they are appealing to potential students who would not be able to commute to Ogden for a Business Education Endorsement Program. No comments were made on the appropriateness of course content.

- c. Approval to Create the School of Education, currently the Department of Education, Child and Family Studies which is a part of the School of Humanities, Arts, and Social Science

The primary activities of the Department have evolved from preparing students to work in pre-schools and day-care centers to qualifying them to teach in K-12 public schools. In 1996, the Utah State Board of Regents and the State Board of Education approved an Elementary Education Program which prepares and qualifies students to obtain licensure to teach in Utah. In 1999, both Boards approved an Early Child Education licensure program. In 2001, the Regents' and the Board of Education approved a licensure program for Secondary Education. The approved education emphases in secondary education are: Biology, English, Earth Sciences, History, Mathematics, and Chemistry/Physics.

Separation of the School of Education from the School of Humanities, Arts and Social Sciences is needed for administrators to supervise more efficiently and effectively the unique programs found within Education. All colleges and universities in the State have a school or college of education with a dean who supervises the entity's activities. The deans of education meet with personnel from the Utah State Office of Education and from the Regents' Office on a monthly basis to discuss statewide education issues. It is appropriate that UVSC have someone of equal membership with the other institutions on the Education Dean's Council. The creation of a School of Education would bring UVSC in line with the other institutions in the USHE.

The size and distinctive nature of the programs in Education warrant the creation of a School of Education for UVSC. The program began in 1996 with 30 students and has increased to 174 Elementary Education students, 28 Early Child Education students, and 66 Secondary Education students. Expansion is expected in Secondary Education Programs over the next few years.

Enrollments in Elementary Education were restricted for three years at 30 students per year. Since then the enrollments have increased to 114 juniors and 60 seniors. One hundred percent of those who desired employment at graduation were placed in teaching positions. The College has managed the Early Child Education Program as a dual major with Elementary Education. The enrollments for this program have risen from 12 students to 28. There are 66 students officially admitted to the Secondary Education Program. Student demand for the program is high. Two hundred students have applied for Elementary Education for next fall. There are 700 students who have indicated an interest in Secondary Education.

The number of full-time equivalent (FTE) faculty has increased each year since the beginning of the program. In 1996 there were two FTE faculty; now there are 17. Currently, there are two positions advertised for Secondary Education faculty and two for Elementary Education.

There would be no change in the roles of the faculty with the administrative change. The dean's position would be filled by an in-house candidate. All other administrative supports are already in place within the School of Humanities, Arts, and Social Sciences. There would be no need for new or extra facilities resulting from the change. There would be no new costs for the creation of the School of Education. Current funding for the Department would be moved from the School of Humanities, Arts, and Social Sciences to the proposed school.

- d. Request to move the Department of Environmental Technology from the School of Technology, Trades, and Industry to the School of Science and Health

Upon approval, the Department of Environmental Technology will become a program in the Department of Earth Science, one of the departments of the School of Science and Health. This request includes the personnel and programs of the Department.

The UVSC Department of Environmental Technology has long provided short-term training programs, training seminars, and one- and two-year degree programs that have benefited many students and communities within the State. Courses and programs are in the areas of Water Treatment and Water Reclamation, Hazardous Materials, and Environmental Management. The department currently offers an AAS Degree which has a general education area, a core requiring seven courses and 29 additional credit hours in one or more of the above specialized areas.

The evolution of the School of Science and Math, and the corresponding development of Baccalaureate Degrees in Chemistry, Physics, Biology, and Earth Science, have prompted many collegial conversations regarding the needs of the Environmental Technology Department and also of its resources to contribute to those degree programs. Those discussions have led to the conclusion that this department now has an obvious fit in the School of Science and Health. The science background of the technology students in the Environmental Program will fit easily into the Department of Earth Science and the School of Science and Math.

Forty-five credit hours in one of the technical specialties of Water or Wastewater, Hazardous Materials, or Environmental Management, which are now offered within the AAS Degree, provides the necessary requirements to pursue a Bachelor's Degree in Technology Management. The AAS Degree and the technical specialty possibility for the Technology Management Bachelor's Degree will continue.

Currently, the Department has two full-time contract faculty. The Department utilizes the abilities of many specialized adjunct faculty for their workshop and seminar programs and for some courses in the credit degree program. The Department also has an advisor/workshop coordinator in a full-time, contract role. Secretarial/clerical help is provided on a part-time basis, and that situation will be improved.

The impact of this change will be minimal. Spaces presently occupied by all programs and personnel will remain basically the same. An additional emphasis in the Earth Science Bachelor's Degree

is envisioned in the area of Environmental Management. Officials at UVSC feel that students will be better served and connections to possible four-year programs will be more obvious and accessible with this move.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the request for a Business/Marketing Education Emphasis in Secondary Education at Utah Valley State College and, if satisfied, give preliminary approval contingent upon approval by the Utah State Board of Education. It is further recommended that this program be reviewed in three years to determine if: (1) there is adequate student interest and school district need to continue the program, and (2) if students are leaving existing programs to enroll in the UVSC program.

The Commissioner also recommends that the Regents approve the other institutional requests included on the Consent Calendar of the Academic and Applied Tehcnology Education Committee.

Cecelia H. Foxley, Commissioner

CHF/LF/PCS
Attachment

Appendix A

Projected Budget for Weber State University's Online RN to BSN Program

Category	AY 2001-02	AY 2002-03	AY 2003-04	AY 2004-05	AY 2005-06
Salaries ¹	\$22,000.00	\$23,000.00	\$24,000.00	\$25,000.00	\$26,000.00
Development ²	\$17,500.00	\$17,500.00	\$0	\$0	\$0
Current Exp ³	\$16,000.00	\$ 8,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Library	\$0	\$0	\$0	\$0	\$0
Equipment ⁴	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
Travel ⁵	\$ 1,000.00	\$ 1,200.00	\$ 1,400.00	\$ 1,600.00	\$ 1,800.00
TOTAL	\$55,500.00	\$51,700.00	\$29,400.00	\$30,600.00	\$31,800.00

APPENDIX B

UVSC Business/Marketing Education Emphasis

Business/Marketing education Principles and Methods Course Descriptions

The following three new courses have been created for the Business/Marketing Education emphasis at Utah Valley State College. These courses will be taught one semester per year. All other courses in the degree are established courses required in other School of Business degrees.

Business/Marketing Education Methods Courses

- | | |
|--|---|
| BUS 3700 Principles of Business/Marketing Education | 3 |
| Provides background and foundation of business/marketing teacher education for students seeking a secondary education degree. Includes curriculum standards, competency-based instruction and testing, textbook selection, equipment selection and management, student organizations, advisory committees, relationships with colleagues, dealing with various publics and stakeholders, student advisement, applied-technology education, current research, issues and trends in business and marketing education, teacher growth and development, and professionalism. | |
| BUS 4200 Methods of Teaching Keyboarding and Computer Applications | 3 |
| Provides instructional strategies for teaching keyboarding and computer applications. | |
| BUS 4250 Methods of Teaching Business and Marketing | 3 |
| Provides an opportunity for students to become facilitators of learning specifically by planning, developing, delivering, and evaluating basic business curriculum. | |

Proposed course and credit hour requirement for the program

Course Number	Title	Credit Hours
General Education ENGL 1010	Intro to Writing	3
ENGL 2010 or ENGL 2020	Intermediate Writing: Humanities/Social Science or Intermediate Writing: Science/Technology	3
MATH 1050	College Algebra	4
American Institutions: ECON 1740	U.S. Economic History (recommended) (may select from American Institutions choices)	3
PHIL 2050	Ethics & Values	3
HLTH 1100	Personal Health & Wellness	2
PE-S 1300	Fitness for Life	1
COMM 2010	Interpersonal Communication	3
Fine Arts (select from those listed)		3

Humanities (select from those listed)	3
Biology (select from those listed)	3
Physical Science (select from those listed)	3
Biology or Physical Science (select from those listed)	3
Subtotal General Education Courses	
	37

Education Courses (including Business/Marketing Methods Courses)

EDSC 2540	Development of the Adolescent Student		2
EDSC 3000	Foundation Studies in Teaching & Learning		3
EDSC 3050	Foundations of American Education		2
EDSP 3400	Exceptional Students	F	2
EDSC 4200	Classroom Management I	F	1
EDSC 4250	Classroom Management II		1
EDSC 4440	Reading and Writing in the Content Area		3

EDSC 4450	Multicultural Instruction and ESL	F	2
EDSC 4550	Sec. Curriculum, Instruction and Assessment	F	4
EDSC 4850	Student Teaching–Secondary (Includes seminar)	F	8
<i>EDSC 3250</i>	<i>Instructional Media*</i>		

*Business and Marketing computer courses will be taught through the School of Business and will substitute for the EDSC 3250 course.

BUS 3700	Principles of Business/Marketing Education	F	3
BUS 4200	Methods of Teaching Keyboarding & Computer Applications	F	3
BUS 4250	Methods of Teaching Business & Marketing	F	3

F= Field Experience in the public schools

Subtotal Education and Methods Courses 37

Track/Options (Business and Marketing Courses)

ISYS 105A and ISYS 105B OR ISYS 1060	Basic Computer Concepts/Operating System Basic Internet/E-mail Applications Introduction to Computer Concepts	.5 and .5 OR 1	1
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ISYS 1210 ISYS 1120 or ISYS 1130	Using Visual Basic for Applications (preferred) Introduction to Information Systems Introduction to Windows	3 3 or 3 3	3
ISYS 2360	Business Spreadsheet Applications		3
ISYS 2370	Business Database Applications		3
ISYS 2450	Web Content Development		3
ISYS 3270	Business Presentation Applications		3
ISYS 3350	Business Desktop Publishing Applications		3
ACC 2010	Financial Accounting		4
ACC 2020	Managerial Accounting		4
CNS 2610	Network Administration		3
LEGL 3000	Business Law		3
MGMT 1650	Fundamental Selling Techniques		3

MGMT 2200	Written Business Communication	3
MGMT 2300	Macroeconomics	3
MGMT 3000	Organizational Behavior	3
MGMT 3600	Principles of Marketing	3
MGMT 3660	Internet Marketing	3

*Students will teach at least one marketing course during the student teaching experience in addition to teaching business courses.

Subtotal Business and Marketing Courses 51

Total Credits 125

Students will be required to join and be active in either DEX or PBL for two semesters including participating in the state conference.

(For additional Multimedia Endorsement, students can complete the MCT 1110 course and a multimedia portfolio.

MCT 1110 Multimedia Essentials*

4

*Students who select the multimedia option must also teach at least one multimedia course during student teaching.)

General Education Courses

ENGL 1010 Introduction to Writing

3

Emphasizes, in writing intensive workshops, rhetorical knowledge and skills. Teaches critical reading, writing, and thinking skills. Explores writing situations as complex and recursive processes. Enhances basic literacies, addressing both rhetorical problems and conventions of language use (within the context of Standard Written English. Three major essays with graded revision(s), microthemes, in-class writing and collaboration, portfolios, and journals.

- ENGL 2010 Intermediate Writing: Humanities/Social Sciences** 3
 Explores interfaces between the personal and the public and invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that embody the spirit of inquiry, explore and interrogate multiple perspectives, and negotiate meanings across a diverse array of positions. Three major research projects (with at least one mandatory, graded revision), annotated bibliography, oral presentations, portfolios, journals, in-class writing and collaboration.
- ENGL 2020 Intermediate Writing: Science and Technology** 3
 Explores public issues involving science and technology. Invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that inquire, interrogate, and negotiate meanings across a diverse array of positions and in a variety of contexts, including writing about science and technology issues, and technical and/or professional documents. Includes at least one major research project (possibly more), annotated bibliography and/or appendices, oral presentations (individual and/or group), portfolios, in-class writing, and collaboration. May include basic requirements for professional and technical documents (memos, letter, reports, and more).
- MATH 1050 College Algebra** 4
 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.
- ECON 1740 U.S. Economic History** 3
 Studies economic development in America, with emphasis on resources, commerce, agriculture, capital, manufacturing, government, and labor organizations.
- PHIL 2050 Ethics and Values** 3
 A demanding transfer course, designed to challenge students to (1) explore and clarify their values; (2) critically read works of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and (3) read, study, research, discuss, and write about difficult ethical issues. Focuses on issues of good vs. evil, justice vs. injustice, equality vs. inequality, and the necessity of defining and examining happiness and values. This confrontation with major philosophical concepts and systems is intended to engage student in serious reflection on issues of ethics and values as they relate to the students' own lives.
- HLTH 1100 Personal Health & Wellness** 2
 Examines the basic health "wellness" concept of good health through healthy living. Develops a greater appreciation for bodies and understanding of requirements to maintain or achieve good physical, mental, emotional, social, and spiritual health. Includes lecture, discussion groups, guest lecturers, media, and role-playing.
- PE-S 1300 Fitness for Life** 1
 Provides an individualized approach to physical fitness. Teaches principles of cardiovascular endurance, weight control, strength, and ability. Students apply learning by writing and engaging in a personalized fitness program.

COMM 2010 Interpersonal Communication 3
 Examines the role of communication in interpersonal relationships. Includes the history of interpersonal communication research and theory, and applications such as negotiation, conflict management, listening, and assertiveness.

Education Courses

EDSC 2540 Development of the Adolescent Student 2
 A core course for Secondary Education majors. Examines development of the adolescent in areas of physical, cognitive, psychological, social, and sexual development and the relationship of development in these areas with success in school. Explores common problems of adolescence and methods of dealing with these problems in the school setting.

EDSC 3000 Foundation Studies in Teaching and Learning 3
 Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Includes study of parent education, involvement, and support strategies, and collaboration with community agencies and professionals. Emphasizes the application of theory to practice with emphasis on teacher-student instructional interaction and teacher/parent/community agency interactions.

EDSC 3050 Foundations of American Education 2
 Provides a broad and comprehensive overview of American education. Facilitates the understanding of current educational practices in America as a result of the social, historical, economic, and political forces that have had influence on the education system. Provides opportunities for students to evaluate their own belief system concerning education.

EDSP 3400 Exceptional Students 2
 For elementary and secondary education students. Covers teacher's roles in integration of exceptional students, working with parents and specialists and in developing individual educational plans for exceptional students. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. Stresses curriculum modification necessary for meeting special needs. Requires students to develop a code of personal ethical behaviors specific to teaching exceptional students.

EDSC 4200 Classroom Management I 1
 For EDSC teacher education students. Presents strategies for routine management of the classroom environment and materials, and the initial set up of classrooms and management plans. Covers theory and practice. Taught during fall semester prior to the start of public schools.

EDSC 4250 Classroom Management II 1
 Presents strategies for handling chronic misbehavior and students with behavioral or emotional disorders. Reviews theory and expert problem solving process. Explores practical, appropriate responses, particularly, behavior modification strategies with an emphasis on self-monitoring.

EDSC 4440 Content Area Reading and Writing 3

A core course for secondary education majors. Prepares preservice secondary students to facilitate reading, writing and study skills achievement in the content areas at the middle school and secondary school level; for content area teachers with little or no background in reading and writing development. Includes field experience in public schools.

EDSC 4450 Multicultural Instruction/ESL 2

A core course for secondary education majors. Prepares preservice secondary students to understand and facilitate achievement in the content areas for ethnically and language diverse students at the middle school and secondary school level. Covers foundations of multi-cultural education and instructional methodology for adaptation for ESL and ethnically diverse students. Includes field experience in public schools.

EDSC 4550 Secondary Curriculum, Instruction and Assessment 4

A core course for secondary education majors. Examines curricular history and issues, national, state, and district standards, and prepares preservice secondary students to write objectives, lesson plans, and units using appropriate generic models of instruction and assessment. Includes intensive field experience in public schools.

EDSC 4850 Student Teaching—Secondary 8

Culminating ten-week teaching experience in a secondary classroom, grades 7-12. Includes application of knowledge, skills, and attitudes derived in previous course work and program experiences. It is the culminating requirement for students to be recommended for a secondary teaching license from the Utah State Office of Education.

*Business/Marketing Education Methods Courses***BUS 3700 Principles of Business/Marketing Education** 3

Provides background and foundation of business/marketing teacher education for students seeking a secondary education degree. Includes curriculum standards, competency-based instruction and testing, textbook selection, equipment selection and management, student organizations, advisory committees, relationships with colleagues, dealing with various publics and stakeholders, student advisement, applied-technology education, current research, issues and trends in business and marketing education, teacher growth and development, and professionalism.

BUS 4200 Methods of Teaching Keyboarding and Computer Applications 3

Provides instructional strategies for teaching keyboarding and computer applications.

BUS 4250 Methods of Teaching Business and Marketing 3

Provides an opportunity for students to become facilitators of learning specifically by planning, developing, delivering, and evaluating basic business curriculum.

*Business/Marketing Courses***ISYS 105A Basic Computer Concepts/Operating System** .5

Presents basic computer concepts and hands-on training in operating system software. Exposes students to hardware and software terminology. Studies PC operating system software to create desktop shortcuts, perform file management, set resolution, work with multiple application windows, and other properties.

ISYS 105B Basic Internet/E-mail Applications .5

Presents use of the Internet and Email. Emphasizes commands needed to function on the Internet. Includes using hyperlinks to navigate through the Internet. Stresses methods for saving text and images off the Internet. Discusses acceptable use policies. Exposes students to browsers and search engines to locate information on the Internet. Introduces Email basics, netiquette, and address book maintenance.

ISYS 1060 Introduction to Computer Concepts 1

Emphasizes introductory computer concepts. Includes in-depth discussion of hardware and peripherals in the electronic workplace. Introduces students to types of computer software and their uses, networking and telecommunication applications, and technological advances. Explores computer security and risks.

ISYS 1120 Introduction to Information Systems 3

Introduces the field of information systems. Demonstrates how businesses, individuals, and society use information systems for success. Covers the technical foundations of information systems, database design and management. Includes the telecommunications revolution, E-Commerce, client/server computing, decision support systems, systems analysis and design, computer security, management issues and ethics.

ISYS 1130 Introduction to Windows 3

Studies Windows commands and user interfaces. Assists users of Window-based applications software to understand the functions of Windows within the microcomputer environment.

ISYS 1210 Using Visual Basic for Applications 3

For Administrative Information Management or Training Design and Development majors. Introduces Visual Basic for Applications (VBA) as a programming language to extend the functionality of the Microsoft Office Suite. Presents programming fundamentals necessary to integrate MS Office applications. Students design, code, test, and debug several VBA applications that run within Word, Excel, Access, and PowerPoint.

ISYS 2360 Business Spreadsheet Applications 3

Teaches effective production and utilization of spreadsheets. Introduces most commonly used capabilities of spreadsheet software. Provides understanding of spreadsheet utilization in a business. Completers should be able to apply software applications to real-life situations. Includes theory, instruction, demonstration, and hands-on experience.

ISYS 2370 Business Database Applications 3

Teaches creation of and effective utilization of database files using database management software. Covers basic concepts of database management emphasizing commonly used applications. Teaches use of forms, reports, labels, letters, custom screens, and queries. Includes assignments that illustrate application in business. Completers should apply database management concepts to career requirements. Includes theory, instruction, demonstration, and hands-on experience.

ISYS 2450 Web Content Development 3

Focuses on the design and construction of www Home Pages and maintenance of web sites in a multi-platform environment. Teaches current SGML (HTML) standards and are exposed to the latest enhancements. Covers design concepts, page layout, legal issues, basic client-side and server-side security, and commercial use of the www.

ISYS 3270 Business Presentation Applications 3

Teaches a presentations software package to create business charts and graphs, illustrations for desktop publishing, text charts, computer slide presentations, and other business-oriented publications. Incorporates drawing and editing tools, formatting data charts and graphs, scanning, and using sound, clipart, animation, and presentation templates to create a slide show. Includes theory, instruction, demonstration, and hands-on experience.

ISYS 3350 Business Desktop Publishing Applications 3

For Business System Administration students and others interested in advanced word processing features. Teaches advanced word processing applications emphasizing the desktop publishing features. Uses current word processing software in a Windows environment to produce complex documents. Covers formatting and design principles. Includes theory, instruction, demonstration, and hands-on experience.

ACC 2010 Financial Accounting 4

The first course in the introductory accounting series covering concepts and methods underlying preparations of financial statements utilizing generally accepted accounting principles (GAAP). Topics include the accounting cycle, income determination for service and merchandising operations, and the reporting of assets, liabilities, and owner's equity for sole proprietorships, partnerships, and corporations.

ACC 2020 Managerial Accounting 4

A second course in the introductory accounting series covering managerial accounting and the financial control of business operations. Topics include: job-order and process costing, segment reporting, cost-volume-profit relationships, contribution margin and standard variance concepts, master budgeting, present and future value concepts, and analysis of accounting information.

CNS 2610 Network Administration 3

Teaches operating and managing microcomputer local area networks. Covers client software fundamentals, login scripting, volume and subdirectory structure, network security, and network printing. Students use hands-on exercises on a network operating system to practice learned skills.

LEGL 3000 Business Law 3

Presents the American legal system, constitutional law, statutory law, common law, and administrative law and alternatives to courts. Discusses crimes, torts, negligence, contracts, negotiable instruments, and contractual relationships.

MGMT 1650 Fundamental Selling Techniques 3

Covers the steps of a sale, sales psychology, and self motivation. Gives students necessary job skills required of salespeople in retail, wholesale, direct, industrial, and service industries. Includes lecture, guest speakers, video tapes, role playing, writing, activities, demonstrations, and presentations.

MGMT 2200 Written Business Communication

3

Teaches written correspondence and business reports using direct and indirect approaches. Emphasizes basic language utilization. Includes application of communication principles to business writing situations. Requires completion of a formal research document.

MGMT 2300 Macroeconomics

3

Introduces macro and microeconomics. Presents the necessary economic background to prepare students to function as citizens in business in a world economy and understand the role of economic policy in the United States. Uses lecture, class discussion, student presentations, computer simulations, and videos. Completers should have the necessary prerequisite knowledge to successfully gain admittance to upper level university economics courses.

MGMT 3000 Organizational Behavior

3

Studies how people work in organizations. Deals with knowledge of human behavior, practical application of management skills based on concepts from psychology, sociology, and anthropology. Covers interpersonal skills for communication, leadership, motivation, problem solving, perception, diversity, culture, team building, and socialization process. Reviews group dynamics, behavior modification principles, stress, and human values in the workplace. Includes lectures, case studies, oral presentations, written assignments, and group projects.

MGMT 3600 Principles of Marketing

3

Studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling. Includes case analyses and other methods of lecture, class discussion, video, oral presentations, written assignments, and guest speakers.

MGMT 3660 Internet Marketing

3

This course provides an introduction to the many business uses of the Internet to create competitive advantage. Featured are both discussions of E-Business strategic components and practice with Web page exercises. Guided exercises are used to explore the Net, both in and out of class. Projects range from locating information in cyberspace to creating a model of a Web site. Research on cutting edge topics and Net use in a particular industry are explored. Emphasis will be on the sharing of concepts discussed in lectures, class activities, the assigned readings, and group projects.

Multimedia Endorsement (Optional)**MCT 1110 Multimedia Essentials**

4

Teaches essentials of multimedia production, development, and delivery. Addresses how computer systems and humans interact to make multimedia possible. Studies the current state of the multimedia industry. Covers methods for creating multimedia titles for delivery via CDs and the Internet. Includes lectures, demonstrations, and a project during which each student will design, create, and deliver a high-quality multimedia title.

APPENDIX C:

**UVSC School of Business Faculty Teaching Courses
in Business/Marketing Education Emphasis**

Contract faculty in the School of Business currently teaching courses required in the Business/ Marketing Secondary Education program:

The following faculty hold a current Utah teaching certificate or license in Business and/or Marketing Secondary Education.

Paula Jan Bentley, Assistant Professor, Information Systems: B..S. Marketing and Distributive Education, Brigham Young University; MS Business Information Systems and Education (Information Systems Emphasis), Utah State University.

Judy K. Conder, Professor, Business Management and Communication Department; BS, Business Education; MS, Industrial Education/Educational Psychology, Brigham Young University.

Karin S. Davidson, Professor, Information Systems and Multimedia Communications Technology; BS, MS, Business Education, Utah State University; 6 years secondary teaching experience. (In process of renewing license).

Reed G. Gooch, Professor, Finance and Economics; BS, Business/Finance, Utah State University; M.BA, Business Administration, University of Santa Clara.

Dennis P. Greer, Professor, Accounting, BS, Accounting, MS, Public Administration, Brigham Young University; Ed.D. Business Information Systems, Utah State University; CPA, CMA.

Diane B. Hartman, Assistant Professor, Information Systems; BS Secondary Education (English History, Business); MS, Business Education, Brigham Young University; 7 years secondary teaching experience.

Cynthia O. Krebs, Professor, Information Systems; BS, MS, Business Education, Utah State University; 1 year secondary teaching experience.

Duane B. Miller, Associate Professor, Management and Organizational Communication, BS, MS Business Education, Brigham Young University; 10 years secondary teaching experience.

Kathleen Richards, Associate Professor, Information Systems, BS, Business, University of Utah; M.Ed. Business Education, University of Utah; PhD (abd), Business Information Systems and Education, Utah State University; 23 years secondary teaching experience; University supervisor of student teachers.

Colleen Vawdrey, Professor, Management and Organizational Communication; BS, MS, Business Education, Brigham Young University; PhD, Business Information Systems and Education, Utah State University; 13 years secondary teaching experience.

J. Karl Worthington, Associate Vice President for Academic Affairs; AS Business, College of Southern Utah; BS, MS, Business Education, Utah State University; PhD, Business Education, University of Iowa; 4 years secondary teaching experience; and University supervisor of student teachers.

The following contract faculty received degrees in Business and/or Marketing Secondary Education but do not hold a current Utah teaching certificate or license.

Frank D. Cooper, Professor, Management and Organizational Communication; BS Business Administration, California State University; MS Business Education, Brigham Young University; 1 year secondary teaching experience.

Kimberly Cosby, Instructor, Information Systems; BA Secondary Education (Political Science/Social Science), Boise State University; MS Business Information Systems and Education (Information Systems Emphasis), Utah State University.

Larry D. Hartman, Associate Professor, Management and Organizational Communication; BS, Business Education and Business Fundamentals, Brigham Young University; MS Business Education and Business Management, Brigham Young University; PhD Business and Administrative Services, Oklahoma State University.

Keith R. Mulbery, Associate Professor, Information Systems; BS, M.Ed., Southwestern Oklahoma State University; PhD candidate, Business Information Systems, Utah State University.

Marilyn Stubbs, Lecturer, Information Systems; BS, Business and Office Education, Brigham Young University; MS, Business Information Systems and Education, Utah State University.

Hugh J. Rode, Professor, Legal Studies; BS, MS, Business Education, Brigham Young University; J. D. 5 years secondary teaching experience.

The following contract faculty also support the program offerings in the Business/Marketing Secondary Education degree.

Deborah Baird, Associate Professor, Management and International Business; BA, Business Management (Marketing); M.BA (Economics Emphasis), Brigham Young University.

John A. Balden, Assistant Professor, Accounting, BS, Accounting; M.Acc, (Federal Taxation Emphasis), Brigham Young University.

Kimberley W. Bartholomew, Associate Professor, Information Systems; BS, MS, Computer Science, Brigham Young University.

Benjamin W. Bean, Associate Professor, Accounting, M.BA, Accounting Emphasis; BS, Business Management, University of Utah; CPA.

Wesley M. Bitters, Professor, Hospitality Management; BA Education, Utah State University; MA, Secondary Education, Michigan State University.

Janice Gygi, Assistant Professor, Management and International Business; BA, Psychology, George Mason University; MS, Special Education, PhD, Educational Psychology, PhD, Business Administration, University of Utah.

Lowell M. Glenn, Assistant Professor, Finance and Economics; BS Public Administration/ Political Science; Brigham Young University; MBA, Brigham Young University; PhD, Economics, George Washington University.

Richard T. Henage, Associate Professor, Accounting; BS Speech Communication, Utah State University; MBA, Accounting and Finance, Utah State University; PhD, Accounting, University of Utah.

Donald W. Hendon, Associate Professor, Marketing and International Business; B.BA, Management, University of Texas, Austin; MBA, Marketing, University of California, Berkeley; PhD, Marketing, University of Texas, Austin.

Jill O. Jaspersen, Assistant Professor, Legal Studies; AA, General Education, Ricks College; BA, Drama Education; J.D., J. Ruben Clark College of Law, Brigham Young University

Steven Johnson, Associate Professor, Accounting; BS, Accounting, Brigham Young University; MAcc., Brigham Young University; PhD, Accounting, Virginia Polytechnic University.

David O. Litchford, Professor, Management and Organizational Communication; AAS, Sales, Weber State College; BS, Marketing; MA Educational Leadership, Brigham Young University.

Douglas Miller, Assistant Professor, Hospitality Management; BS, Hospitality Management, BYU Hawaii; M.BA, Chaminade University; PhD University of Utah.

Anita Musto, Associate Professor, Management and Organizational Communication; A.AS, Business Management, Utah Valley State College; BS, Business Administration, MA, Management/Human Resources/Organizational Behavior, University of Phoenix.

Pat R. Ormond, Professor, Information Systems; BS, Accounting, Brigham Young University; MS Business Information Systems and Education (Information Systems Emphasis), Utah State University.

Bunney L. Schmidt, Lecturer, Accounting; AA, BS, Accounting, Santa Rosa Junior College; M.Acc Accounting, Utah State University.

Eugene L. Seeley, Assistant Professor, Marketing and International Business; BA, French, Brigham Young University; M.I.M., American Graduate School of International Management; PhD candidate; International Business, University of Utah.

Sheldon R. Smith, Associate Professor, Accounting; BS, Accounting, Brigham Young University; MBA, Brigham Young University; M.Acc. Brigham Young University; PhD, Accounting, Michigan State University.

Michael J. Stemkoski, Associate Professor, Accounting, BS, Business Economics, Utica College of Syracuse University; MS, Accountancy, Utah State University; CPA.

Steven C. Teeter, Associate Professor, Accounting, BS, Business Management, Franklin Pierce College; M.BA, University of Phoenix.

Letty Workman, Assistant Professor, Marketing and International Business and Finance and Economics; B.A., Philosophy, University of Missouri; M.B.A, Southern Illinois University; PhD, (abd) Marketing.

MEMORANDUM

May 22, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah State University – Research Revenue Bonds Issue

Issue

Utah State University officials request that the Regents approve an authorizing resolution for the issuance of revenue bonds to finance USU Research Foundation (USURF) facilities and the refunding of outstanding University obligations.

Background

University officials desire that the Regents approve a resolution to issue bonds to finance the construction of USURF facilities and to finance the refunding of existing bonds. In doing so, the proposed resolution combines two types of bond authorizations in a single issuance.

The first type of bond authorization relates to the financing for USURF facilities. At the request of the Regents, the 2002 Utah Legislature included in House Bill 2, *2002 General Obligation Bond and Capital Facilities Authorizations*, authorization for the State Board of Regents to issue up to \$19 million plus the costs of issuance for revenue bonds to acquire, construct, furnish, and equip research and office facilities at the USU Research Park. The three specific facilities related to this project include (1) a Calibration and Optical Research building, (2) a Bio-Technology Laboratory building, and (3) a USURF Headquarters building.

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

In addition to the amounts related to the construction of new Research Foundation facilities, USU requests that the Regents exercise authority as a governing body under UCA 11-27-3 to "provide for the

issuance of refunding bonds to refund outstanding bonds." A previous revenue bond issue for Utah State University, Series 1995A, financed the construction of the Human Resources Research Center on the USU campus. Because prior legislative authorization is not needed for refunding revenue bonds, University officials wish to capitalize on current market conditions and refinance a portion of the outstanding Series 1995A bonds at the same time new bonds are issued. The net present value savings expected through the refunding component of this issuance, based on current market conditions, is approximately \$114,248, or 3.25%. This savings would not be possible except for the ability to combine the refunding of outstanding bonds with the new bonds into a single issue. Because of this, the typical practice of specifying parameters regarding the net present value savings are not included in the parameters resolution. University officials hope to capitalize on this unique situation to realize debt service savings without the restriction of having to meet a particular parameter, such as 3%.

Details of the proposed Series 2002A bond issue are outlined in Attachment 1. The authorizing resolution itself is Attachment 2. Revenues from reimbursed overhead of research activities, the USU Research Foundation, and other institutional funds are pledged as security for the bonds. Parameters established by the attached resolution are as follows:

- a principal amount not to exceed \$25,300,000, which includes \$21,300,000 to finance construction of three USURF facilities and \$4,000,000 to finance the refunding;
- final maturity not to exceed sixteen years from the date of issuance;
- interest rates not to exceed 5.5 percent per annum;
- an aggregate discount not to exceed 2 percent; and
- an optional 11-year redemption at not greater than 100%.

Bond Counsel appointed by the Attorney General for this bond issuance is Ballard, Spahr, Andrews & Ingersoll. College officials have selected Zions Public Finance as underwriters for the bonds. The Utah State University Board of Trustees has expressed its approval of this bond issuance.

Recommendation

It is the recommendation of the Commissioner that the Board adopt the attached authorizing resolution for the Utah State University Research Revenue Bonds, Series 2002A, with the understanding that final pricing, structuring, and execution of the bonds will be performed by the Chair or Vice-chair of the Board, or the Chair of the Board's Finance and Facilities Committee.

Utah State University
Refunding and Research Revenue Bonds, Series 2002A
Summary Description

Proposed Issue: Refunding and Research Revenue Bonds, Series 2002A

Total Issue Size: \$24,235,000 (current estimate)

Use of Funds: (i) To advance refund and defease the University's Series 1995A Bonds and pay costs of issuance, and (ii) to provide for the permanent financing of three research buildings on the University's Innovation Campus in North Logan as authorized by the 2002 Legislature (HB 2).

Reason for Refunding: To achieve debt service savings

Detail of University's Series 1995A Bonds:

Principal Outstanding:	\$5,725,000 (as of 5/20/02)
Interest Rates:	5.30% - 5.75%
Call Feature:	December 1, 2005 @ 100.0%
Current Maturity:	December 1, 2010

Detail of Proposed Series 2002A Bonds:

Principal Amount:	Not to exceed \$25,300,000
Coupon Interest Rates:	Not to exceed 5.50%
TIC Interest Rate:	Not to exceed 4.75%
Maturity Date:	Not to exceed December 1, 2017
Aggregate Discount:	Not to exceed 2.0%, of which 1.0% is the maximum original issue discount
Redemption Features:	December 1, 2012 @ 100.0%
Bond Ratings:	Anticipated AAA/Aaa (insured)
Source of Repayment:	(Indirect Cost Recovery) Research Revenues of the University
Debt Service Coverage:	Estimated at 7 to 8(x) times

Anticipated Savings: If the University can achieve meaningful savings, the refunding should be carried out. Current estimates indicate this goal can be met in today's interest rate market. The estimated NPV savings today (May 21) is \$114,248 or 3.25%.

Timetable Considerations: The University plans to move forward with the transaction pending formal Regents' approval. The sale of the bonds will follow as soon as we receive bond ratings and bond insurance commitments. Bond pricing anticipated on June 17, 2002.

APPROVING RESOLUTION
 UTAH STATE UNIVERSITY
 RESEARCH BONDS

Ogden, Utah
 May 31, 2002

The State Board of Regents of the State of Utah met in regular session at Weber State University in Ogden, Utah on Friday, May 31, 2002, commencing at _____ a.m. The following members were present:

Charles E. Johnson	Chair
Pamela J. Atkinson	Vice Chair
Jerry C. Atkin	Member
Linnea S. Barney	Member*
Daryl C. Barrett	Member
Kim R. Burningham	Member*
David J. Grant	Member
L. Brent Hoggan	Member
James S. Jardine	Member
Michael R. Jensen	Member
David James Jordan	Member
Nolan E. Karras	Member
E. George Mantes	Member
John B. Norman, Jr.	Member
Jed H. Pitcher	Member
Sara V. Sinclair	Member
Marlon O. Snow	Member
Maria Sweeten	Member

Absent:

Also Present:

Cecelia H. Foxley	Commissioner of Higher Education
Joyce Cottrell, C.P.S.	Secretary

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, Utah State University Research Revenue and Refunding Bonds, Series 2002A.

* Non-voting member from State Board of Education

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

YEA:

NAY:

The resolution is as follows:

RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UTAH STATE UNIVERSITY RESEARCH REVENUE AND REFUNDING BONDS, SERIES 2002A IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$25,300,000; AUTHORIZING THE EXECUTION OF A SECOND SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN ESCROW DEPOSIT AGREEMENT, AN OFFICIAL STATEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of Utah State University (the "University") for the purpose of exercising the powers contained in Title 53B, Chapter 21, Utah Code Annotated 1953, as amended and the specific authorization of Section 63B-11-701(2), Utah Code Annotated 1953, as amended (collectively, the "Authorizing Act"); and

WHEREAS, in order to provide funds for such purpose, the Board is duly authorized to issue and sell bonds pursuant to provisions of the Authorizing Act and the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the "Refunding Bond Act" and together with the Authorizing Act, the "Act"); and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University as may be deposited into a special fund; and

WHEREAS, pursuant to a General Indenture of Trust dated August 1, 1995 as heretofore amended and supplemented (the "General Indenture") between the Board and Wells Fargo Bank Northwest, N.A. (formerly known as First Security Bank of Utah, N.A.), as trustee (the "Trustee"), the Board, acting for and on behalf of the University, issued its State Board of Regents of the State of Utah, Utah State University Research and Refunding Revenue Bonds, Series 1995A (the "Series 1995A Bonds"); and

WHEREAS, the General Indenture authorizes the issuance of Additional Bonds to be issued on a parity with the Series 1995A Bonds; and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds for and on behalf of the University for the purpose of (i) financing all or part of the costs of acquiring, constructing, furnishing and equipping research and office facilities at the University's Innovation Campus, formerly Research Park (the "Project") and (ii) refunding all or a portion of the Series 1995A Bonds (the "Refunding"); and

WHEREAS, the Board intends to undertake the Refunding in the event market conditions are favorable; and

WHEREAS, the Board intends to issue revenue bonds for and on behalf of the University for the purpose of financing the Project and, in the event market conditions are favorable, the Refunding, and to pay costs of issuance and fund reserves, all pursuant to the General Indenture, as further supplemented and amended by a Second Supplemental Indenture of Trust (the "Second Supplemental Indenture" and together with the General Indenture, the "Indenture") between the Board and the Trustee, which bonds will be designated as the "State Board of Regents of the State of Utah, Utah State University Research Revenue and Refunding Bonds, Series 2002A" (the "Series 2002A Bonds") in an aggregate principal amount of not to exceed \$25,300,000, with (i) \$21,300,000 for financing the Project and (ii) up to an additional \$4,000,000 for financing the Refunding; and

WHEREAS, the Series 2002A Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting (i) a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") among the Board, the University and George K. Baum & Company and Wells Fargo Brokerage Services, LLC as underwriters for the Series 2002A Bonds (the "Underwriters"), (ii) a form of a Preliminary Official Statement relating to the Series 2002A Bonds (the "Preliminary Official Statement"), (iii) a form of an Escrow Deposit Agreement by and between the Board and Wells Fargo Bank Northwest, N.A., as escrow agent (the "Escrow Agreement") and (iv) a form of the Second Supplemental Indenture; and

WHEREAS, pursuant to Section 53B-21-102(3)(m) of the Act, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance and Facilities Committee of the Board (formerly the Budget and Finance Subcommittee) the authority to approve the final interest rates, principal amounts, terms, maturities, redemption provisions and purchase price at which the Series 2002A Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board and the University directed toward the issuance of the Series 2002A Bonds are hereby ratified, approved and confirmed.

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

Section 4. The Second Supplemental Indenture in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Second Supplemental Indenture in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 5. For the purpose of providing funds to be used for (i) the financing of all or part of the Project (as identified in the Second Supplemental Indenture) for use by the University at its Research Park, (ii) the financing of the Refunding, (iii) the funding of a deposit to a debt service reserve fund and (iv) paying costs of issuance, the Board hereby authorizes the issuance of the Series 2002A Bonds in the aggregate principal amount of not to exceed the sum of (a) \$21,300,000 for financing the Project and (b) an additional \$4,000,000 in the event the Refunding is undertaken. The Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee of the Board and the President or Vice President for Administrative Services of the University are hereby authorized, in consultation with the University's financial advisor, to make a determination (i) as to the benefit of the Refunding and (ii) to include undertaking the Refunding as part of the issuance of the Series 2002A Bonds. Such determination to be conclusively evidenced by the execution and delivery of the Bond Purchase Agreement. The Series 2002A Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee, all within the parameters set forth on Schedule "A" attached hereto and incorporated herein by reference. The issuance of the Series 2002A Bonds shall be subject to the final advice of Bond Counsel and to the approval of the Attorney General of the State of Utah.

Section 6. In the event that the Refunding is undertaken, the Escrow Agreement in substantially the form presented to this meeting is in all respects authorized, approved and confirmed. The Chair or Vice Chair and Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Escrow Agreement in substantially the same form and with substantially the same content as the form of such document presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 9 hereof.

Section 7. The form, terms and provisions of the Series 2002A Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, redemption and number shall be as set forth in the General Indenture, as amended and supplemented by the Second Supplemental Indenture. The Chair or Vice Chair and the Secretary of the Board and the President or Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2002A Bonds and to deliver the Series 2002A Bonds to the Trustee for authentication. All terms and provisions of the General Indenture, the Second Supplemental Indenture and the Series 2002A Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2002A Bonds in accordance with the provisions of the Indenture.

Section 8. The Series 2002A Bonds shall be sold to the Underwriters with an Underwriters' discount of not to exceed .525% of the face amount of the Series 2002A Bonds (plus out of pocket expenses). The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance and Facilities Committee and the President or Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2002A Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 9 hereof. Pursuant to Section 53B-21-102(3)(m) of the Act, the Chair or Vice-Chair of the Board and/or the Chair of the Finance and Facilities Committee and the President or Vice President for Administrative Services of the University are hereby authorized to specify and agree as to the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2002A Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Second Supplemental Indenture.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the

Finance and Facilities Committee and the President or Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the General Indenture, the Second Supplemental Indenture, the Series 2002A Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 10. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University 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 11. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance and Facilities Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture, the Escrow Agreement, the Official Statement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 12. Upon their issuance, the Series 2002A Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2002A Bonds, the Bond Purchase Agreement, the Official Statement, the Indenture, the Escrow Agreement or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 13. After any of the Series 2002A Bonds are delivered by the Trustee to the Underwriters and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2002A Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. 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 15. 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 16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE
STATE OF UTAH THIS 31st DAY OF MAY, 2002.

STATE BOARD OF REGENTS OF
THE STATE OF UTAH

Chair

(S E A L)

ATTEST:

Secretary

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

Chair

(S E A L)

ATTEST:

Secretary

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

I, Joyce Cottrell, 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 May 31, 2002 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 31st day of May, 2002.

Secretary

(S E A L)

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

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

a. in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended, I gave public notice of the agenda, date, time and place of the May 31, 2002 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, Suite 500, Salt Lake City, Utah, on _____, 2002, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Exhibit "1"; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Exhibit "1" to be provided on _____, 2002 at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

b. in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2002 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents in the form attached as Exhibit "2" to be posted on _____, 2002 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 _____. 2002, 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 31st day of May, 2002.

Secretary

(S E A L)

EXHIBIT "1"

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

EXHIBIT "2"

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

SCHEDULE "A"

Parameters

Principal amount not to exceed (with up to \$21,300,000 for Project financing and up to an additional \$4,000,000 for Refunding)	\$25,300,000
Coupon Interest rates not to exceed	5.5%
Discount from par not to exceed	2%
Optional Redemption on or prior to the eleventh anniversary of the date of issuance at a redemption price of not to exceed	100%
Final Maturity not to exceed	16 years from date of issuance

MEMORANDUM

May 21, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Weber State University - Campus Master Plan

Issue

Attached is a letter from Weber State University Vice President Norm Tarbox, requesting Board of Regents' review and approval of the University's master plan. In recent months, the University has been working to complete a major update to the master plan.

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

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/MS/BH

MEMORANDUM

May 22, 2002

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

Issue

Utah Valley State College officials request Regent authorization to exchange 1,056 square feet of property on the southeast corner of campus with a nearby parcel of the same square footage. No funding would be exchanged as part of this transaction.

Background

As explained in the attached letter from Vice President Brad Cook (Attachment 1), UVSC proposes to exchange a 1,056 square-foot parcel with a private property owner next to campus for a similar-sized parcel. Maps accompanying the letter illustrate the location of the two parcels, first in context to the Orem campus and second in a more detailed depiction of the two pieces of property. This exchange enables the College to construct an access road to another part of campus. The neighbor would acquire enough property to construct a buffer-wall between his property and the College. The exchange is perceived to be mutually beneficial for both parties.

Recommendation

It is the recommendation of the Commissioner that Regents approve the exchange of a 1,056 square foot parcel of property owned by UVSC with a nearby 1,056 square foot parcel owned by a campus neighbor.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachment

MEMORANDUM

May 22, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: USHE–Proposed Revisions to Policy R561, *Accounting and Financial Controls*

Issue

Regents are asked to approve revisions to Policy R561, *Accounting and Financial Controls*. These revisions establish a common format for USHE institutions to employ for creating financial statements.

Background

For the third time in the last 13 months, the Regents are being asked to adopt policy revisions related to changes in accounting standards for USHE institutions. The Governmental Accounting Standards Board (GASB) issued Statement No. 34, Basic Financial Statements for State and Local Governments, and Statement No. 35, Basic Financial Statements for Public Colleges and Universities, in 1999. The purpose of these pronouncements is to make financial statements of public institutions more comparable to the private sector and more useable by governing bodies. The changes began affecting the accounting operations of USHE institutions on July 1, 2001. As a result, Regents revised Policy R561 in April, 2001, to include standards for capitalizing and depreciating capital assets, and Policy R562, *Reporting of Summer School Revenue and Expenses*, in August, 2001, to establish system-wide standards for financial reporting and state budget reporting of Summer Term revenues and expenses.

The policy change Regents are asked to approve at this time standardizes elements of the financial statements (Attachment 1). As required by GASB 35, the policy requires institutions to use natural classifications on the Statement of Revenues, Expenditures, and Changes in Net Assets. The policy also stipulates that institutions report both natural and functional classifications in a footnote to the statement. Preserving the reporting of both the functional and natural classifications of reporting provides a greater level of detail and historical comparability while meeting the requirements of the new accounting standards.

Policy Implications

This is expected to be the last policy change for the Regents resulting from GASB 34 and 35. A GASB 35 Workgroup, consisting of institutional accounting and budgeting staff, and state accounting and auditing officials continues to coordinate the implementation of these changes.

Recommendation

It is the recommendation of the Commissioner that the Regents approve the attached draft of Policy R561, *Accounting and Financial Controls*.

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachment

Draft Amendments

R561, Accounting and Financial Controls

R561-1. Purpose

To provide for standardized accounting records and procedures in the Utah System of Higher Education.

R561-2. References

...

2.8. National Association of College and University Business Officers (NACUBO) Advisory Report 2000-8 "Footnote Requirement When Public Higher Education Institutions Report Natural Classifications On Their Statement of Revenues, Expenses, and Changes in Net Assets"

...

3.1.2. Reporting Expenditures in the Financial Statements - To preserve financial statement comparability, institutions will report expenditures as follows:

3.1.2.1. Use natural classifications on the Statement of Revenues, Expenditures and Changes in Net Assets (as illustrated in GASB 35 presentation of Basic Financial Statements for Public Institution Engaged Only in Business Type Activities), and

3.1.2.2. Present both natural and functional classifications in a footnote to the financial statements consistent with the format specified in the NACUBO Advisory Report 2000-8.

(Adopted March 23, 1971, amended April 27, 1971, September 25, 1973, September 2, 1999 and April 20, 2001. Proposed amendments May 16, 2002)

MEMORANDUM

May 22, 2002

TO: Utah State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: USHE – Revisions to Policy R510, *Tuition and Fees*

Issue

Regents are asked to consider revisions to Regent Policy R510, *Tuition and Fees*, which would modify existing policy regarding students taking excess credit hours and create new language regarding repeating courses.

Background

Motivated by concerns over revenue shortages, the Higher Education Appropriations Subcommittee during the 2002 General Session discussed potential policy changes that would create disincentives for students to follow course-taking practices with relatively marginal educational benefits compared to the state cost associated with these practices. Two areas identified by the Appropriations Subcommittee included: (1) students completing an extraordinary number of credit hours over their academic career and (2) students repeating courses multiple times. Current Legislative Intent Language directs the Regents to consider changes to “establish a policy regarding excess course taking by students” during the 2002 Interim. Attachment 1 contains draft revisions to Regent policy regarding excess credits and repeating courses.

Currently, Regent policy requires a tuition surcharge for students taking excess credit hours if the number of credit hours exceeds 150% of the credits required for the program of study. Students who do not qualify for an exemption pay a tuition surcharge equal to the non-resident tuition rate. The proposed revision to this policy (1) decreases the threshold to 135% of the credits required for the program of study, (2) clarifies that credit hours earned through concurrent enrollment, advanced placement, and CLEP exams are to be excluded from the 135% calculation, and (3) changes the surcharge to the full cost of instruction rather than the non-resident tuition rate.

A second proposed revision to Policy R510 creates a tuition surcharge for students who repeat a particular course more than two times. Consistent with the first revision, the surcharge is equal to the full cost of instruction. The policy provides for exemptions if the repeated attempt results from illness, accident, or other causes beyond the student’s control or if the course is required for the program of study.

Policy Implications

Anecdotal evidence suggests that neither excess nor repeated course-taking practices are a prevalent occurrence at USHE institutions. The proposed policy revisions attempt to implement disincentives for students who fail to identify a program of study and take the appropriate courses to complete that program of study in a timely fashion, or for students who repeatedly retake classes in order to receive a higher grade for their transcripts. The policy changes would necessitate that students choosing to follow these practices pay the full instructional costs associated with their decision.

An email survey of the chief financial officers from other higher education systems found few states with similar policies currently in place. Out of 18 states that responded, two had policies regarding tuition surcharges for excess course taking and one had a policy for tuition surcharges related to repeat courses. North Carolina has a 25% tuition surcharge for students exceeding a 140 credit hour limit, and Massachusetts has a surcharge for students who exceed 118% of the credits required for the degree program. Montana formerly had a policy that changed tuition to full average cost for students exceeding 150 credit hours, but it was repealed about one year ago. Florida is the only state which responded to the survey with a surcharge policy for repeat courses. Institutions in Florida charge the full cost of instruction for repeating a class more than two times. Utah's neighboring states of Colorado and Idaho have recently considered policy changes in these areas but nothing has yet been enacted.

Recommendation

It is the recommendation of the Commissioner that Regents consider the proposed changes to Policy R510, *Tuition and Fees*, ask questions, and approve the draft revisions as outlined in Attachment 1.

Cecelia H. Foxley, Commissioner

Draft Revisions

R510, Tuition and Fees

R510-1. Purpose

To establish the conditions and methods for approval by the Board of the tuition and fees to be charged to the students at the institutions.

4.15. Tuition Surcharge for Excess Credit Hours - [~~Beginning January 1997,~~]
Tuition for credit hours in excess of [~~150%~~] 135% of the credits required for completion of a student's program of study, excluding credit hours earned through concurrent enrollment, advanced placement, and CLEP exams, shall be charged at the [~~same rate as for non-resident students~~] full cost of instruction unless the institution determines that the student should be exempt from this surcharge because:

4.15.1. the credits are necessary for the student to complete the student's program of study, and:

4.15.1.1. the excess credits are a result of circumstances where a substantial number of credits from a transferring institution could not be applied to the program of study;

4.15.1.2. the excess credits are the result of a reasonable enhancement of the student's major by the addition of a minor or emphasis to the program of study; or

4.15.1.3. the excess credits are the result of a re-entry into the educational system by a student who may have accumulated a large number of credits, or even completed degrees, but where employment requirements obligate his or her return to college.

4.16. Tuition Surcharge for Course Repetition - Tuition for repeating a course more than two times shall be charged at the full cost of the instruction unless the institution determines that the repetition is a result of illness, accident or other cause beyond the student's control or unless the course is prescribed by the student's program of study.

(Approved October 24, 1986; amended June 19, 1987, August 7, 1987, July 27, 1990, March 21, 1992, September 18, 1992, November 6, 1992, September 24, 1993, September 23, 1994, November 4, 1994, June 23, 1995, November 3, 1995, August 1, 1996, September 11, 1997, November 13, 1998, January 21, 2000, March 17, 2000, March 16, 2001, and March 14, 2002. Proposed amendments May 31, 2002.)

MEMORANDUM

May 22, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE - 2002-2003 Final Capital Improvement Allocations

Issue

On May 1, 2002, the State Building Board approved the allocation of \$49.5 million in capital improvement funding to benefit state educational institutions and agencies with facility improvement needs. This agenda item details State Building Board action by reporting the amounts earmarked for the ten USHE institutions, including UCAT. The USHE allocation is \$25.5 million for new projects along with the restoration of \$3.1 million for 2001-2002 projects.

Background

Each year following the annual Legislative Session, the State Building Board is responsible for allocating all capital improvement funding appropriated by the Legislature during the session. This event is the culmination of a year-round process that involves staff from the Division of Facilities Construction and Management (DFCM), the Office of the Commissioner of Higher Education, the USHE institutions, and all state agencies.

For 2002-2003, the USHE will receive \$25.5 million in funding for new improvement projects. This represents 61% of the total allocated for agency needs. An additional \$3.3 million has been set aside for statewide funding issues, and \$4.4 million has gone to restore projects for which the funding was held-back in 2001-2002. Of this \$4.4 million, \$3.1 million, or 70%, will go to USHE projects. Appreciation is expressed to members and staff of the Utah State Legislature, State Building Board, and DFCM for recognizing USHE facility improvement needs and providing funding for the most urgent of these needs.

Four attachments that follow detail these final allocations. Attachment 1 shows the percentage of improvement funding that was allocated to each sector of state government, including Higher Education. Attachment 2 shows a brief history of capital improvement funding allocations. Attachment 3 arrays each individual project (by agency) that was approved by the State Building Board for funding in 2002-2003. Attachment 4 lists the restored projects from 2001-2002.

Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/MHS/BLM
Attachments

MEMORANDUM

May 25, 2002

To: State Board of Regents
From: Cecelia H. Foxley
Subject: Information: Report of the Audit Review Subcommittee

Issue

This information report is submitted by the Audit Review Subcommittee to apprise the Finance and Facilities Committee and the full Board of the Subcommittee's actions pursuant to Policy R565.

Report

On March 19, 2002, the Audit Review Subcommittee took the following actions:

The Subcommittee approved the following for closure:

1. Audit reports issued pursuant to the Regent's policy on Institutional Investments.
2. Independent audit reports for various operations including ASUU, the University of Utah (UU) Hospital and Clinics, the UU Health Network, UU Associated University Pathologists, Inc., the Red Butte Garden and Arboretum, Kings bury Hall, the UU Publications Council, the ASUU Presenter's Office, KUED-TV, KUER-FM Radio, KULC-TV, the UU Research Foundation, the Weber State University (WSU) Management Letter, WSU Intercollegiate Athletics NCAA Review, the Southern Utah University (SUU) Management Letter, SUU Foundation financial report and the SUU Intercollegiate Athletics NCAA Review.
3. University of Utah audits on the Athletics Department, the Office of Software Lisensing and the S.J. Quinney Law Library.
4. Utah State University audits on the Research Park, High School/College Relations Office, and Public Radio.
5. Weber State University audits on Electronic Systems and Repairs and the Health & Physical Education Center.

State Board of Regents
May 25, 2002
Page 2

6. A Commissioner's Office audit on SUU Auxiliary Enterprises.

The Subcommittee held open, pending compliance reviews, the following:

1. University of Utah audits on the Controls Over Check Disbursements and Electronic Funds Transfers, Unauthorized Bank Accounts, the Registrar's Office, and the Payroll Office.
2. A Utah State University audit of its Student Health Services.
3. Weber State University audits on Computing Support Services, the Bookstore, and Academic Computing.
4. Salt Lake Community College audits of its Grand Theatre and Student Center Cash Handling.
5. Commissioner Office audits on SUU Departmental and Service Enterprises and CEU-SJC Bookstore Controls.

Cecelia H. Foxley, Commissioner

CHF/gf

MEMORANDUM

May 31, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: INFORMATION: UHEAA--Board of Directors Report

Since its last (October 10, 2001) report to the Regents, the UHEAA Board of Directors met on April 30, 2002. A copy of the agenda for the meeting is attached as Exhibit A. The Board took the following actions:

1. Welcomed new Board members Arnold Combe (Sr. Administrator Member, replacing Kerry Romesburg), Carrie Flamm (Student Member), Sara V. Sinclair (Regent Member, replacing Aileen Clyde), Ford Stevenson (Sr. Administrator Member, replacing Erlend Peterson, and Ammon Van Orden (Student Member).

2. Approved minutes for the Board's meeting on October 1, 2001 (attached as Exhibit B).

3. Reviewed and approved Monthly Investment Reports for July 2001 through February 2002, and Quarterly Investment Reports for the Quarters Ending September 30, 2001 and December 31, 2001, for the Student Loan Guarantee Program (LGP), the SBR Loan Purchase Program (LPP), the Utah Educational Savings Plan Trust (UESP), the Utah Tuition Assistance Program (UTAP), and the Utah Engineering and Computer Science Loan Forgiveness Program (UECLP).

4. Approved continuation, for a three-year period beginning January 1, 2002, of the current schedule of lender premiums and transfer fees for purchase of student loans from participating lenders.

5. Received and discussed a report on "FY 2002 Tuition and Student Financial Aid Situation," and adopted the following resolution:

"Resolved, that the UHEAA Board of Directors recognizes and is deeply concerned about the continuing and growing gap between students' costs of attendance in Utah higher education and need-based financial aid available for students with substantial demonstrated need. While student loan borrowing in Utah is below many other states and national averages, the student loan balances carried by graduates can be a serious problem if not kept to manageable levels. The UHEAA Board therefore charges the Executive Director to continue to present to Utah's Congressional

Delegation the strong need to support and increase federal need-based aid programs. The UHEAA Board also supports recommendations to the State Board of Regents to continue to request state funds for UCOPE sufficient to avoid future deterioration in financial opportunity for students as tuition and fees are increased."

State Board of Regents
May 31, 2002–Page 2

While the Board was, as stated in the resolution, deeply concerned about the deteriorating adequacy of available need-based financial aid, the Board members clearly recognized that this situation is one part of an equally-serious deterioration of adequacy of financial support for operation of the USHE institutions, and the extreme difficulty of finding any immediate means to reverse the current trends pending a turn-around in national and state economic conditions. **The report reviewed by the UHEAA Board was adapted (with some simplification and augmentation) and presented to the Council of Presidents at their most recent meeting. A copy of the adapted report is attached as Exhibit C, as a reference source for the Board of Regents.**

6. Received and discussed a report on "UESP Exploration of Corporate Relationships." The Board concluded that the Utah Educational Savings Plan Trust should continue to focus its promotional efforts only within the state of Utah, although over the past two years desirable features of the program have attracted very substantial participation by non-residents. The Board also authorized program officers to develop additional investment options to be brought back for Board consideration at a later date, while declining (by a majority but not unanimous vote) to authorize either use of advisor-sold options or marketing relationships with private business organizations.

The Board of Directors agenda also included a substantial list of information reports, which the Board did not have time to review or discuss, but accepted for individual reading. Three of the information reports are attached:

Exhibit D: "UHEAA School and Borrower Web Services/Products;"

Exhibit E: "Progress Report on Development of UtahMentor Web Site;"

Exhibit F: "Utilization and Costs of UHEAA Borrower Benefits Programs."

UHEAA's Borrower Benefit programs, while always important, take on additional significance in the current climate of financial shortfalls necessitating increases in costs of attendance for students. The dollar value of the benefits was \$4.7 million in Fiscal Year 2000, and \$6.3 million in Fiscal Year 2001. It is projected to exceed \$8 million for Fiscal Year 2002.

Cecelia H. Foxley, Commissioner

AGENDA

**MEETING OF
THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY
BOARD OF DIRECTORS**

**BOARD OF REGENTS BUILDING, THE GATEWAY
60 SOUTH 400 WEST
REGENTS BOARD ROOM
FIFTH FLOOR
SALT LAKE CITY, UTAH**

Tuesday, April 30, 2002

10:00 A.M. - 1:00 P.M.

(In compliance with the Americans with Disabilities Act (ADA), individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Stacey Fabros, ADA Coordinator, at 60 South 400 West, Board of Regents Building, The Gateway Salt Lake City, UT 84101 or at 321-7211 at least three working days prior to the meeting.)

1. Introduction of New Board Members, Calling of the Roll & Welcome
2. Brief Discussion of the Role of the UHEAA Board, Relationship to Board of Regents – See Tab 5A
3. Calendar Year 2002 Schedule of UHEAA Board Meetings – See Tab 5B
4. Approval of Minutes of the October 1, 2001 Meeting
5. Motion for Executive Session at Next Meeting, **June 18, 2002** (if needed)
6. Discussion of State Law Regarding Conflict of Interest Disclosures – See Tab 5C
7. Consideration of Board Reports

- | | |
|--------------------------------|---|
| #1 ACTION | Money Management Investment Reports |
| #2 ACTION | Authorization for Continuation of LPP Lender Incentives |
| #3 DISCUSSION | FY 2003 Tuition and Student Financial Aid Situation |
| #4 DISCUSSION | UESP Exploration of Corporate Relationships |
| #5 INFORMATION CALENDAR | |
| A. | Information on UHEAA Board Role, SBR and UHEAA Board Membership |
| B. | Calendar Year 2002 Schedule of UHEAA Board Meetings |
| C. | State Law Regarding Conflict of Interest Disclosures |
| D. | Background Information on Student Aid, UCOPE, and Loan Programs |
| E. | UHEAA School and Borrower Web Services/Products |
| F. | UHEAA School Relations Services and Activities |
| G. | Progress Report on Development of UtahMentor Web Site |
| H. | Congressional Resolution of FFELP 2003 Lender Interest Rate Issue |
| I. | Reauthorization of the Higher Education Act of 1965 |
| J. | Implementation of Utah Engineering and Computer Science Loan Forgiveness Program (UECLP) |
| K. | UHEAA Borrower Benefits Programs |
| L. | UESP Volume |

8. Other Information Items

9. Executive Session (if needed)

10. Reminder: Date of Next Meeting: Tuesday, June 18, 2002

UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY
BOARD OF DIRECTORS
MINUTES

355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, UT 84180-1205

October 1, 2001

Members Present

Mr. Ed Alter
Ms. Elva Barnes
Ms. Aileen Clyde
Dr. Cecelia Foxley
Mr. Walter Gnemi
Mr. Jack Goddard
Mr. David Grant
Mr. Brent Hoggan
Ms. Marla Kennedy
Ms. Peggy Leavitt
Ms. Judy LeCheminant
Dr. Stephen Nadauld
Mr. Chalmers Gail Norris
Dr. Erlend Peterson
Mr. Fred Stringham
Ms. Maria Sweeten
Dr. Norm Tarbox

UHEAA Staff Present

Mr. Matt Brace
Mr. Scott Brown
Ms. Cinda Eresuma
Mr. Brad Ewell
Ms. Stacey Fabros
Mr. David Feitz
Mr. Scott Gilmore
Mr. Jim Ginos
Dr. Dale Hatch
Ms. Cathryn Judd
Mr. Bob McRae
Ms. Lynda Reid
Mr. Dave Schwanke
Ms. Kerry Stack

Others Present:

Dr. Phyllis Safman, Office of the Commissioner of Higher Education
Mr. William Evans, Assistant Attorney General

Chairman Hoggan called the meeting of the UHEAA Board of Directors to order. He noted that Dr. Romesburg was excused.

Chairman Hoggan asked the board to consider the minutes of the July 11, 2001 UHEAA Board of Directors conference call.

It was moved by Mr. Goddard and seconded by Mr. Grant to approve the minutes of the July 11, 2001 UHEAA Board of Directors conference call meeting. The motion carried unanimously.

Mr. Norris presented the Board with a change in the meeting agenda. He distributed a substitute report, Conference Call Meeting for Adoption of FY 2003 Appropriation Recommendations and Proposed Meeting Schedule for 2002, replacing the originally distributed UHEAA Board Report Two, FY

2003 Appropriation Requests for Student Financial Aid and Utah Engineering and Computer Science Loan Forgiveness Program (UELCP).

It was moved by Ms. Barnes and seconded by Ms. Clyde to accept the substitution of UHEAA Board Report Two for this meeting. The motion carried unanimously.

The first item considered was Utah Higher Education Assistance Authority (UHEAA) Board Report One, Money Management Investment Reports.

Mr. Schwanke reviewed and discussed the investment reports and attachments for: the State Board of Regents Loan Purchase Program (LPP); the Utah Student Loan Guarantee Program (LGP); and the Utah Educational Savings Plan Trust (UESP) for the months of May and June 2001 and for the quarter ending June 30, 2001.

Dr. Nadauld asked if there is a system in place to allow the UESP staff to project withdrawals from the Trust.

Dr. Hatch replied that the computer system tracks the ages of the beneficiaries and uses the age of eighteen as an estimate of when funds might be withdrawn. He added that the UESP staff can query the database to generate a report of projected withdrawals.

Ms. Barnes asked what effect the current economy is having on activity in the UESP Trust.

Dr. Hatch replied that there have been a few withdrawals, but overall contributions continue to be strong.

It was moved by Ms. Sweeten and seconded by Dr. Nadauld to adopt the recommendation that the Board approve the investment reports and attachments as presented. The motion carried unanimously.

The next item considered was UHEAA Board Report Two, Conference Call Meeting for Adoption of FY 2003 Appropriation Recommendations and Proposed Meeting Schedule for 2002.

Mr. Norris reviewed and discussed proposed agenda items for a conference call meeting of the UHEAA Board on November 20, 2001.

Dr. Tarbox added that scheduling the meeting for November would be beneficial because it would give the State Board of Regents an opportunity to fine tune the 2003 Appropriation Recommendations in their meeting on October 19, 2001.

It was moved by Ms. Sweeten and seconded by Ms. Kennedy to adopt the recommendation that the Board hold a conference call meeting on November 20, 2001. The motion carried unanimously.

Mr. Norris presented proposed dates for UHEAA Board of Directors meetings for the 2002 calendar year.

It was moved by Dr. Nadauld and seconded by Dr. Foxley to approve the UHEAA Board of Directors meeting schedule for 2002 as presented. The motion carried unanimously.

The next item considered was UHEAA Board Report Three, Technical Amendments to UESP Statutes.

Dr. Hatch reviewed and discussed proposed changes to UESP statutes regarding tax codes and market risk statements.

Mr. Stringham asked why an investor would lose any earned interest if their account is closed within two years of its inception. He noted that if that is the case, it would not benefit anyone sixteen years or older to invest.

Dr. Hatch clarified that the interest penalty is only for funds withdrawn for non-educational purposes.

It was moved by Dr. Nadauld and seconded by Mr. Alter to adopt the recommendation of Board approval to seek amendments to the UESP statute, as shown in the attached draft. The motion carried unanimously.

The next item considered was UHEAA Board Report Four, Administrative Rulemaking: Lender Participation Policy.

Mr. Feitz reviewed and discussed a proposed change to UHEAA's Lender Participation Policy that would broaden UHEAA's ability to guarantee loans at institutions that are under the common control of a Utah-based entity.

Dr. Nadauld asked which schools this new policy would currently affect.

Mr. Feitz replied that the only current participating schools that would be affected by the policy are the Utah College of Massage Therapy, which is headquartered in Utah and has branches in Arizona and Nevada; additionally, BYU-Idaho and BYU-Hawaii which are under the common control of the Church of Jesus Christ of Latter-day Saints, also headquartered in Utah.

Dr. Tarbox asked what impact this policy is projected to have on volume.

Mr. Feitz replied that the effect on overall volume would be minimal at first, but with BYU-Idaho changing to a 4-year university and expanding its enrollment, it is anticipated that the volume from that

school will eventually increase significantly. He added that the policy would also allow UHEAA to guarantee loans to borrowers at BYU-Hawaii and that could increase the overall loan volume over time.

It was moved by Ms. Barnes and seconded by Ms. Sweeten to approve the recommendation that the Board of Directors approve the revisions to UHEAA's Lender Participation Policy (R765-612), as outlined in the report, and submission of the revisions for Administrative Rulemaking. The motion carried unanimously.

The next item considered was UHEAA Board Report Five, Technical Amendment to Policy R765-608, Utah Engineering and Computer Science Loan Forgiveness Program.

Mr. Norris reviewed and discussed amendments to the Utah Engineering and Computer Science Loan Forgiveness Program.

Ms. Barnes asked if there was any language in the policy to allow applicants to appeal an unfavorable decision.

Mr. Norris explained that the program is not an entitlement, but is based on merit. He added that the policy is written to specify the program requirements and that the schools are responsible for implementation and appeals.

It was moved by Ms. Barnes and seconded by Ms. Clyde to adopt the recommendation that the Board approve the changes as discussed. The motion carried unanimously.

It was moved by Dr. Nadauld and seconded by Mr. Alter to approve the recommendation that the Board of Directors approve the revisions to Administrative Rule R765-608 as amended, and submission of the revisions for Administrative Rulemaking. The motion carried unanimously.

The next item considered was UHEAA Board Report Six, AdviseUtah Web Site.

Dr. Safman gave a brief online presentation of the current functional applications on the AdviseUtah web site.

The Board then reviewed the following items in the Information Calendar: A) NELnet (formerly UNIPAC) Conversion to New Loan Servicing Systems, B) Implementation of Utah Engineering and Computer Science Forgiveness Program, and C) Status Report on UHEAA OneLink Installations.

The meeting was adjourned at 11:05 a.m.

Secretary

Date

FY 2003 TUITION AND STUDENT FINANCIAL AID SITUATION

May 12, 2002

(Adapted from UHEAA Board Report for April Board Meeting)

Several years ago, a Regents' four-point strategy for financial access to higher education was informally put forth as part of master planning reviews. Although not formally adopted, this strategy has represented an informal target for policy and budget deliberations. The strategy was included as part of the USHE data book for several years, but dropped from the 2002 edition, ostensibly because recent tuition increases and limited state-funded need-based financial aid rendered the first two of its four parts obsolete. The four parts (paraphrased) were: (1) Maintain moderate tuition; (2) Expand state-funded need-based financial aid; (3) Encourage college savings; and (4) Maintain local control of student loans. The rationale for the first three strategy goals seem fairly self-evident. The rationale for the fourth goal is that local control and operation of the student loan programs allows the programs to give back appropriate portions of their net cash flows in the form of cost reductions for student and parent borrowers. Until Fiscal Year 2002, USHE in recent years had been achieving some small gains on strategy parts (1) and (2).¹

Utah's college savings program² has been growing rapidly as part of a national trend fostered by favorable federal legislation, representing reasonable progress on strategy part (3), and the percentage of participation in the Utah Student Loan Programs by Utah institutions has remained stable at a near universal level (strategy part (4)). Investment in college savings accounts, however, both nationally and in Utah, appears to be mostly by upper middle and higher income families, and only marginally by those from income groups experiencing difficulty financing postsecondary education enrollment costs.

Trends beginning with FY 2002 increased markedly for FY 2003 due to the national and state-level revenue shortfalls and ensuing serious budget problems. Average USHE tuition increases in FY 2002 were approximately 7.8% (greater on an enrollment-weighted basis) and the policy ideal of maintaining the purchasing power of need-based financial aid through UCOPE funding increases was eroded further, as it had been in the two preceding fiscal years. Funding for need-based aid in the Regents' Student Financial Aid Line Item in FY 2003 is \$416,000 below the funding finally available in FY 2002, and \$645,000 below the amount available at the start of the fiscal year. And tuition

¹Through modest growth in funds available through the Utah Centennial Opportunity Program for Education (UCOPE).

²Utah Educational Savings Plan Trust (UESP).

increases finally approved for USHE institutions represent an estimated ten percent average increase for FY 2003.

FY 2003 TUITION AND STUDENT FINANCIAL AID SITUATION

May 12, 2002–Page 2

For the nine USHE institutions (exclusive of UCAT), the combined effect of the student aid appropriation reduction and the tuition increases is a reduced purchasing power for current numbers of aid recipients calculated at about \$6.9 million. These trends will be offset to a small degree (less than a million dollars) by the Regents' decision to allocate one-half a percentage point of the approved tuition increases in each institution to be used for student financial aid within the institution's budget. And Salt Lake Community College apparently is adding another half a percent for student financial aid from its approved "tier two" increase. Still a shortfall of about six million dollars will remain.

How will students with substantial financial need cope with these further changes? Probable coping mechanisms will include borrowing more, further reducing course loads and increasing numbers of hours worked at low-wage jobs (if available), dropping out, or never enrolling in the case of some prospective new students from lower income families. Nevertheless preliminary reports from institutions suggest that enrollment demand for the next academic year appears to be remaining strong. The unanswered question is the extent to which students from lower-middle and lower income categories are being affected, and whether all qualified students from the lower income levels will be able to plan to enroll or to continue to enroll.

Attachments–

1. Utah SBR Student Financial Aid Line Item, FY 2003 Appropriation Status Page 3
2. Notes Regarding Student Financial Aid Issues Page 7
3. Excerpt from Minutes of State Board of Regents Meeting, March 2002 Page 9
4. Resolution adopted by UHEAA Board of Directors, April 30, 2002 Page 10
5. One Way Institutional Funds Can Effectively Be Used for Need-Based Aid Page 11
6. "Study: For Undergrads Who Work, Achievement Suffers" (Ed Daily, 5-6-02) Page 12
7. UHEAA Average Debt Burden by Highest Grade Level & Out-of-School Date Page 13
8. Utah Student Financial Aid Allotments for Fiscal Year 2002 Page 14

NOTES REGARDING STUDENT FINANCIAL AID ISSUES

May 12, 2002

(Adapted from Notes Originally Prepared for Regents Discussion Group in March)

A. Background

1. Utah families have close to average family income, but well below average per capita.
2. Utah families tend to have multiple children in postsecondary education at the same time.
3. Utah institutions have substantially more independent students than national averages.
4. Coming from an earlier tradition of low tuitions, Utah tends to be toward the lower end among states in provision of state-funded need-based student financial aid for its residents.
5. A study several years ago identified a substantial unmet need for student financial aid for Utah residents and institutions. The study was followed by enactment of UCOPE.
6. The exact amount of true unmet need is rather difficult to identify—by a range of tens of millions of dollars. This is especially true because of “entitlement” availability of Federally-backed guaranteed student loans (Federal Family Education Loan Program).
7. Regarding Utah’s need-based aid ranking in national comparisons: When statutory tuition waivers (only partly used for “impecunious” awards) and institutionally-funded grants and scholarships are taken into account, they appear to move Utah’s rank among the states up a few notches, but Utah still ranks in the lowest decile. While somewhat reduced, a material gap in need-based resources remains.

B. Current SBR Policy Statement (*Intent to consider, not a mandate!*)

“3.8. Student Financial Aid Appropriation Requests Related to Tuition Increases - For any fiscal year after 1999-2000, when the Board’s higher education appropriation recommendations contemplate tuition rate increases, the Board will *consider* [emphasis supplied] including a request for a related appropriation increase for the Utah Centennial Opportunity Program for Education (UCOPE). The amount considered for such a request will be calculated to offset, in conjunction with any anticipated increases in federal need-based grant and work-study programs, the costs of tuition and fee increases for resident students receiving need-based financial aid from both federal and state sources, in eligible institutions in the preceding year.”

NOTES REGARDING STUDENT FINANCIAL AID ISSUES

May 12, 2002–Page 2

The Board has, since adoption of the policy, included material increases for UCOPE as part of its annual appropriation requests. In two of the four years so far (before FY 2003), the legislature was able to respond in part to the requests. Net effect, however, has been further loss of student aid purchasing power for tuition and other cost-of-attendance increases.

C. Efficiency Considerations–Both for Students and for Institutions

1. One very visible result of students and families major difficulties in financing higher education is a widespread pattern of less than full-time enrollment together with substantial hours worked by students in low-wage jobs.

2. This is a major contribution to substantial delays in graduation, and possibly to higher dropout and incompleteness rates as well. Individuals experience substantial delays in entering the workforce at higher wage or salary rates. Institutions incur operating cost inefficiencies due to higher head count to FTE ratios.

3. The effectiveness of the educational experience also is compromised when students work excessive numbers of hours during periods of enrollment.

*A 1995-96 study of undergraduate students seeking degrees who work more than 15 hours per week reported that working creates a number of complications.

*The frequency of these problems increases as the number of hours worked goes up. Limited class schedules was the most widespread problem although the percentage reporting work had an adverse impact on grades doubles among those working 16 to 20 hours instead of 1 to 15 hours per week.

*Fifty to sixty percent of the students working full-time (35 or more hours per week) encountered all of these problems.

4. A minority of students may take out larger loan amounts than really needed, in order to enjoy greater than necessary life-style or consumption of goods and services. However, this appears to be a quite small minority.

5. Much more common—especially in Utah—seems to be a degree of aversion to borrowing, which leads to an excessive reliance on the economically inefficient part-time attendance pattern described above. It seems possible that financial counseling for families and students may need to place greater emphasis on the value of loans used for effective investment in education in addition to the important service of advising on the need to limit borrowing by consideration of future earnings related to planned fields of employment.

**Excerpt from Minutes of March 2002 Board of Regents Meeting–
Reports of Study Groups–Study Group 1–Student-centered Issues***

“Regent Grant reported that the group spent most of their time on two of the issues.

* * * * *

Financial Aid – As tuition and fees increase, it will have a relative financial impact on a greater number of students. If tuition were raised ten percent, it would cost \$7 million more to meet the needs of those students who are currently receiving financial aid. The Legislature effectively placed a tax on the students, given the Regents’ desire to protect access and quality. The Regents want to maintain access and the level of quality; however, when our budget is cut, all the Regents can do is pass those increased costs on to the students. The group’s conclusion was that this was a complex situation but financial aid does need to be addressed as tuition is increased. Financial aid increases should be a state response. If institutions fund aid increases [from] general tuition revenues, it is a cost transfer to those not receiving financial aid. It was noted that sometimes scholarship recipients are already able to afford a college education.

* * * * *

The group’s recommendation on financial aid was that it was important and should be considered, but they would like to see an economic model following the various complexities with the consequences of non-state funding, keeping in mind the Regents’ goals and objectives.”

*Study Group 1 was assigned and reported on several issues. One of the questions assigned to the Group was “How do we address student financial aid issues?” Only the portions of the Group’s report that dealt with financial aid are excerpted here.

Resolution Adopted by UHEAA Board of Directors

April 30, 2002

Resolved, that the UHEAA Board of Directors recognizes and is deeply concerned about the continuing and growing gap between students' costs of attendance in Utah higher education and need-based financial aid available for students with substantial demonstrated need. While student loan borrowing in Utah is below many other states and national averages, the student loan balances carried by graduates can be a serious problem if not kept to manageable levels. The UHEAA Board therefore charges the Executive Director to continue to present to Utah's Congressional Delegation the strong need to support and increase federal need-based aid programs. The UHEAA Board also supports recommendations to the State Board of Regents to continue to request state funds for UCOPE sufficient to avoid future deterioration in financial opportunity for students as tuition and fees are increased.

One Way Institutional Funds Can Effectively Be Used for Need-Based Aid

If an institution were to simply offset tuition charged to selected students, the application of the half a percent of tuition increase for need-based financial aid apparently would be questioned as use of tuition waivers in excess of the statutory authorization. However, there are strong precedents in other states (and probably some in Utah) for : (1) collecting tuition from all students and accounting for the collected tuition as revenue; and (2) budgeting a portion of revenues for expenditure in the form of student aid grants or scholarships. In such cases the revenue is not offset or reduced in the form of waivers, but expended as grants-in-aid (which may be applied toward costs of attendance including living expenses and other costs, in addition to crediting toward actually-assessed tuition charges).

Each institution has in place a strong administrative process and capability for determining costs of attendance and offsetting against the cost of attendance expected family contributions based on federal need analysis (using the FAFSA), federal Pell grants, and other scholarships and institutional aid such as waivers. Institutional financial aid offices are equipped to base the packaging of need-based financial aid from a combination of sources on these initial calculations. Existing sources for need-based aid packaging include the federal campus-based matching programs (Perkins Loans, SEOG and Work-Study), state allocations for LEAP and UCOPE, and in limited instances already-budgeted institutional funds for need-based scholarships or grants-in-aid.

Additional funds, based on the amount of revenue raised by a half a percent increase in tuition charges, might simply be budgeted for use as institutional opportunity grants (e.g., SLCC Educational Opportunity Grants), and made available for use in need-based aid packaging by the student financial aid office.

Study: For Undergrads Who Work, Achievement Suffers

Nearly half of all full-time students who work more than 25 hours a week say working hurts their grades and the quality of their education, according to a report released April 16 by the state Public Interest Research Groups (PIRGs).

According to the PIRGs Higher Education Project study—sponsored by the U.S. Department of Education's National Center for Education Statistics—80 percent of undergraduates work while enrolled, while 60 percent attend school either part time or for only part of the school year.

The report is based on data from ED's 1999-2000 National Postsecondary Student Aid Survey.

Balancing Act For Poorer Students

The report found that students from low-income families are frequently hit the hardest by having to balance school and work.

Sixty-two percent of working students from families with a yearly income of less than \$20,000 cite paying for school expenses as their main reason for working, compared to 35 percent of students from families with incomes of higher than \$100,000.

Other findings include:

- 46 percent of all full-time working students work 25 or more hours per week;
- 42 percent of those students reported that working hurt their grades. In fact, the more hours that students worked, the more likely they were to report negative effects on their grades and the quality of their education;
- Those working between 16 and 34 hours per week were more likely to interrupt their enrollment than were those working less than 15 hours per week. However, these students had similar persistence rates to students who did not work at all.

- Only 14 percent of students who work 36 or more hours per week also attend school full time; and
- As the amount that students work increases, the likelihood they attend school full time for the entire school year drops.

"College is a time when students engage in a broad set of educational opportunities ranging from academics to civic engagement and community service," said Ellynnne Bannon, state PIRGs higher education advocate.

"However, all too often the very education students are working to pay for is being compromised by the number of hours that they spend on the job."

Working Becomes 'A Barrier'

Students are left in a Catch-22: Of those who work more than 25 hours a week, 63 percent of students reported that they would not be able to afford college if they did not work, according to the report.

"For too many students, working has become a barrier rather than a help to advancing their education," Bannon added. "The typical full time student spends 36 to 45 hours a week on their course work. Students who work 25 or more hours a week are spending 60 to 80 hours [combined] on academics or paid work."

Bannon called for an increase in federal spending on student aid to help the one in five working students who struggles with full-time employment.

"Congress should make college more affordable by increasing grant aid so that students are not sacrificing a quality college experience," she concluded.

"At What Cost?: The Price That Working Students Are Paying For A College Education" is at www.pirg.org/highered/atwhatcost.html.

—Elizabeth B. Guerard



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Utah Higher Education Assistance Authority
Average Debt Burden by Highest Grade Reported and Year Left School

Fiscal Year	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Grad One	Grad Two	Grad Three	Grad Over 3
1992	\$2,720	\$4,286	\$5,605	\$7,222	\$8,382	\$11,119	\$15,244	\$20,642	\$24,396
1993	\$2,798	\$4,633	\$5,789	\$7,760	\$8,642	\$11,858	\$16,919	\$21,159	\$28,916
1994	\$2,925	\$5,095	\$6,756	\$8,931	\$10,015	\$13,129	\$18,316	\$23,156	\$30,974
1995	\$3,070	\$5,377	\$7,281	\$10,208	\$11,191	\$13,154	\$18,242	\$26,435	\$34,400
1996	\$3,079	\$5,222	\$7,387	\$10,704	\$11,413	\$14,907	\$19,881	\$31,166	\$40,847
1997	\$2,926	\$5,450	\$8,000	\$11,386	\$12,267	\$15,932	\$22,195	\$35,101	\$45,978
1998	\$3,006	\$5,252	\$7,817	\$11,698	\$12,451	\$17,211	\$22,443	\$36,761	\$51,914
1999	\$3,027	\$5,531	\$7,701	\$11,476	\$12,496	\$16,514	\$24,240	\$34,277	\$56,011
2000	\$3,097	\$5,908	\$7,356	\$11,002	\$12,254	\$16,430	\$26,794	\$36,104	\$60,220
2001	\$3,179	\$6,116	\$8,189	\$12,554	\$13,091	\$20,271	\$31,874	\$42,415	\$65,888

MEMORANDUM

Exhibit D

April 30, 2002

TO: UHEAA Board of Directors

FROM: Chalmers Gail Norris

SUBJECT: UHEAA School and Borrower Web Services/Products

As you know, UHEAA has introduced two products to provide schools and borrowers with services via the Internet. The two products, which are described below, are called UHEAA OneLINK and UHEAA OneSource.

UHEAA OneLINK

UHEAA OneLINK is an Internet-based, real-time student loan software for schools. It allows access to the guarantor and lender databases in a real-time environment. Schools may complete many transactions electronically, rather than completing a hard copy form and mailing it to UHEAA. Some of the transactions include: loan certification, certification modification, online reports, disbursement amount(s) increase/decrease, disbursement date changes, and disbursement hold/release functionality for just-in-time processing.

UHEAA OneLINK is currently operational at the following institutions:

Brigham Young University-Provo	Utah State University
Brigham Young University-Idaho	Weber State University
Brigham Young University-Hawaii	University of Utah
Salt Lake Community College	Westminster College
Utah Valley State College	College of Eastern Utah
Southern Utah University	Snow College
Dixie State College	

UHEAA OneLINK is also being installed at smaller schools and is currently being implemented at Stevens Henager College of Business (all five locations) and LDS Business College.

UHEAA OneSource

UHEAA OneSource is a development-in-progress to provide a suite of online services to make the loan application and inquiry process as easy as possible.

The borrower lookup feature of UHEAA OneSource has been released for all student loan borrowers. With this feature, users may view their account balance, status, and scheduled disbursements and may also update their address information electronically.

Other future capabilities of UHEAA OneSource include online Stafford loan application entry with electronic signature and PLUS loan pre-approval.

MEMORANDUM

May 21, 2002

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:

- 1. OCHE Monthly Investment Report (Attachment 1).** Board Policy R541, Management and Reporting of Institutional Investments, requires the Finance and Facilities Committee of the Regents to review and approve the investment report of the Office of the Commissioner on a regular basis. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for February 1, 2002 for the Office of the Commissioner is attached.
- 2. USHE - 2001-2002 Initial Work Program Revisions (Attachment 2).** Utah statute requires that the Board of Regents approve all work program revisions. "Work Program" is a term applied to revenue and expenditure allotment schedules submitted to the State Division of Finance. Work programs serve as a basis for the disbursement of state appropriated funds to institutions. Attached is a summary of the initial 2002-2003 work program revisions. These amounts equal the appropriations of the 2002 General Session.
- 3. UofU and USU Capital Facilities Delegation Reports (Attachment 3).** 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.

Cecelia H. Foxley, Commissioner

CHF/MS/BH
Attachments

Utah System of Higher Education
2002-2003 Work Programs
Initial Schedule (Ties to 2002 General Session Appropriations)

Expenditures	Revenues							
	General Fund	Income Tax	Uniform School Fund	Dedicated Credits	Federal Funds	Mineral Lease	Cigarette Tax/ Trust Funds/ Other Funds	
University of Utah								
Education and General	\$259,319,600	\$148,486,600	\$28,786,100	\$0	\$73,762,400	\$0	\$0	\$8,284,500
School of Medicine	28,113,300	18,775,100	1,313,900		8,024,300			
Regional Dental Education Prog.	674,900	536,000	32,100		106,800			
Poison Control	1,339,900				1,339,900			
Pub. Svc. - Seismograph Stations	401,400	338,600	18,400	44,400				
Pub. Svc. - Museum Nat. History	612,300	573,700	33,000	5,600				
Pub. Svc. - State Arboretum	111,300	105,300	6,000					
KUED	2,393,100	2,239,100	154,000					
University Hospital	4,399,100	4,131,900	267,200					
Miners Hospital	173,300	14,600	7,700					151,000
Land Grant Trust Funds	502,100							502,100
Educationally Disadvantaged	711,600	684,700	26,900					
Total U of U	298,751,900	175,885,600	30,645,300	50,000	83,233,400	0	0	8,937,600
Utah State University								
Education and General	135,314,200	76,478,800	19,084,600		39,750,800			
Uintah Basin Continuing Ed. Ctr.	4,501,000	2,237,900	530,400		1,732,700			
Southeastern Utah Cont. Ed. Ctr.	999,500	603,700	33,300		362,500			
Brigham City Continuing Ed Ctr.	1,378,400	119,500	262,100		996,800			
Tooele/Wasatch Cont. Ed. Ctr.	3,372,000	281,400	769,500		2,321,100			
Agricultural Experiment Station	14,048,000	10,388,000	1,123,700		709,700	1,826,600		
Water Research Laboratory	2,415,200	1,421,000	92,500				901,700	
Cooperative Extension	13,224,000	9,581,800	1,305,300		235,200	2,101,700		
Land Grant Trust Funds	100,600							100,600
Educationally Disadvantaged	231,900	223,700	8,200					
Total USU	175,584,800	101,335,800	23,209,600	0	46,108,800	3,928,300	901,700	100,600
Weber State University								
Education and General	83,207,400	44,761,200	10,453,700		27,992,500			
Educationally Disadvantaged	327,600	308,000	19,600					
Total WSU	83,535,000	45,069,200	10,473,300	0	27,992,500	0	0	0
Southern Utah University								
Education and General	37,186,300	21,579,200	4,646,700		10,960,400			
Utah Shakespearean Festival	12,800	12,800						
Educationally Disadvantaged	91,700	87,700	4,000					
Total SUU	37,290,800	21,679,700	4,650,700	0	10,960,400	0	0	0
Snow College								
Education and General	15,364,800	10,341,900	1,720,800		3,302,100			
South Campus	3,816,800	545,900	2,635,700		635,200			
Educationally Disadvantaged	32,800	32,600	200					
Total Snow College	19,214,400	10,920,400	4,356,700	0	3,937,300	0	0	0
Dixie State College								
Education and General	22,549,900	13,508,100	2,632,800		6,409,000			
Zion Park Amphitheatre	89,200	55,800	1,500		31,900			
Educationally Disadvantaged	31,400	31,200	200					
Total Dixie College	22,670,500	13,595,100	2,634,500	0	6,440,900	0	0	0
College of Eastern Utah								
Education and General	11,915,800	7,875,800	1,953,900		2,086,100			
San Juan Center	2,158,700	1,581,000	143,300		434,400			
Prehistoric Museum	181,100	168,200	11,900		1,000			
Educationally Disadvantaged	118,800	117,100	1,700					
Total CEU	14,374,400	9,742,100	2,110,800	0	2,521,500	0	0	0
Utah Valley State College								
Education and General	73,723,100	30,755,400	9,301,600		33,666,100			
Educationally Disadvantaged	133,000	128,700	4,300					
Total UVSC	73,856,100	30,884,100	9,305,900	0	33,666,100	0	0	0

Utah System of Higher Education
2002-2003 Work Programs
Initial Schedule (Ties to 2002 General Session Appropriations)

Expenditures	Revenues						
	General Fund	Income Tax	Uniform School Fund	Dedicated Credits	Federal Funds	Mineral Lease	Cigarette Tax/ Trust Funds/ Other Funds

(continued)

Salt Lake Community College

Education and General	\$75,286,300	\$38,038,800	\$11,961,900	\$0	\$25,285,600	\$0	\$0	\$0
Skills Center	4,749,200	3,305,600	626,000		817,600			
Educationally Disadvantaged	182,800	181,600	1,200					
Total SLCC	80,218,300	41,526,000	12,589,100	0	26,103,200	0	0	0

SBR and Statewide Programs

Administration - SBR	3,032,700	2,799,600	121,300		111,800			
Administration - Prison	395,400	395,400						
Engineering Initiative	2,000,000	2,000,000						
WICHE	1,436,600	1,016,500	30,100			390,000		
Student Financial Aid	2,676,500	2,375,500	301,000					
Student Financial Aid - UCOPE	2,763,600	1,397,600	1,366,000					
Student Financial Aid - New Century	143,400	78,400	65,000					
Student Fin. Aid - Minority	48,300	48,300						
Student Fin. Aid - Tuition Assist.	48,300	48,300						
Teacher Incentive Loans	834,800	631,800	3,000		200,000			
University Centers	262,000	253,300	8,700					
Electronic Coursework/UEC	525,300	517,800	7,500					
Higher Education Tech. Initiative	2,507,200	2,507,200						
Federal Programs	301,400					301,400		
Academic Library Council	2,956,100	2,196,100	760,000					
Total SBR	19,931,600	16,265,800	2,662,600	0	311,800	691,400	0	0

USHE TOTAL	\$825,427,800	\$466,903,800	\$102,638,500	\$50,000	\$241,275,900	\$4,619,700	\$901,700	\$9,038,200
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Utah College of Applied Technology

Bridgerland	\$7,941,200	\$0	\$6,922,700	\$0	\$1,018,500	\$0	\$0	\$0
Central	1,394,500	103,000	1,291,500					
Davis	7,763,000		6,797,200		965,800			
Dixie	732,300	109,500	622,800					
Mountainlands	1,923,500	417,600	1,505,900					
Ogden Weber	8,551,600		7,532,200		1,019,400			
Salt Lake/Tooele	1,745,600		1,745,600					
Southeast	744,000	283,200	460,800					
Southwest	1,141,800	270,300	871,500					
Uintah Basin	3,963,200		3,608,900		354,300			
UCAT Administration	373,600	143,900	229,700					
UCAT Development	1,598,800		1,598,800					
UCAT Equipment	865,500		865,500					
UCAT Custom Fit	3,168,000		3,168,000					
UCAT TOTAL	\$41,906,600	\$1,327,500	\$37,221,100	\$0	\$3,358,000	\$0	\$0	\$0

Utah Education Network

CEU Distance Learning	\$268,700	\$0	\$268,700	\$0	\$0	\$0	\$0	\$0
Satellite	1,482,200		1,482,200					
UtahLINK	17,241,200	2,353,200	186,700	10,696,500		3,363,600		641,200

UEN TOTAL	\$18,992,100	\$2,353,200	\$1,937,600	\$10,696,500	\$0	\$3,363,600	\$0	\$641,200
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GRAND TOTAL - USHE, UCAT, UEN	\$886,326,500	\$470,584,500	\$141,797,200	\$10,746,500	\$244,633,900	\$7,983,300	\$901,700	\$9,679,400
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MEMORANDUM

May 20, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Replacement Policy R801, *Equal Opportunity, Diversity and Nondiscrimination*

Issue

To replace the current policy with a comprehensive statement of support for equal opportunity, diversity, and nondiscrimination.

Background

The Board took action on two occasions in 1977 to address specific Federal requirements relating to equal opportunity and nondiscrimination. In 1985, when the Board's Policy and Procedures Manual was formulated, these actions were combined in policy R801, *Equal Opportunity and Nondiscrimination*. This statement did not cover all situations relating to faculty, staff and students.

At a February 5, 2002 conference call meeting, in the context of a discussion of a recent legislative audit of the University of Utah Medical School, Chair Johnson asked Regents Jardine, Jensen and Sweeten to work on proposed revisions to R801. Commissioner Foxley indicated she and Harden Eyring would be working with the group. Several alternatives have been prepared and reviewed by the working group. The attached replacement policy is proposed for Board consideration.

Recommendation

It is the recommendation of the Commissioner that the Board approve the proposed replacement policy R801, *Equal Opportunity, Diversity and Nondiscrimination*.

Cecelia H. Foxley, Commissioner

CHF/HRE
Attachment

Draft Replacement

R801, Equal Opportunity, Diversity and Nondiscrimination

R801-1. Purpose

To provide, in the Utah System of Higher Education, for equal opportunity and diversity, and nondiscrimination in employment and educational programs, services and activities on the basis of race, color, religion, national or ethnic origin, gender, pregnancy, childbirth, pregnancy-related conditions, age, disability, veteran status, or otherwise as provided by law.

R801-2. References

2.1. Utah Code [§34A-5-106](#) (Discriminatory or Unfair Employment Practices - Permitted Practices)

2.2. Title VI of the Civil Rights Act of 1964, as amended

2.3. Section 504 of the Rehabilitation Act of 1973

2.4. The Older Americans Act of 1975

2.5. The Vietnam Era Veterans Readjustment Assistance Act of 1974

2.6. Title IX of the Education Amendments of 1972

2.7. The Americans with Disabilities Act of 1990

2.8. Policy and Procedures [R831](#), Guidelines for Non-Faculty Staff Employment Grievances Policy

R801-3. Policy

3.1. Commitment to Equal Opportunity and Diversity - Equal opportunity and diversity strengthen the institutions of higher education, stimulate creativity, promote the exchange of ideas, and enrich campus life. The State Board of Regents values equal opportunity and diversity and directs the institutions of the System of Higher Education to seek talented students, faculty and staff from diverse backgrounds.

3.2. Commitment to Nondiscrimination - The State Board of Regents, the Office of the Commissioner, and the institutions of the System of Higher Education shall not engage in discrimination, harassment or prejudicial treatment against any person in the administration of their employment and educational programs, services and activities, on the basis of race, color, religion, national or ethnic origin, gender, pregnancy, childbirth, pregnancy-related conditions, age, disability, veteran status, or otherwise as provided by law.

3.3. Complaint Procedures - The Board directs the institutions and the Office of the Commissioner to provide grievance procedures for prompt and equitable resolution of employee and student complaints of discrimination, harassment or prejudicial treatment in violation of this policy.

MEMORANDUM

May 22, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Engineering, Computer Science, and Technology Initiative--Action Item

Issue

The 2001 Legislature approved SB61: *Enhancements to the State Systems of Public and Higher Education*. This legislation established an Engineering and Computer Science Initiative within the USHE, which was intended to significantly increase the number of students graduating from engineering, computer science, and related technology programs. The Technology Initiative Advisory Board (TIAB), appointed by the Governor, was established to make recommendations concerning the funds to the Regents. Key provisions of SB61 and a list of the TIAB members are included in the attachment.

Background

A total of \$4 million was appropriated the first year: \$1 million of ongoing funds, \$2.5 million of one-time funds, and \$500,000 for the loan forgiveness program. The ongoing funds were given to University of Utah (\$466,667), Utah State University (\$316, 667), and Weber State University (\$216, 666), in an effort to increase the number of students in four-year engineering and computer science programs. One-time funds were given to University of Utah (\$933, 333), Utah State University (\$633, 334), Weber State University (\$433,333), Southern Utah University (\$166,667), and Utah Valley State College (\$333,333). The immediate impact of those funds resulted in an increase of 479 students enrolled in four-year programs at those institutions.

The 2002 Legislature appropriated \$2 million in ongoing funds, and \$1 million in one-time funds, to continue the objectives of SB61. In preparation for the deliberations of the TIAB, John Sutherland, Chair of the TIAB, placed a phone call to the Engineering/Computer Science Dean at each of the USHE institutions to discuss the status and needs of their program. The TIAB met, May 3, 2002, reviewed data concerning the programs and have made the following recommendation on the disbursement of the funds.

Proposed Allocation 2002-2003

<u>Institution</u>	<u>Ongoing</u>	<u>One-Time</u>	<u>Institution</u>	<u>Ongoing</u>	<u>One-time</u>
UofU	\$800,000	\$300,000	UVSC	\$175,000	\$75,000
USU	\$700,000	\$250,000	Snow	\$0	\$50,000
WSU	\$200,000	\$75,000	CEU	\$0	\$50,000
SUU	\$75,000	\$50,000	SLCC	\$0	\$100,000
Dixie	\$50,000	\$50,000			

The TIAB also recommends that the ongoing funds be restricted for use in existing four-year programs and does not recommend funding for the Integrated Engineering Program at SUU or any new proposed engineering programs at UVSC.

President Bennion requests that the Regents reconsider the recommendation by the TIAB and allow funding to be used in support of SUU's Integrated Engineering Program. The Regents approved the Integrated Engineering Program at SUU in 2001. There are currently 59 students enrolled in Pre-Engineering and the Integrated Engineering Programs at SUU.

John Sutherland, Chair of the TIAB, will make a presentation at the May 31 Regent's meeting, and will be available to answer questions.

Commissioner's Recommendation

This information is provided as background in preparation for the presentation and discussion at the Board meeting. If after the presentation and discussion, the Regents are satisfied that their questions have been addressed, they may approve or revise the recommendation of the Technology Initiative Advisory Board as they think appropriate.

Cecelia H. Foxley, Commissioner

Attachment

Key provision of SB61:

- (1) Establishing a goal through the Initiative to double the number of graduates from USHE institutions in engineering, computer science, and related technology by 2006 and triple the number of graduates by 2009.
- (2) Directing the Board to establish rules providing the criteria for those fields of study that qualify as "related technology."
- (3) Providing a component, which improves the quality of instructional programs in engineering, computer science, and related technology, by providing supplemental monies for equipment purchases (\$2.5 million).
- (4) Establishing a student loan and loan forgiveness program to encourage enrollment in programs included in the Initiative.
- (5) Assisting USHE institutions to hire and retain highly qualified faculty to teach in Initiative programs.
- (6) Increasing program capacity by funding new and renovated capital facilities, and funding for new engineering and computer science programs.
- (7) Creating a Technology Initiative Advisory Board to make recommendations to the Regents in its administration of the Initiative. The Advisory board is to include individuals appointed by the Governor from business and industry who have expertise in the areas of engineering, computer science, and related technologies.

Members of the Technology Advisory Committee

John Sutherland (Chair)	Intel Corporation
Susan Johnson (Co-Chair)	Futura Industries
Richard Anderson	Hewlett Packard, Retired
Reed Brown	Iomega Corporation
D. Mark Durcan	Micron Technology
Ed Edstrom	vSpring
Dave Moon	EsNet
Stefanie Rubin	Excite @ Home
Chuck Taylor	Metalcraft Technologies
J. Howard VanBoerum	VanBoerum & Frank

MEMORANDUM

May 17, 2002

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Proposed Amendments to Policy R120, *Bylaws of the State Board of Regents*

Issue

Several Board decisions as well as legislation to create the Utah College of Applied Technology and establish requirements for electronic meetings require amendments to the Board Bylaws.

Background

These amendments recognize the following: (1) The creation of the Utah College of Applied Technology changed the membership and some of the responsibilities of the State Board of Regents. (2) The legislature amended the Utah Open and Public Meetings Act to place additional requirements on electronic meetings. (3) The Board has expanded the number of standing committees from three to four. (4) The Board would be better served if the election of Chair and Vice Chair were in even numbered years, after new Board members appointed in odd numbered years have had a year to acquaint themselves with their fellow members. (5) Dixie College has had a name change to Dixie State College of Utah. (6) Some antiquated language needed updating. (7) The make up of the Executive Committee has been revised.

Recommendation

It is the recommendation of the Commissioner that the Board approve the proposed amendments to policy R120, *Bylaws of the State Board of Regents*.

Cecelia H. Foxley, Commissioner

CHF/HRE
Attachment

Draft Revisions

R120, Bylaws of the State Board of Regents

R120-1. Purpose

To provide bylaws for the government of the State Board of Regents.

R120-2. References

2.1. Policy and Procedure [R110](#), Utah Code Title 53B (State System of Higher Education)

2.2. Utah Code [§53B-1-104\(8\)](#) (State Board of Regents - Enact Bylaws)

R120-3. Bylaws

3.1. The State Board of Regents

3.1.1. Powers - The State Board of Regents~~[, as a single board,]~~ consisting of sixteen voting members and two non voting members of the Utah State Board of Education, is vested with the power to govern the state system of higher education. (Utah Code [§53B-1-101](#)) As such, the Board is vested with the control, management and supervision of the institutions composing the state system of higher education in the State of Utah, as set forth in Utah Code Title 53B in a manner consistent with the policy and purpose of that title and the specific powers and responsibilities granted to it. The State Board of Regents succeeds to the powers, duties, authority and responsibilities heretofore held and exercised by the governing boards of the University of Utah, Utah State University, Weber State University, Southern Utah University, Snow College, Dixie College, the College of Eastern Utah, the Utah Valley State College, the Salt Lake Community College, and by the Coordinating Council of Higher Education. Except for the Utah College of Applied Technology, the board may modify the name of an institution under its control and management, as designated in Section 53B-1-102, to reflect the role and general course of study of the institution. (Utah Code [§53B-1-103](#)) Utah Code Title 53B is made a part hereof by reference.

3.1.2. Governing Board for System; Commissioner is Chief Executive Officer- The State Board of Regents is the governing board for the state system of higher education. In such capacity the Commissioner of Higher Education serves as its chief executive officer, and communications to and from the State Board of Regents and member institutions shall be made through the Commissioner.

3.1.3. Governing Board for Institutions; Presidents are Chief Executive Officers - The State Board of Regents also is the governing board of the institutions in the system. In such capacity the President of each institution serves

under the direction of the State Board of Regents as the chief executive officer for her or his institution, and shall have such duties, powers and functions as are provided in these bylaws.

3.1.4. Commissioner's Office a Channel of Communication - Committee Chairmen, Regents and Presidents shall use the Commissioner's Office as the channel of communication for placing items on the State Board of Regent's agenda. Official contacts with other state agencies, such as the Governor's office, legislative officials, Building Board, Attorney General's office, State Auditor, State Treasurer and others should flow through the Commissioner's Office if the subject matter involves State Board of Regents actions, policies, programs, or issues relating to matters reserved to the jurisdiction of the State Board of Regents by law or by State Board of Regents action pursuant to Utah Code [§53B-2-106](#).

3.2. Officers of the State Board of Regents

3.2.1. Chair - The Chair shall be elected by the State Board of Regents at its [~~July~~] May/June meeting in each [~~odd~~] even numbered year and shall serve for a term of two years, or until his or her successor is elected and qualified. No State Board of Regents member shall be eligible to serve more than two terms as Chair. The Chair shall preside at all meetings of the State Board of Regents and, as directed by the Board, shall have such other duties, powers and responsibilities as are assigned to him or her by the Board, provided that the Board may also authorize its executive and other officers to execute such business, including contracts and other documents, as the Board may from time to time authorize and direct.

3.2.2. Vice chair - The Vice chair shall be elected by the State Board of Regents at its [~~July~~] May/June meeting in each [~~odd~~] even numbered year and shall serve for a term of two years or until her or his successor is elected and qualified. The Vice chair shall act as Chair in the absence or disability of the Chair and shall have such other duties, powers and responsibilities as may be assigned to him or her by the Chair and the State Board of Regents. In the event the office of Chair becomes vacant during the term for which he or she was elected, the Vice chair shall act as temporary Chair until the next regular meeting, at which time a new Chair shall be elected to fill the vacancy and serve the balance of the unexpired term. If the office of Vice chair is similarly vacated, the vacancy shall be filled by election at the next regular meeting.

3.2.2. Secretary - The State Board of Regents shall appoint from the staff of its executive officer a secretary to serve at the pleasure of the State Board of Regents. The secretary shall be a full-time employee at such salary as the State Board of Regents may fix. She or he shall be charged with the responsibility of recording and maintaining a record of all State Board of Regents meetings and shall perform such other duties as the State Board of Regents may direct. (Utah Code [§53B-1-104\(5\)](#))

3.2.3. Treasurer - The State Board of Regents shall appoint a Treasurer to serve at the pleasure of the Board. The Treasurer shall perform such duties as the State Board of Regents may prescribe. (Utah Code [§53B-1-104\(6\)](#).) The Treasurer shall file a bond with the State Treasurer in such amount as the State Board of Regents may deem appropriate. All checks drawn on account of the State Board of Regents shall bear the signature of either the Chair, the Vice chair, the Treasurer, or such officers as may be approved by the Board, such as the Commissioner or Associate Commissioners when so authorized.

3.3 The Utah State System of Higher Education and Its Governance

3.3.1. Composition - The Utah State System of Higher Education, established by the Higher Education Act of 1969, consists of the State Board of Regents, its officers and staff, the University of Utah, the Utah State University, Weber State University, Southern Utah University, Snow College, Dixie State College of Utah, the College of Eastern Utah, Utah Valley State College, Salt Lake Community College, the Utah College of Applied Technology and such other public post high school education institutions as the Legislature may from time to time create. (Utah Code [§53B-1-102](#))

3.3.2. Governance and Administration of the System

3.3.2.1. Institutions - Member institutions, as specified by law, are governed by the State Board of Regents, under law, these bylaws, and such policies, rules and regulations as the State Board of Regents shall establish or authorize to be established.

3.3.2.2. Commissioner - The State Board of Regents shall select and appoint a Commissioner of Higher Education to serve as the chief executive officer of the Board. The Commissioner shall be responsible to the State Board of Regents (1) to see that its policies and programs are properly executed, (2) to advise the Board with regard to recommendations from the institutions governed by the Board, (3) to furnish information about the state system of higher education and make recommendations to the Board with respect thereto, (4) to provide state level leadership in all activities affecting institutions in the state system of higher education, and (5) to do such other things as may be directed by the Board in carrying out its duties and responsibilities under the law. (Utah Code [§53B-1-105](#))

3.3.2.3. Commissioner Interprets Board Policy - The Commissioner shall be responsible for interpretation of State Board of Regents policy to the Presidents of the institutions in the Utah System of Higher Education and to interpret policy to all others who may seek further clarification of Board policy. The President of any institution may appeal to the State Board of Regents any interpretation of Board policy if he or she feels that the Commissioner's interpretation is in error.

3.3.2.4. Selection of Presidents - The State Board of Regents after consulting with the Institutional Board of Trustees shall appoint and hire a President for each state research and teaching university, state metropolitan/regional university, state college, ~~and~~ state community college, the Utah College of Applied Technology, and other institutions in the state system of higher education, each to serve at the pleasure of the State Board of Regents and at such salary as it may determine and fix. (Utah Code [§53B-1-103](#) ~~and~~, [§53B-2-106](#) and [§53B-2a-102](#)) Presidents of member institutions are responsible to the State Board of Regents. Presidents have the assistance of an Institutional Board of Trustees, as provided by law (Utah Code [§53B-2-103](#) and [§53B-2a-103](#)), and such internal organs as constituted and authorized under law, by this State Board of Regents from time to time (Utah Code [§53B-2-106](#)), unless the State Board of Regents shall reserve to itself any of the institutional powers set forth in Utah Code [§53B-2-106](#). The President of the Utah College of Applied Technology is also an associate commissioner of higher education. (Utah Code [§53B-2a-102](#)).

3.3.2.5. Professional Staff - Upon the recommendation of the Commissioner as its chief executive officer, the State Board of Regents shall appoint and hire a staff of professional and administrative personnel to serve at the pleasure of the Board at such salaries, retirement provisions and other benefits, and in such capacities as the Board may from time to time determine and direct. The State Board of Regents may also develop arrangements for any transfers of function, personnel, or other cooperative arrangements with member institutions, for the benefit of the work of the Board and the effective performance of its duties (See Utah Code [§53B-1-106](#); also Section 3.3.3. of these bylaws.)

3.3.2.6. Commissioner Represents Board - In order to ensure that there is effective follow through in implementing State Board of Regents action, the Commissioner shall represent the Board (when it is not in session) in giving guidance and assistance to institutions that will lead to timely and effective implementation of actions of the Board.

3.3.2.7. Information, Reports, Audits - The Commissioner is empowered to require information and reports from the institutions in the System that will be of use to her or him in seeing that State Board of Regents actions are implemented. The Commissioner has the authority, after giving due notice to the President, to assign his or her staff to audit records of institutions, to verify data, and to make sure that the same are uniformly reported. Such audits shall be closely connected to matters germane to recommendations that the Commissioner must make to the State Board of Regents for its action. Audits by the Commissioner's staff shall be done under the priorities set by the Regents. The Commissioner shall be responsible for harmonizing the work of her or his audit staff with the actions and priorities set by the Regents.

3.3.2.8. Response to Inquiries, Explanations and Advocacy - The Commissioner shall respond to inquiries and also take the initiative to see that

actions of the State Board of Regents (such as budget adoptions, new roles and curriculum actions, building project priorities, etc.) are clearly explained and advocated before the Governor and his or her staff, legislative bodies, the State Building Board, and other officials and governmental entities.

3.3.2.9. Board Policies Properly Executed - After the State Board of Regents has adopted a new policy, program, or taken an action, the Commissioner shall have the responsibility to see that it is properly carried out. This responsibility shall entail: follow-up conversation with Presidents, interpretation of the intent of the State Board of Regents' action, facilitating communication back to the Board on problems encountered, and making such progress reports as the Board may require. In carrying out these responsibilities, the Commissioner should be cognizant of the fact that responsibility for the internal operations of each institution has been delegated both by law and by State Board of Regents action to each President, with the approval of the institutional Board of Trustees. Presidents shall be mindful of the fact that the Commissioner has the responsibility by law and by State Board of Regents action to see that policies, programs and actions of the Board are properly executed and that her or his actions in this regard are being taken for and on behalf of the Board as she or he functions as chief executive officer of the Board. The Commissioner shall function in close harmony with State Board of Regents policies and shall be in constant touch with the Chair and Executive Committee on matters about which he or she may have questions between regular Board meetings.

3.3.3. Institutional Governance and Administration

3.3.3.1. Responsibility of Presidents - The Presidents are responsible to the State Board of Regents for the governance and administration of their respective institutions. Presidents with the assistance of their institutional Boards of Trustees are responsible (1) for the property, both personal and real, established at their respective institutions [~~as of June 30, 1969~~], together with such additions thereto as the State Board of Regents may from time to time approve (See Utah Code [§53B-20-101](#)); and (2) for the education, safety and welfare, for the good of education in the state and their respective institutions, of all persons admitted and enrolled, employed, or otherwise entering their premises, under such rules and regulations as the institution shall establish.

3.3.3.2. Required Information - The President of each institution, through the Commissioner, shall provide the State Board of Regents with such information relating to the operation of each institution and in such form as may be required from time to time by regulation or order of the Board.

3.3.3.3. Institutional Employees - The Presidents, with the approval of their institutional Boards of Trustees, under paragraph (2)(a) of Utah Code [§53B-2-106](#), are authorized to appoint, prescribe the duties, provide and under general State Board of Regents policies fix the salaries of the faculties, staffs, officers and

employees of their respective institutions, reporting periodically their actions on personnel as may be required by the State Board of Regents.

3.3.3.4 Institutional Rules and Regulations - The President of each institution, with the approval of the institutional Board of Trustees, shall have the authority to and shall issue institutional rules and regulations governing the well-being of persons and the security of property at their institutions, consistent with law and the policies of the State Board of Regents, and to implement paragraphs (2)(b), (c), and (d) of Utah Code [§53B-2-106](#). And, until or unless the State Board of Regents shall reserve to itself any of the provisions of Utah Code [§53B-2-106](#) the President of each institution, acting with the approval of the Institutional Board of Trustees, shall be responsible to the State Board of Regents for the enactment and the execution of rules for regulating and safeguarding the health, welfare, and the rights of all persons at, in, or using the property, facilities and resources existent at each institution and pertaining to its various operations and property. ~~[All such rules now existing are declared to be in effect as issued by the institution, and modifications or new enactments shall be in effect when reported to and filed by the President with the State Board of Regents, provided that the President, with approval of the institutional Board of Trustees, shall have authority to issue such rules and regulations in any emergency, to maintain the safety and well-being of persons and the security of property at their institutions.]~~ Each President shall be responsible for filing a copy of the minutes of each institutional Board of Trustees meeting with the State Board of Regents.

3.3.3.5. Institutional Members; Government - The President, faculties, staff, students, alumni, and institutional Board of Trustees of each institution, when duly appointed, or admitted and qualified, are members of their respective universities, colleges and institutions, and, with the exception of the President (who serves at the pleasure of the State Board of Regents), may be suspended, removed from, or otherwise subjected to discipline in their respective categories of membership in accordance with law and the various rules and regulations governing the institutions of which they are members. Presidents, with the approval of the institutional Boards of Trustees, are encouraged to consult with, provide and develop such arrangements for institutional government, involving appropriate participation in institutional affairs of these classes of institutional membership, as may serve the interest of each institution and promote the good of education thereat.

3.3.3.6. Advocacy Consistent with Board Actions - Except as expressly required by Title 53B, Chapter 2a, under no circumstances shall the Commissioner, any President, or other officer of an institution present or advocate budget items, capital facilities priorities, or other legislation to legislators, legislative committees, the Legislature, the Governor, or any other state agency that are inconsistent with actions or policies of the Board of Regents on such matters. The Commissioner and such other persons as may be designated by the State Board of Regents shall be the spokespersons for the Board at all official hearings before the

legislators, legislative committees, the Legislature, the Governor, or any other state agency. Nothing herein shall preclude a President or other officer of an institution from appearing at hearings involving his or her institution.

3.3.4. Institutional Boards of Trustees

3.3.4.1. Responsibilities - In addition to authority delegated to Presidents in Section 3.3.3. of this Section, to be exercised by them with the approval of the institutional Board of Trustees, each institutional Board of Trustees shall act in behalf of its institution in facilitating communication between the institution and the community, in assisting in planning, implementing and executing fund raising and development projects aimed at supplementing institutional appropriations, in perpetuating and strengthening alumni and community identification with the institution's tradition and goals, and in selecting those persons to be recipients of honorary degrees to be granted by the institution. (Utah Code [§53B-2-103](#))

3.3.4.2. Honorary Degrees - Each university and college of the system is authorized to award honorary degrees in recognition of outstanding achievement or distinctive public service, as selected for such consideration by the institutional Board of Trustees. (Utah Code [§53B-2-103\(2\)\(d\)](#))

3.3.4.3. Degrees, Diplomas and Certificates - Each Institutional Board of Trustees is authorized to approve all candidates for earned degrees and diplomas authorized by law and the Board of Regents, conferred by the institution. (Utah Code [§53B-16-103](#)) Such candidates shall be recommended to the institutional Board of Trustees by the President and faculties in accordance with institutional rules, provided that no degree or diploma shall be conferred except as authorized by law and the Board of Regents. Upon approval, all degrees and certificates shall be conferred in each institution by the President thereof. The general style for conferring degrees shall be: "As authorized by law and the Utah State Board of Regents." Diplomas attesting thereto shall bear the signature of the President of the institution, the Chair of the institutional Board of Trustees, the Chair of the State Board of Regents, and the Commissioner of Higher Education. Non degree certificates signifying completion of short, correspondence, or extension courses[; as authorized under law prior to June 30, 1969,] may be distributed and awarded by each institution, provided that the State Board of Regents may direct the termination of any such when inconsistent with the institutional role prescribed by law or the Board. New or additional degrees, diplomas, or certificates [since June 30, 1969,] shall be subject to the approval of the State Board of Regents.

3.3.4.4. Trustees Bylaws - Each institutional Board of Trustees may enact such bylaws for its own government as it deems necessary, provided such bylaws are not in conflict with these bylaws, including provision for regular meetings of the institutional Board of Trustees. Copies of the institutional Board of Trustees' bylaws shall be submitted to the State Board of Regents. (Utah Code [§53B-2-104\(5\)](#) and [§53B-2a-103](#))

3.3.4.5. Bylaws, Institutional Rules, and Other Reports Submitted to State Board of Regents - The President of each institution is responsible for submitting to the State Board of Regents or making available electronically copies of both (1) the institutional Board of Trustees' bylaws for its own government, and (2) copies of the institutional rules and regulations governing the institution, to be issued by the President with the approval of the Institutional Board of Trustees, as set forth and delegated in Sections 3.3.3.1. and 3.3.3.4. of these bylaws above, and any other reports of institutional business required by the State Board of Regents.

3.3.4.6. Questions of Institutional Role, Authority and Operations - Questions regarding the scope of institutional role and authority and operations of institutional Boards of Trustees under these bylaws and the State Board of Regent's authority, shall be referred initially by the President of each institution to the Commissioner of Higher Education for transmittal, examination, review and necessary consideration by the Board of Regents.

3.3.5. The State Board of Regents and its Professional Staff

3.3.5.1. Participation in Academic Life - The Commissioner and members of the professional staff of the Board of Regents may qualify and hold positions as members of the faculties of the member institutions of the system, in accordance, in each individual case, with institutional rules, regulations, and practices. The extent of participation of a State Board of Regents staff member in the academic life of any member institution shall be in harmony with the practices and regulations of the member institution, and must be approved by the Commissioner as not inconsistent with the efficient and timely discharge of the individual's duties as a staff employee of the Board.

3.3.5.2. Compensation Through Institutional Payroll System - The State Board of Regents' staff, professional or otherwise, may, with the joint approval of the Commissioner and the President of the concerned institution, be paid his or her approved compensation, for service as a member of the Board's staff, through the payroll system of a member institution. In connection therewith, the staff member shall be eligible for and enjoy, in accordance with institutional policies, all benefits provided by the institution to its equivalent faculty and staff personnel, including but not limited to retirement and insurance programs, vacation, sick leave, and other leaves; provided, however, that the Board of Regents shall advance funds to, or reimburse, the institution for the full amount of any compensation paid and for the institutional share of the cost of any benefits provided under this provision.

3.3.5.3. Transfer of Staff Functions and Funds - This section is subject to, and does not impair or otherwise affect, the power of the Board of Regents to transfer staff functions, and funds for the performance of such functions, from member institutions to the staff of the State Board of Regents pursuant to law. (Utah Code [§53B-1-106](#))

3.4. Offices

3.4.1. Location of Offices - The principal office of the State Board of Regents shall be located in Salt Lake City, State of Utah. The State Board of Regents may have such other offices within the State of Utah and at member institutions as its duties may require.

3.5. Meetings

3.5.1. Regular Meetings

3.5.1.1. Scheduled, as Called, or by Request - The State Board of Regents shall meet regularly as it shall determine, and when specifically called to convene, in full or executive session, by the Chair of the Board, by the executive officer of the Board, or by request of five members of the Board. (Utah Code [§53B-1-104\(9\)](#)) [~~Unless otherwise determined by the State Board of Regents,~~] The regular meetings of the Board shall be held at [~~its office, in Salt Lake City, at such~~] locations, dates and time of day as may be determined by the Board.

3.5.1.2. Communication to the Board - With the exception of the Commissioner and staff, Presidents of institutions or their designated alternate, the executive or legislative officers of the State, communications or representations from persons other than the foregoing, not members of the State Board of Regents, shall be submitted to the Board in writing. Communications received less than fourteen days preceding any State Board of Regents meeting may be deferred by the Board to a later meeting at its discretion, or, referred by the Chair to a committee, Commissioner, or other officer of the System. Persons other than members, or those listed for business on the regular agenda, or their designated alternates, may address the State Board of Regents while in session only on the recognition of the Chair or by consent of a quorum of members present.

3.5.2. Special Meetings - The State Board of Regents may be called to convene in a special meeting, in full or executive session, by the Chair of the Board, by request or call of any five members, or by the executive officer of the Board. (Utah Code [§53B-1-104\(9\)](#).)

3.5.3. Notice of Meetings - Notice of the time and place of each regular and special meeting of the State Board of Regents shall be mailed by the Commissioner, or staff member directed by him or her, to each member of the Board and institutional President, to her or his last known address, at least seven days before each regular meeting, together with an agenda showing, with particularity, the nature of the business to be acted upon at such meeting. Less notice may be given in case of special or emergency meetings.

3.5.4. Agenda and Regular Order of Business - The official agenda shall constitute the principal business at regular meetings of the State Board of

Regents. The regular order of business on the Debate Calendar shall be determined by the Chair and the Commissioner.

3.5.5. Categories of Agenda Items

3.5.5.1. Agenda Categories - The several items of State Board of Regents business shall be listed upon the agenda by the Commissioner within the following categories to serve the interests of the Board: (A) Debate Calendar - Items, recommended for action, that involve the determination of basic planning or policy questions, program changes of more than routine nature, or issues with substantial financial or budgetary implications. (B) Consent Calendar - Items, recommended for action, that are routine in character or of relatively minor importance and do not require full discussion by the Board. (C) Information Calendar - Presentation of institutional reports by heads of institutions and other items for informational purposes.

3.5.5.2. Consent Calendar - Any item listed upon the Consent Calendar may, by majority vote of the State Board of Regents, be transferred to the Debate Calendar at the same or a subsequent meeting and made subject to full discussion and deliberation prior to the taking of action thereon. Items on the Consent Calendar that are not so transferred shall be acted upon, without debate, either as a group or individually, as the State Board of Regents may elect.

3.5.6. Agenda Preparation Procedures - All matters submitted by member institutions to the State Board of Regents for its approval shall be directed to the Commissioner and be referred by her or him to the appropriate standing committees of the Board unless the Commissioner or the Board, by majority vote, decides to consider a particular matter initially as a committee of the whole. Items submitted to the State Board of Regents by the institutions shall be placed on the agenda of the Board committees by the Commissioner or his or her designee, and the President of each institution submitting an item which is on the agenda of a Board committee shall be given notice of committee meetings in the manner provided in these bylaws.

3.5.6.1. Commissioner's Recommendations - On all items on the agendum, the Commissioner shall make a recommendation as to what action should be taken. Since the Commissioner is required to make a recommendation on all State Board of Regents action items on the agendum, it is incumbent upon committee Chairpersons and Presidents to keep the Commissioner fully informed and involved in discussions and deliberations that may have implications for Board action.

3.5.7. Recording of Votes - Any member so requesting shall have her or his vote recorded in the minutes, or on request of any member the vote of each member shall be recorded.

3.5.8. Executive Sessions - The State Board of Regents may go into executive session as provided by law as set forth in Section 3.5.10. below.

3.5.9. Meeting Rules - Robert's Rules of Order shall be followed in conducting all meetings of the State Board of Regents, and of the meetings of the committees of the Board.

3.5.10. Open and Public Meetings - The State Board of Regents, under the laws of Utah, exists to serve the public interest and govern the state system of higher education. As provided by law, "all matters requiring Board determination shall be presented to and deliberated upon by the Board as a whole or as an executive committee properly convened." (Utah Code [§53B-1-104\(7\)](#))

3.5.10.1. Executive sessions - Meetings of the State Board of Regents shall be open and public, except that the Board may meet in executive session under the conditions and for the purposes authorized by the Utah Open and Public Meeting Act (Utah Code [Title 52, Chapter 4](#)); provided that all resolutions, rules, regulations, contracts, appropriations, and other actions shall be taken in open session.

3.6. Committees

3.6.1. Enumeration of Committees and Selection of Members

3.6.1.1. Committee Appointments - There shall be [~~three~~] four standing committees of the State Board of Regents and such other special committees as the Board or the Chair may determine from time to time to be necessary or appropriate. With the exception of the Executive Committee, the members of all standing and special committees and their Chair shall be appointed by the Chair of the State Board of Regents. The members and Chair of any subcommittee of a standing committee shall be appointed by the Chair of the standing committee. Each standing committee shall serve concurrent two-year terms with the Chair who appointed them, immediately following his or her election in each [~~odd~~] even numbered year.

3.6.1.2. Staff Support - The Commissioner shall provide such staff and support services as may be necessary to each standing and special committee and any subcommittee thereof.

3.6.1.3. Standing Committees - The standing committees of the State Board of Regents are:

- (1) Executive Committee (see Section 3.6.2, below);
- (2) Academic and Applied Technology Education Committee;

(3) Finance and Facilities Committee;

(4) Public Relations Committee.

3.6.1.4. Budget hearings - The Finance and Facilities Committee shall convene as a Committee of the Whole Board during budget hearings with the institutions on budget matters.

3.6.1.5. Definition of Committee Role - The Chair may, from time to time, define or redefine the role and responsibilities of, and may make specific assignments to, a standing committee.

3.6.1.6. Committee Membership and Voting of Chair and Vice Chair - The Chair and Vice chair of the State Board of Regents may be appointed to and serve as regular members of one or more standing committees, with full power to vote. The Chair and Vice chair of the State Board of Regents shall also be ex officio members of each standing committee to which they are not appointed on a regular basis, but in such ex officio capacity shall be without power to vote.

3.6.2. Executive Committee

3.6.2.1. Composition - The Executive Committee shall be composed of the Chair of the State Board of Regents, Vice chair of the Board, the immediate past Chair of the Board if still serving on the Board, and [~~three members duly elected at the July meeting in each odd numbered year~~] the chairs of the standing committees of the Board. [~~Vacancies in the Executive Committee shall be filled by election for the balance for the balance of the unexpired term.~~]

3.6.2.2. Authority- The Executive Committee shall have the full authority of the State Board of Regents to act upon routine matters during the interim between Board meetings, but shall act upon non routine matters only under extraordinary and emergency circumstances. Actions of the Executive Committee shall be reported to the State Board of Regents at its next regular meeting following such action. (Utah Code [§53B-1-104\(7\)](#))

3.6.3. Committee Meetings - Meetings of all committees of the State Board of Regents may be held upon the call of the Chair of the committee, the Chair of the Board, or at the request of the Commissioner. The State Board of Regents may also meet as a committee of the whole on the call of the Chair. Notice of the time and place of every committee meeting and of the business to be acted upon shall be given to the members of the committee and the Commissioner and institutional Presidents by the person calling such meeting, by mail or other personal communications.

3.7. Quorum

3.7.1. State Board of Regents and Committees - A quorum of the State Board of Regents necessary to conduct and transact its business shall consist of nine members of the Board. (Utah Code [§53B-1-104\(10\)](#)) A quorum of any committee of the State Board of Regents shall consist of a majority of its members. If less than a quorum are present at the time and place for any such meeting called, the State Board of Regents or committee meeting may be adjourned from time to time without further notice.

3.7.2. Proxy Voting - Proxy voting shall not be permitted at meetings of the State Board of Regents or the meetings of its committees.

3.7.3. Participation by Telecommunications - Members may participate in a meeting of the State Board of Regents, the Executive Committee, or other committee of the Board by means of telecommunications. Members who participate by telecommunications may be counted in the quorum necessary to conduct and transact State Board of Regents or committee business. Such participation does not alter the requirements of notice, open and public meetings, and other applicable rules of the State Board of Regents. To hold an electronic meeting, the Board must establish one or more "anchor locations," at least one of which is in the building and city where the Board would normally meet, and where there is adequate space and facilities for interested persons and the public to attend and monitor the open portions of the meeting. (Utah Code [§52-4-7.8](#))

3.8. Public Information

3.8.1. Official Pronouncements - The Chair of the State Board of Regents is the only member of the Board authorized to make official pronouncements for the Board, and then as instructed by the Board. The Commissioner as executive officer of the State Board of Regents is ex officio authorized to speak for the Board and the state system of higher education with respect to any policy matters that have received the approval of the Board, and on administrative matters which have been entrusted to him or her by law or by the Board.

3.8.2. Releases and General Information - The Commissioner of Higher Education, as executive officer of the State Board of Regents, or in her or his absence a designated deputy, may issue such news releases, general information and other communications regarding administration of the system of higher education, as will serve its interests, such releases to be consistent with Board policies and practices.

3.8.3. Institutional Releases - The Presidents of each institution, as chief executive officers of their respective institutions, are responsible for all releases and information issued from their institutions.

3.9. Pecuniary Interest

3.9.1. State Board of Regents Members - No State Board of Regents member shall be pecuniarily interested directly, or indirectly, in any contracts made in behalf of any institutions of higher education in the state of Utah.

3.10. Amendments

3.10.1. Method - These bylaws may be amended or repealed at any regular meeting of the State Board of Regents, by an affirmative vote of nine or more members, provided that copies of any proposed amendments shall be submitted in writing to each member and to the Commissioner at least seven days before the meeting at which they are to be proposed.

(Adopted June 17, 1970; amended July 28, 1970, September 11, 1970, January 20, 1971, July 27, 1971, December 20, 1973, July 22, 1975, July 14, 1980, August 31, 1981, October 11, 1985, September 12, 1986, August 6, 1987, December 16, 1988 and February 24, 1989, and June 18, 1993. Amendments proposed May 31, 2002.)

May 22, 2002

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

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

1. Minutes – Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held April 19, 2002, at the College of Eastern Utah in Price, Utah (Attachment 1)
2. Grant Proposals - Approval to submit the following proposals:
 - A. Utah State University – U.S. Department of Education, Office of Special Education Programs; “Operate Regional Resource Center, Region #5, Utah State University;” \$1,178,133. John Copenhaver, Principal Investigator.
 - B. Utah State University – Pacific Northwest National Laboratories-Department of Energy; “Imager Surveillance and Inspection System;” \$2,482,831. Duane Hill, Principal Investigator.
 - C. Utah State University – Whatcom County; “Phase III Technical Studies for WRIA Watershed Management Project;” \$2,347,793.76. Thomas B. Hardy, Principal Investigator.
 - D. Utah Valley State College – FIPSE; “Teaching for Thinking – Philosophy in the Schools;” \$540,000.
 - E. Utah Valley State College – FIPSE; “Ethics Across the Curriculum Evaluation Standardization;” \$720,000.
 - F. Utah Valley State College – National Science Foundation; “Math and Science Partnership – Preproposal;” \$7,000,000.
3. Proposed Revisions to Policy R604, *New Century Scholarship*. The proposed changes to Policy R604 are to keep the System in compliance with legislation passed in the 2002 Legislative Session. (Attachment 2)
4. Proposed Policy R803, *Students and Employees Called to Active Military Service*. This puts into policy current practice providing for nondiscriminatory treatment of students and employees who are called to active duty military service. (Attachment 3)

5. 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 July 12, 2002, at Southern Utah University, 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
COLLEGE OF EASTERN UTAH
April 19, 2002**

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MINUTES
MEETING OF THE UTAH STATE BOARD OF REGENTS
COLLEGE OF EASTERN UTAH
PRICE, UTAH
April 19, 2002

Regents Present

Charles E. Johnson, Chair
Linnea S. Barney
Daryl C. Barrett
Kim R. Burningham
David J. Grant
L. Brent Hoggan
Michael R. Jensen
Nolan E. Karras
E. George Mantes
John B. Norman, Jr.
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow
Maria Sweeten

Regents Excused

Pamela J. Atkinson, Vice Chair
James S. Jardine
David J. Jordan

Office of the Commissioner

Cecelia H. Foxley, Commissioner
David Buhler, Associate Commissioner for Public Relations
Joyce Cottrell, Executive Secretary
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid
Norm Tarbox, Associate Commissioner for Finance and Facilities
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President

Utah State University

Kermit L. Hall, President
Celestial Bybee, Student Body President
Steve Palmer, USA President

Weber State University

Paul H. Thompson, President

Southern Utah University

Steven D. Bennion, President
Matt Glazier, Student Body President
Ryan Richey, Vice President, Utah Student Association

Snow College

Michael T. Benson, President

Dixie State College

Robert C. Huddleston, President

College of Eastern Utah

Ryan L. Thomas, President
Dan Allen, Institutional Advancement & Auxiliaries
Charles Foust, Vice President for Academic Services
Dennis Geary, Director of Facilities, Planning and Management
Gail Glover, Dean of Administrative Services, San Juan Campus
Brad King, Vice President of Student Services
Eric Mantz, Information Technology
Jan C. Minich, English Instructor
Kathleen Robinson, Director of Continuing Education
Darlene Severeid, Coordinator of Academic Advising
Shanny Wilson, Academic Advisor

Utah Valley State College

Kerry D. Romesburg, President
Ron Hammond, Associate Professor/Faculty Senate President

Salt Lake Community College

H. Lynn Cundiff, President

Utah College of Applied Technology

Gregory G. Fitch, President and Associate Commissioner

Representatives of the Media

Jacob Parkinson, *Daily Utah Chronicle*
Kirsten Stewart, *Salt Lake Tribune*
Twila Van Leer, *Deseret News*

Others Present

Race Davies, Governor's Office of Planning and Budget
Roselyn Davies
Boyd Garriott, Office of the Legislative Fiscal Analyst
Debbie Headen, Office of the Legislative Fiscal Analyst

Kevin Walthers, Office of the Legislative Fiscal Analyst

Following breakfast with the College of Eastern Utah Board of Trustees, Chair Johnson called the meeting to order at 9:10 a.m. and welcomed everyone. He excused Vice Chair Atkinson and Regents Jardine and Jordan and welcomed Rep. Brad King. Chair Johnson expressed the Board's condolences to Regent Sweeten on the recent death of her father. He announced that a presentation would be made during the luncheon meeting by Superintendent Steven O. Laing and Regents Burningham and Barney.

Report of the Commissioner

Recognition of Norm Tarbox. Commissioner Foxley said this was Dr. Norm Tarbox's last meeting as Associate Commissioner for Finance and Facilities. An open house will be held in his honor on Friday, May 10, from 2:00 p.m. to 5:00 p.m. in the Board's new Gateway facility (60 South 400 West). The Commissioner invited all the Regents and Presidents to stop by and wish Norm well in his new position as Vice President for Administrative Services at Weber State University.

Institutional Report – College of Eastern Utah Highlights

President Ryan Thomas welcomed everyone to the CEU campus. Brochures of the San Juan Campus in Blanding were distributed. President Thomas asked Vice President Foust to introduce the following presentations: (1) a presentation which was made to the League for Innovation in the Community Colleges, (2) a video presentation on the San Juan Campus, and (3) a reading by Dr. Jan Minich, English Professor at CEU, from his new publication.

Dr. Minich read two letters from his new book, *The Letters of Silver Dollar*. He gave a brief background of the central character, who was an actual historical figure from Leadville, Colorado. Darlene Severeid, Director of Academic Advising and Retention, and Shanny Wilson, Academic Advisor, presented their program for orienting and tracking new students. Their presentation was made in Boston to the League for Innovation. Gail Glover, Dean of Administrative Services at CEU's San Juan Campus, introduced a brief video presentation on the campus in Blanding. Chair Johnson thanked President Thomas and his staff for the presentations. He urged the Regents to visit the San Juan Campus if they had the opportunity.

College of Eastern Utah – Campus Master Plan

Dennis Geary, Director of Facilities, Planning and Management, presented the College's 2002 Master Plan, as well as projections for 2005, 2010 and 2020. He said the 20-year plan had been developed in conjunction with community and institutional representatives. Regent Jensen asked about the UCAT Building on the 2010 plan. Mr. Geary said it is felt that it would be easier to share the Sciences Building after it has been renovated. Commissioner Foxley asked about the timing of sharing the building. President Thomas said timelines on the master plans were approximations. College officials do not want to appear to be dictating to

the UCAT administrators where they should be located. CEU and UCAT are presently sharing space, and they will continue to do so. The question of a separate UCAT facility has not been fully developed.

Regent Pitcher moved approval of the CEU Campus Master Plans. The motion was seconded by Regent Jensen and carried unanimously.

Master Planning Overview

Chair Johnson gave a PowerPoint presentation which he broke down into three parts: (1) procedures, (2) policy changes to be considered, and (3) items selected for more in-depth review as the USHE Master Plan 2000 is updated. He urged the Regents and Presidents to ask questions and to indicate whether or not they felt the Board was moving in the right direction.

Procedures. To improve relationships between the Board of Regents and institutional Boards of Trustees, an annual meeting will be held between the Chair of the Board of Regents and the Chairs of Boards of Trustees. A message (via e-mail, where possible) will be sent to the Trustee Chairs after each Board of Regents meeting summarizing issues of interest for Trustees. Weekly legislative updates will be sent to Trustee Chairs throughout the Legislative Session. During Board of Regents meetings, the Regent chair of the institutional Resource and Review Team will meet with the Board of Trustees of the host institution. The Regents' Executive Committee and the Commissioner will establish separate periodic meetings with the Governor and Legislative Leadership.

Program Approvals. Chair Johnson suggested a new procedure for program approvals which would require more review before programs are presented to the Regents for approval. An outside consultant could be engaged to make a recommendation on each program suggested, or a small group of Regents could be assigned for a multi-year period to make an in-depth review of new program requests. Chair Johnson explained that because of declining funds, enrollment growth and existing circumstances, the Regents will have to be more deeply involved in program approvals. An independent review may be requested by a third party before specific programs reach the Board. Regent Sweeten asked when the outside consultant would be retained. Commissioner Foxley said institutions often use outside consultants when programs are being developed. When it appears there will be an impact on existing programs, that is the logical time to bring in an outside consultant. UVSC's engineering program proposals are a good example. Regent Pitcher asked if small groups of Regents could use an outside consultant if they felt it was needed. Chair Johnson said they could, and that the two options could be integrated. President Romesburg suggested that when the small group gets together to discuss UVSC's proposals for engineering programs, that bridges could be built by including a member of the UVSC Board of Trustees. Chair Johnson thanked him for the excellent idea.

Policy Changes

Surcharge on Excess Credit Hours. Chair Johnson's first suggestion for discussion was that a surcharge be imposed when a student takes courses that exceed 135 percent of the credit hours required for his/her course of study – either a bachelor's or master's degree. The surcharge plus applicable tuition would equal the full cost of instruction for the appropriate institution and course level. Chair Johnson said several states are already imposing such a surcharge and they have found the students take less time to graduate and

there is more efficiency in the elapsed time of getting students through the system. He pointed out that this would not be a modest surcharge, but would be approximately 3.5 times the resident tuition. Commissioner Foxley pointed out that students change majors on an average of three times over a course of study. We do not want to penalize those students. Regent Karras asked about a graduated increase beginning prior to the 135 percent threshold.

President Machen said he could understand but did not agree with this rationale. As an educator, he thought this was punitive. President Huddleston said there were many variables which should be considered. We believe in lifelong learning. What about individuals who have degrees and want to go back to school to take additional classes, or those who get laid off and need additional training for employment? Chair Johnson said the 135 percent figure was meant to take into account what the state subsidizes and at what point the state stops subsidizing. Commissioner Foxley pointed out that the Board already has an existing policy of 150 percent. This would tighten and enforce the existing policy. There are very few students in the 150 percent range. She said no one wants to be punitive, but our state has limited resources.

President Bennion said he was concerned about non-traditional students who return and who may have had two or three years of college education. Many times they are women who return to school after they have married and had children or whose life circumstances have changed. President Bennion said he would be worried about those individuals if this policy were approved. President Thomas suggested that it would be far more effective to put money into advisement than to create a system for penalizing individuals. Students will graduate more rapidly in credit hours and calendar time if they are appropriately advised. Our problem is not the "professional student," but the poorly advised or returning student. Increased advisement and increased access to career planning will have greater effect.

Regent Norman asked if there could be a policy in conjunction with this surcharge to allow an individual petition to be filed for exemptions. Regent Sinclair agreed that a pro-active prevention approach would be a better solution. Regent Sweeten said she thought this would be a good way to send a message to the Legislature that the Regents were responding to the situation, and were giving the institutions the ability to enforce the existing policy.

Surcharge on Remedial Courses. Chair Johnson's second suggestion for discussion was that the Regents develop a policy that would place a surcharge on remedial courses at all institutions. The surcharge plus applicable tuition would equal the lower-division full cost of instruction for the applicable institution. The policy should also take into account circumstances under which the surcharge should be waived. Chair Johnson said advisement can help lead to proper decision making for students.

President Thomas expressed his concern from a two-year college perspective, calling this a regressive policy. Those who could most benefit are those who can least afford to pay. Those who perform least well in high school are from within the lowest socioeconomic circumstances. Imposing such a surcharge would hurt those who would be least able to pay, effectively eliminating them from the system. He suggested that remedial instruction be offered at no cost. These courses could include cognitive development, secondary language issues, and individuals who come from poverty and a variety of working circumstances.

Chair Johnson explained that his suggestion was driven by the impact on higher education from secondary education and the question of who should bear the cost of remedial education. Commissioner Foxley reviewed the existing policy. At community colleges and universities with a community college role, students take remedial/developmental courses for regular tuition. If taken at a university without a community college role, they pay the full cost of instruction. She asked, is this appropriate? Are there reasons to provide an incentive for individuals to better prepare themselves before coming to our institutions? What can we do in our partnerships with public education to ensure that high school graduates are better prepared?

President Huddleston said this was a major part of the community college mission. If the move to take applied technology education (ATE) out of the community colleges is successful, we will have two-year state colleges.

Regent Burningham explained that great changes are taking place in public education which will have a profound effect on this issue. A basic competency test will be put into effect next year. This will help with preparedness.

President Romesburg said by increasing the cost for our remedial/developmental students, we would be denying access. Thousands of students would be turned away from the system or would be doomed to failure in the classroom. An alternative suggestion would be to identify those students who arrive on the campus who test at a below-collegiate level and charge the school district from which they came. He argued strongly against charging the students the full cost of instruction.

Surcharge on Repeat Courses. Chair Johnson's third suggestion was that the Regents develop a policy that would assess a surcharge to any student who repeats an individual course. The surcharge plus applicable tuition would equal the full cost of instruction for the applicable institution. Chair Johnson explained that this was aimed toward students who repeat a course to better their grade, not to pass a course.

President Romesburg gave an example of a student who graduated from UVSC and is now attending Georgetown University. Before serving an LDS mission, he was carrying a 2.1 GPA. When he returned to school, he retook two years of classes and now carries a 3.96 GPA. This issue will be addressed by the individual institutions. President Romesburg said he did not personally like the idea of expunging grades when a class is retaken.

Regent Norman recommended that a student be given more than one chance to repeat a class before s/he is assessed a surcharge.

President Hall asked how frequently this occurs and how much revenue would be generated. He pointed out that if a student is driven out because of cost, an institution receives no revenue at all. Will we raise more money by doing this, and if so, how much, and would it be worth it?

Chair Johnson agreed that the remedial issue should be solved in a relationship with public education. He suggested that more data be provided on the first and third suggestions and that specific proposals be brought to the May 31 Board meeting.

Candidates for In-Depth Study. Chair Johnson said he had reread Master Plan 2000. The Regents' goals are still very valid except for changes in our current circumstances. He suggested the following issues for study in greater depth:

1. Selectively update institutional roles and missions.
2. Enhance student success and ensure that AdviseUtah and UtahMentor are successful.
3. Develop a long-term (5-10 years) financial plan including demographics and projection of state resources.
4. Relook at a funding formula to find a means for obtaining implementation.
5. Study the concept of competency-based degrees and the extent of their broader use in the system.

Chair Johnson said the Regents and Presidents need to choose by the May Board meeting the issues to be studied in greater depth. Associate Commissioner Norris called attention to the students' and families' financial capacity for more need-based assistance. He asked, is there a place to look more deeply at the role of the families' ability to pay and the effect of that on retention, time to graduation, etc.?

The group dismissed to small group discussions at 10:45 a.m. The Board reconvened for a working luncheon at 12:30 p.m.

Luncheon Presentation

Superintendent Steven O. Laing, Regent/SBE Chair Kim Burningham, and Regent Linnea Barney were welcomed and asked to make a presentation on public education's U-PASS program. Regent Burningham made some overview statements regarding the U-PASS program and expressed his appreciation for having Vice Chair Atkinson and Regent Jordan serve as members of the State Board of Education. He then turned to Regent Barney for comments about the State Board of Education's planning process.

Regent Barney said the State Board of Education (SBE) had met to identify their mission and goals. She read the Board's Mission and Vision Statements. Four areas of focus were identified last year. Those areas are: (1) significant increase in basic funding, (2) quality professional teachers/principals in every school, (3) literacy improvements for all students, and (4) accountability. The focus has changed slightly this year to include closing the gap between the students who speak English as a Second Language and native speakers.

U-PASS Program. Superintendent Laing thanked the Regents for the opportunity to share information on public education's U-PASS (Utah Performance Assessment System for Students) Program. He explained that this was an assessment system in process which has taken four or five years to develop. The program has been acknowledged for its excellence. The testing areas stipulated by current legislation are reading, language arts, mathematics, and science. All students will take these tests at the end of this year. The Utah Basic Skills Competency Test (UBSCT) is now taken in the tenth grade. This year was the last year of the pilot program; next year students must pass this test, or they will not graduate. Other tests are taken to assess particular levels; however, the UBSCT is the only test which will directly affect graduation. If students do not pass the test

in the tenth grade, they have other opportunities to pass it before they can graduate. Superintendent Laing pointed out that the UBSCCT was not a simple test.

Commissioner Foxley asked, if students pass this test, will they be ready for college? Regent Burningham said public education and higher education need to work together to make this correlation. It will probably take some testing to discover whether or not it will prove college readiness. The SBE feels it is a means of assessing whether or not the students are effectively being educated. Financial resources must be provided to help bring students up to acceptable levels. The test is available by school or by class to the professionals. It will include a degree of teacher evaluation.

Commissioner asked about a "consolation prize." If individuals take and retake the UBSCCT without passing the test, what then? Superintendent Laing said certificates of completion would be awarded. He pointed out that they were not the same as diplomas for graduation.

Regent Burningham said varied means of assessment are vital. Core curriculum is very important. Public education's assessment system is now tied to the core curriculum, and teachers will be assessed based on their teaching of the core curriculum. This impacts the teacher-training institutions in higher education and should become an essential part of the preparation process.

Dr. Laing noted that the National Assessment of Education Progress (NAEP) test has been optional and many states' participation rates are questionable. It is not optional in Utah. If Utah school districts are selected, they must administer the test.

Superintendent Laing then turned the discussion to the No Child Left Behind Act which details specific testing and serves as an accountability program. UPASS meets the criteria set by this Act and is one of seven states well prepared to continue without major investment of additional money and effort. Utah is the last state to develop a consolidated plan and to ask school districts to do the same around blocked funds appropriated by the Legislature. This focuses resources on proven educational methods, particularly reading instruction. Adequate Yearly Progress (AYP) is required by the Legislature. If students do not meet this requirement, they are designated as schools needing assistance. Dr. Laing noted concerns about the AYP because the requirement is that in 12 years every child is at the proficient level. Many states use norm-referenced tests as a means of assessment. Superintendent Laing pointed out that highly qualified teachers will impact higher education. Noting that "highly qualified" is left to the discretion of the state, he said teachers will have to know how to teach from standards and how to analyze the results of the test to determine how to meet the needs of all students.

The MGT of America Audit was discussed. The audit commended the state for its hard working staff and the relationship between the staff and the State Board of Education and their usefulness to the school districts. It then went on to make 90 recommendations. The State Board of Education has appointed a subcommittee chaired by Regent Linnea Barney to address the issues raised by the audit. Some of the resources which were recommended for reallocation do not exist any more because staff have been laid off.

In going through Code 53A, 83 reports were identified which were specified or implied. The 2002 Legislative Session eliminated 14, which still leaves 69 reports. Superintendent Laing said the State Board of

Education was making an effort to stay on top of these requirements. The first MGT recommendation was that the Board be more clear and definitive in their regulatory role.

Dr. Laing spoke of budget reductions in public education. The school districts were cut \$48.6 million or 2.9 percent from FY01 to FY02. The Utah State Office of Education was cut \$3.1 million, or 7 percent. Removing the areas over which they have no control, that cut becomes 10½ or 11 percent. Superintendent Laing said his office was struggling with identifying capacity to deliver services to the district. He said he appreciated the opportunity to share this information with the State Board of Regents and offered to respond to questions.

Commissioner Foxley commended Superintendent Laing and Regents Burningham and Barney for the direction the State Board of Education is taking. It should help students become better prepared for college. The institutions with teacher preparation programs will be working in partnership with the State Office of Education to know where our efforts need to be focused. Hopefully the new testing system will mean students will now take their 11th and 12th grades more seriously.

President Romesburg referred to developmental education in the higher education institutions. In many cases students who graduate in June and enter college in August do not demonstrate competency in mathematics. He asked if any correlation was being done between the Basic Skills Test and college entry requirements. If a student is identified below level in the 10th grade, are areas identified to help prepare that student for college readiness? Superintendent Laing said the UPASS was a basic skills test. The SBE is looking at and has expressed a desire to consider the scheduling of courses, particularly math. Many students take these classes in the 9th grade and do not take additional math classes before they enter college. The SBE is also looking at the sequencing of courses and differentiation of diplomas.

President Cundiff asked about competency with regard to technology. Superintendent Laing said the State Board of Education had recently revised the graduation requirements and added the requirement to satisfactorily complete a technology course or demonstrate competency through the passage of a test. They are working with higher education to determine compatibility of these tests. Commissioner Foxley said that a work group had been appointed by her and Superintendent Laing and includes representation from both offices, districts and schools. They have made some very good progress.

President Huddleston said Dixie State College was starting a new elementary education program. They have looked at curriculum, including specialized accreditation. He asked, what can college presidents do in looking at the specialization and making changes? Dr. Laing said the newest standards for the NCATE are much more flexible and accommodating of performance standards in important areas and recognize the importance of content. Public education teachers and employees must model high standards. A new set of standards is being phased in which is much broader and will allow the institutions to demonstrate to the accreditors competency of teachers to work in basic skills, for example.

President Fitch referred to the high school diploma which is to be completed jointly with UCAT and public education. He asked if that was considered in graduation. In regard to the certificate of completion, completion of what? Superintendent Laing said the title "certificate of completion" was encoded in legislation. Certificate of completion is used to mean different things. This could create a problem. However, that is what

the law specifies. There is already in place a means of assessing the academic mastery equivalent to a high school diploma, which is the GED. With the advent of UCAT and specification in the Utah Code for a competency-based diploma, students who participate in UCAT could be allowed to demonstrate their academic portion through a GED. Coupling that with the vocational training component and working together with USHE institutions, Dr. Laing said he thought we could meet the qualifications of a diploma.

President Cundiff spoke of faculty salaries and their impact on quality. He asked if this issue was as big for public education as it was for higher education. Superintendent Laing said Utah is ranked near the bottom for average teacher salary. All districts have a salary schedule which starts very low. Maintaining teachers will be a critical issue. A recent national survey looked at retention of teachers. Because of retirements and growth in the number of students, a shortage of teachers is feared. However, this is not the case. Dr. Laing said we are losing teachers in the first five years. We must help them feel successful and better about the teaching environment. Working conditions must be made more attractive and support must be provided so the teachers can grow in their profession.

Regent Burningham said the discussion about teacher salaries illustrates another problem. Utah is 35th in the nation, with the lowest per-student expenditure. The State Board of Education has moved available resources to the teachers; other tools such as professional development are cut and large class sizes are the norm.

President Bennion pointed out that one-third of the Utah population is 18 years of age or under. He asked if demographics show increasing class sizes from high school through the lower grades. Superintendent Laing said the State Office of Education relies on figures from the Governor's Office of Planning and Budget. Projections show that in the next ten years Utah schools could have as many as 100,000 new students. This is based on a robust economy. The present economy may not generate as much in-migration. Closer projections are 60,000 to 70,000 new students, but growth will begin in the early grades.

Chair Johnson expressed the Board's appreciation for a closer working relationship between the two boards. He thanked Superintendent Laing for coming to the meeting and thanked him, Regent Burningham and Regent Barney for their presentation.

HB 331, *Nonresident Tuition for Higher Education*

Chair Johnson announced that a special legislative session would be held the third Wednesday in May to address non-resident tuition. A group of representatives from the Governor's Office, Legislative Fiscal Analyst's Office, legislators and higher education leaders have been meeting to discuss this bill. Our primary concern is the financial impact (\$5 million) on higher education and how it will be handled. There may also be other budget shortfalls this year which will impact this issue. Chair Johnson reported the group is getting good reception from those who want to make changes.

Proposed Change to SBR Bylaws

Chair Johnson said the Board Bylaws indicate that a chair shall serve for no more than two consecutive two-year terms. He reminded the Regents that he had been elected four years ago in December. Another provision of the Bylaws states that the chair shall continue to serve until a successor has been elected. He said it makes more sense to have the chair elected in the even-numbered years because it would allow new Regents to serve a year and become familiar with the System before the voting occurs. The proposed change to the Bylaws will be presented to the Board for approval in May. Chair Johnson said elections would also be held at the May Board meeting as the last item on the agenda.

Reports of Group Discussions

Group 1. Regent Sweeten reported for Regent Karras, who facilitated the discussion and had to leave early. The group was charged to discuss the issue of taking education to the people rather than forcing people to go to education centers, and issues facing delivery systems. Regent Sweeten said the group had agreed that the Regents need to monitor and refine the roles and missions of each of the institutions. They discussed dual enrollment, admissions, and using incentives and other avenues to foster partnerships between the institutions. They want to ensure that conversation is taking place on a regular basis between the institutions. Another area of agreement was the need to watch "academic creep." There is a real need to funnel funds through the Regents so these moves can be made. There was an emphasis on articulation and a need to monitor the partnerships to ensure that the institutions are performing to the original standards. President Hall suggested to the group that the term "distance learning" be replaced with "time-enhanced learning."

The group discussed delivering education in new ways. Regent Sweeten said we would always fight the political battles of institutions and students wanting programs delivered locally. However, the Board must take a stand and determine whether or not new programs would be cost-effective. Chair Johnson agreed that updating institutional missions and roles was one of the Board's top priorities.

Group 2. Regent Jensen facilitated the discussion and reported for the second group, whose assignment was to discuss competency-based education. The general consensus was "we're making it up as we go along." Regent Jensen said he had brought his notes from a previous meeting at Weber State University to ensure that there was a common denominator. It was agreed that "competency-based" does not mean "open-entry, open-exit" courses alone. There is a need for determining common standards. The accreditation issue will loom large with UCAT and the other institutions. Those students who may want to move into a management role in the job market could start at UCAT, then transfer to a community or state college. The UCAT legislation requires the development of a competency-based degree, but no time frame is specified. We need to develop the reasons we are trying to expand competency-based education. The goal should be to meet the needs of the learners.

Competencies are based on industry standards. Open entry/open exit is a method of delivery. There is much confusion over courses vs. programs vs. degrees. We have competency-based courses; what we do not have is a competency-based degree. English and Math, for example, work well in a competency-based format. The challenge is in concurrent enrollment and in developing a competency examination. The group agreed that higher education is not doing a good enough job in evaluating competencies.

The Bachelor of Applied Technology (BAT) Degree was also discussed. The BAT will be built on an Associate of Applied Technology (AAT) Degree with the general education component coming from other institutions in a competency-based format. Legislation also requires a competency-based high school diploma. There was extensive discussion on the importance of creating incentives rather than surcharges. The group feeling was that articulation issues will work themselves out in the transition from an AAT Degree to an AS or AA Degree to a BAT Degree. The relationship between competency hours and credit hours is another issue to be considered, but it was felt that this should not be a significant issue in articulation.

Regent Barrett said she liked the idea of incentives rather than surcharges. She asked how the Board would go about presenting these incentives. Regent Jensen replied that the group did not get down to specifics. Regent Barrett asked when the Board would be discussing these issues. Chair Johnson said they would be discussed in the May 31 meeting.

Group 3. Regent Barrett facilitated and reported on the group discussion, which focused on quality vs. resources. All agreed that it is necessary to preserve quality in these difficult economic times. She reported a rich conversation about understanding present performance measures. Other benchmarks which describe a good quality institution are faculty workload, class size (ratio of faculty to students), types of faculty hired and retained (full-time vs. adjunct), and student services performance. The Presidents in the group were blunt in saying those four areas are the first considered in stretching meager resources. Quality seems to be eroding at each of the institutions as a result of budget cuts which have been made due to dwindling state resources. The Regents would like all of the institutions to get their full funding with annual inflationary increases. Presidents should be able to set and keep their second-tier tuition increases and manage those funds for their respective institutions. As new money is available, growth will be funded. Schools are assimilating large numbers of new students without adequate resources. Funding growth would retain quality. The group would like to see direct funding coming through the Regents to instigate more cooperation between institutions in meeting their missions and goals.

The second part of the proposal is that if growth is not funded, revenues must be raised through tax dollars. The group felt strongly that the quality of each institution must have parameters. Regent Hoggan spoke of enrollment caps and said if an institution cannot be funded at a certain level, class size cannot be increased and quality cannot be maintained. The only alternatives are to cap enrollment, increase taxes, or reallocate resources.

Regent Barrett said she liked the performance measures already in place. She recommended that the discussion be continued and taken to the Council of Presidents for fine tuning. The institutions are doing an admirable job; however, quality is being eroded.

Chair Johnson suggested that the Board come up with assignments to Regents, Presidents and perhaps legislators. He asked Regents or Presidents with a preference for the area with which they want to be involved to contact Commissioner Foxley directly.

On motion from Regent Hoggan and second from Regent Pitcher, the following items were approved on the General Consent Calendar, with the minutes of the April 2 meeting being corrected to show the President of Snow College as Michael Benson (rather than Bennion):

1. Minutes
 - A. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held March 14-15, 2002, at Dixie State College in St. George, Utah (Attachment 1)
 - B. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held via conference call on April 2, 2002 (Attachment 2)
2. Grant Proposals - Approval to submit the following proposals:
 - A. Utah State University – U.S. Department of Education; “The Utah Preschool Curriculum Comparison Project;” \$2,282,614. Mark S. Innocenti, Principal Investigator.
 - B. Utah State University – Office of Juvenile Justice and Delinquency Prevention, Department of Justice; “Youth and Families with Promise;” \$1,165,633. Thomas R. Lee, Principal Investigator.
 - C. Utah State University – USDA - CSREES Extension SARE (Training) Program; “Implementation of the Western Region Sustainable Agriculture Research and Education (SARE) Professional Development Program (PDP);” \$1,076,025. V. Philip Rasmussen, Principal Investigator.
 - D. Utah State University – Technical Support Working Group; “Imager Surveillance System for Combatting Terrorism on Critical Infrastructure;” \$2,797,618. R. Duane Hill, Principal Investigator.
 - E. Utah State University – Department of Defense/Missile Defense Agency; “Robust Versatile Boost Phase Interceptor Tracking Optics;” \$1,507,573.00. Carl Howlett, Principal Investigator.
 - F. Utah Valley State College – Department of Commerce; “Telecommunication Services in Rural Areas;” \$700,000.
 - G. Utah Valley State College – National Science Foundation; “Partnerships in Electrical Power: Power Plant Training;” \$540,000.
 - H. Utah Valley State College – Department of Commerce; “Telecommunication Services in Rural Areas;” \$700,000.
 - I. Utah Valley State College – National Science Foundation; “Nanoscale Technology BS Program Development;” \$500,000.

- J. Utah Valley State College – DOE for Human Genome; “Evaluation of Ethics in HG Research;” \$500,000.
 - K. Utah Valley State College – National Science Foundation; “Biology Field Stations for Capital Reef National Park;” \$1,000,000.
 - L. Utah Valley State College – National Science Foundation; “Math and Science Partnership;” \$7,000,000.
 - M. National Science Foundation – “Regional Center for People with Disabilities to Promote Involvement in Science, Math, Engineering, and Technology Majors;” \$4,000,000.
3. Utah State University – Campus Housing Fire and Life Safety Improvements. Utah State University officials propose to expend \$2.5 million to make fire and life-safety improvements in the University’s campus housing. The upgrades would include the installation of sprinklers, alarms, smoke detectors, enhanced lighting, and electronic locks. No state funding would be involved in this project. A planned lease purchase for the needed equipment would be serviced by University auxiliary funding (Attachment 3)
 4. 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 May 31, 2002, at Weber State University, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act

Report of the Commissioner

Commissioner Foxley pointed out the press release about the Weber State University presidential search which was in the Regents’ folders. Regent George Mantes, who chairs the committee, and Commissioner Foxley met the previous day with the WSU Faculty Senate. The full search committee will meet on April 22 to receive their charge from Chair Johnson.

Also in the folders was the updated list of New Programs Under Consideration. The Commissioner recommended that the Regents take a hard look at this growing list in light of recent budget cuts.

Commissioner Foxley referred to the May issue of *US News and World Report*, which contained their annual list of Best Graduate Schools. The Commissioner commended Presidents Machen and Hall for the high ranking of the University of Utah and Utah State University and their programs. She said students look at these rankings in choosing their graduate programs. She will send a fax to the Regents and Presidents with a complete listing of the programs which were ranked from Utah’s two research universities.

Introduction of New Student Body Presidents. Chair Johnson asked each outgoing student body president to introduce his/her successor. He said he was pleased to have the students attend Board meetings and expressed his appreciation for the smooth transition between the outgoing and incoming student leaders.

Adjournment

Chair Johnson thanked President Thomas and his staff for their gracious hospitality. The meeting was adjourned at 2:10 p.m.

Joyce Cottrell CPS
Executive Secretary

Date Approved

Draft Revisions

R604, New Century Scholarship

R604-1. Purpose

To provide policy and procedures for the administration of the New Century Scholarship which will be awarded to high school graduates who have accelerated their education process and have completed the requirements for an associate degree prior to September 1 of the same year they ~~qualify to~~ would normally graduate ~~from~~ with their high school class.

R604-2. References

2.1. [53B-8-105](#), Utah Code Annotated 1953

R604-3. Definitions

3.1. "**Program**" - New Century Scholarship program

3.2. "**Awards**" - New Century Scholarship funds which provide payment up to 75% of recipient's tuition costs

3.3. "**SBR**" - State Board of Regents

3.4. "**Reasonable progress**" - A recipient must complete at least six semester credit hours during any semester for which he or she receives an award.

3.5. "**Recipient**" - A Utah resident who has accelerated his or her education process and completes the requirements for an associate degree either prior to September 1 of the year he or she graduates from a ~~regionally accredited~~ Utah high school, or, if he or she graduates early or is home schooled, prior to the September 1 of the year in which he or she normally would have graduated with his or her class .

3.6. "**High school graduation date**" - The date when an applicant or recipient graduates from high school with his or her class, or if he or she graduates early or is home schooled, the date on which he or she normally would have graduated from high school with his or her class.

3.5. "**Associate Degree**" - An Associate of Arts, Associate of Science, or Associate of Applied Science degree, or equivalent academic requirements, as received from or verified by a regionally accredited Utah public college or university, provided that if the college or university does not offer the associate degree, the requirement can be met if the institution's registrar verifies that the student has completed academic requirements equivalent to an associate degree prior to the September 1 deadline.

R604-4. Conditions of the Scholarship

4.1. Program Terms - The program scholarship may be used at any higher education institution in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs. Depending on available funding, if used at an institution within the state system of higher education, the scholarship awards under this program are ~~[equal in value]~~ up to 75% of the actual tuition costs. If used at an institution not within the state system of higher education, the scholarship is ~~[equal in value]~~ up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the state system baccalaureate granting institutions. Each scholarship is valid for up to two years of full-time equivalent enrollment (60 semester credit hours) or until the requirements of a baccalaureate degree have been met, whichever is shorter. A student who has not used the award in its entirety within ~~[four]~~ five years after his or her high school graduation date ~~[from high school will become]~~ is ineligible to receive a program award.

4.2. Applicant Qualification - To qualify for the award, an applicant must have ~~[graduated from a regionally accredited Utah high school in 1999 or later, and must have]~~ completed the requirements for an associate degree by September 1 of the year ~~[he or she graduated from high school]~~ of his or her high school graduation date.

4.3. Accredited College or University - The associate degree or verification of completion of equivalent academic requirements must be received from a regionally accredited Utah public institution, provided the institution's academic on-campus residency requirements, if any, will not affect a student's eligibility for the scholarship if the institution's registrar's office verifies that the student has completed the necessary class credits for an associate degree.

4.4. Eligible Institutions - The award may be used at any higher education institution in the state accredited by the Northwest Association of Schools and Colleges that offers baccalaureate programs.

4.5. Dual Enrollment - The award may be used at more than one of Utah's eligible institutions within the same semester.

4.6. Student Transfer - The award may be transferred to a different eligible Utah institution upon the request of the student.

R604-5. Application Procedures

5.1. Application Contact - Qualifying students may apply for the award through ~~[a high school counselor or]~~ the SBR office.

5.2. Support Documentation - Applicants must provide documentation verifying their recipient's graduation date ~~[of graduation from a regionally accredited Utah high school]~~, a copy of their college transcript, and ~~[prior to]~~

~~receiving the award, a signed affidavit from the registrar's office at the college or university in which the associate degree was completed verifying that all requirements have been met for an associate degree by September 1 of the year of high school graduation. If~~ if the student is enrolled at an institution which does not offer an associate degree or an institution that will not award the associate degree until the academic on-campus residency requirement has been met, the registrar must verify that the applicant has completed the equivalent academic requirements prior to September 1 of the year of the recipient's graduation date.

5.3. Application Deadline - Applications and all support documentation must be received by the SBR office no later than thirty days prior to the ~~[academic term for which the recipient wishes to receive]~~ the date the applicant wishes the award to be forwarded to the applicant's eligible institution. ~~[Verifying documentation shall be provided as soon as reasonably possible.]~~

~~[5.4. Award Eligibility - If the recipient fails to meet the requirements of an associate degree by the September 1 deadline, or is not able to provide the required documentation in a timely manner, the program award will not be made.]~~

R604-6. Distribution of Award Funds

6.1. Amount of Award - If used at an institution within the state system of higher education, the amount of the scholarship, depending on available funding, will be ~~[equal]~~ up to 75% of the gross total cost of tuition based on the number of hours the student is enrolled. If used at an institution not within the state system of higher education, the scholarship ~~[is equal in value]~~ , depending on available funding, will be up to 75% of the tuition costs at the institution, not to exceed 75% of the average tuition costs at the baccalaureate degree granting institutions within the state system of higher education. Tuition waivers, financial aid, or other scholarships will not affect the total award amount.

6.2. Tuition Documentation - The award recipient shall submit to SBR a copy of the tuition invoice or class schedule verifying the number of hours enrolled. SBR will calculate the amount of the award based on the published tuition costs at the enrolled institution(s) and the availability of program funding.

6.3. Award Payable to Institution - The scholarship award will be made payable to the institution. The institution shall pay over to the recipient any excess award funds not required for tuition payments. Award funds should be used for higher education expenses including tuition, fees, books, supplies and equipment required for courses of instruction.

6.4. Added Hours after Award - The award will be increased up to [equal] 75% of the tuition costs of any hours added in the semester after the initial award has been made, depending on available funding. Recipient shall submit to SBR a copy of the tuition invoice or class schedule verifying the added hours before a supplemental award is made.

6.5. Dropped Hours after Award - If a student drops hours which were included in calculating the award amount, either the subsequent semester award will be reduced accordingly, or the student shall repay the excess award amount to SBR. If a recipient fails to complete a minimum of six semester hours, no award will be made for that semester, and a grade earned in a class completed in that semester, if any, will not be considered in evaluating the recipient's reasonable progress.

R604-7. Continuing Eligibility

7.1. Reasonable Progress toward Degree Completion - The SBR may cancel the scholarship [~~at any time~~] if the student fails to maintain a "B average" for two consecutive semesters for which he or she has received award funds; or fails to make reasonable progress toward the completion of a baccalaureate degree. Each semester, the recipient must submit to SBR a copy of his or her grades to verify that he or she is meeting the required grade point average and [~~the established~~] is making reasonable progress [standards at the enrolled institution] toward the completion of a baccalaureate degree.

7.2. No Awards after [~~Four~~] Five Years - The SBR will not make an award to a recipient for an academic term that begins more than [~~four~~] five years after the recipient's high school graduation date.

7.3. No Guarantee of Degree Completion - A Century Scholarship award does not guarantee that the recipient will complete his or her baccalaureate program within the recipient's scholarship eligibility period.

R604-8. Leave of Absence

8.1. Does Not Extend Time - A leave of absence will not extend the time limits of the scholarship. The scholarship [~~must~~] may only be used [~~in its entirety~~] for academic terms which begin within [~~four~~] five years after the recipient's high school graduation date.

(Adopted June 4, 1999, amended July 12, 1999 and April 20, 2001. Proposed amendments May 31, 2002)

Draft

R803, Students and Employees Called to Active Military Service

R803-1. Purpose

To provide for nondiscriminatory treatment of students and employees who are called to active duty military service.

R803-2. References

2.1. The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), United States Code at Chapter 43, Part III, Title 38.

2.2. Policy and Procedures [R831](#), Guidelines for Non-Faculty Staff Employment Grievances Policy

R803-3. Policy

3.1. Students Called to Active Military Status - Current students called to active military duty shall have the following treatment:

3.1.1. Alternatives for Coursework, Tuition and Fees - The student shall be allowed to drop his or her courses and receive a full refund of tuition and fees. In some cases the student may request and the faculty member may permit the student to take a final exam early and complete the course, or the faculty member may offer an incomplete grade designation to the student with an opportunity to complete the course later.

3.1.2. Residence Halls - A student who lives in institutional residence halls shall be excused from his or her room and board contracts and receive a pro-rated refund of amounts paid.

3.2. Employees Called to Active Military Status - The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) is intended to minimize the disadvantages to an individual that occur when that person needs to be absent from his or her civilian employment to serve in the country's uniformed services. USERRA potentially covers every individual in the country who serves in or has served in the uniformed services, and applies to all employers in the public and private sectors. Military personnel and veterans are entitled to the following protections both while in military service and when they return to their civilian positions:

3.2.1. Prompt Reinstatement. - Veterans who were gone 30 days or less are entitled to their job back immediately. Those who were away longer must still be re-hired within a few days.

3.2.2. Status and Seniority - In most cases, veterans must be promptly reemployed in the job that they would have had, had they remained continuously employed (the so-called "escalator principle"). Generally speaking, this means that if peers received promotions and/or raises while the member was gone, the member does, too.

3.2.3. Health Benefits - Veterans and their families have two types of health benefits rights:

3.2.3.1. Health Insurance During Service - If requested, the institution as employer must continue to carry a veteran and his or her family on the institution's health plan for up to 30 days of service, at the normal cost.

3.2.3.2. Immediate Reinstatement of Health Benefits - A veteran and his or her family may choose to go back on the institution's health plan immediately when they return to their civilian jobs.

3.2.4. Pension Benefits - USERRA specifically guarantees to the veteran those pension plan benefits that accrued during military service, regardless of whether a plan is a defined benefit plan or a defined contribution plan.

3.2.5. Accommodations for Disabilities Incurred in Military Service - Employers must provide reasonable accommodation for disabilities incurred in military service, unless the employer can demonstrate undue hardship.

3.2.6. Protection Against Discharge Without Cause - A reemployed veteran enjoys protection from discharge without cause for a period after returning to work, depending on the length of his or her absence.

3.2.7. Protection Against Discrimination - USERRA prohibits employment discrimination based on past, present, or future military obligations. This prohibition extends to most employment-based decisions including hiring, retention, promotion, reemployment, termination and benefits.

(Proposed policy April 10, 2002.)