

AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

December 9, 2004

**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**

STATE BOARD OF REGENTS MEETING
BOARD OF REGENTS OFFICES, THE GATEWAY
SALT LAKE CITY, UTAH
December 9, 2004

AGENDA

9:00 a.m. - COMMITTEE OF THE WHOLE
10:00 a.m. Regents Board Room

1. Welcome and Overview
2. "Measuring Up 2004" Report Card – Discussion with Pat Callan Tab A

10:15 a.m. - MEETINGS OF BOARD COMMITTEES
12:00 noon

Academic, Career and Technical Education, and Student Success Committee
Executive Conference Room, 4th Floor

ACTION:

1. University of Utah – Doctorate in Physical Therapy Tab B
2. University of Utah – Bachelor of Science Degree in Business with Major in Entrepreneurship Tab C
3. Recommendation of Name Change for Committee Tab D

CONSENT:

4. Consent Calendar, Academic Committee Tab E
 - A. University of Utah
 - i. Utah Center for Advanced Imaging Research
 - ii. Osher Institute for Lifelong Learning
 - B. Weber State University – Paramedic Program to be Offered Off-Campus
 - C. Southern Utah University – Discontinuation of Dance Education Minor
 - D. Utah Valley State College
 - i. Sheet Metal Apprentice Emphasis in AAS Degree
 - ii. Institute for Emergency Services and Homeland Security
 - E. Ogden-Weber Applied Technology College – Request for Fast-Track Approval
 - i. Restaurant/Hospitality Management
 - ii. Biomedical Technician

INFORMATION:

5. Information Calendar, Academic Committee Tab F
 - A. University of Utah – Name Change: Department of Pharmacy Practice to Department of Pharmacotherapy
 - B. Weber State University – Name Change: Computer and Design Graphics Technology Program to Design Graphics Engineering Technology Program
 - C. Southern Utah University – Name Change: Department of Art to Department of Art and Design
 - D. Salt Lake Community College

- i. Academic Reorganization
 - ii. Name Change: Applied Technology Education to Career and Technical Education
6. Proposed Revisions to Policy R512, *Determination of Resident Status* (Tab H)

Finance, Facilities and Accountability Committee

Regents Board Room

ACTION:

- 1. USHE – Authorization to Seek Revenue Bond Financing Tab G
- 2. USHE – Proposed Revisions to Policy R512, *Determination of Resident Status* Tab H
- 3. University of Utah – Authorization for Differential Tuition for Master of Science Degree in Genetic Counseling Tab I
- 4. University of Utah – Long-Range Development Plan Tab J
- 5. University of Utah – Research Facilities Revenue Bonds, Series 2005A (Moran Eye Center) Tab K
- 6. Salt Lake Community College – Lease of Space to Museum of Utah Art and History (MUAH) Tab L
- 7. Salt Lake Community College – Property Purchase Tab M

CONSENT:

- 8. Consent Calendar, Finance Committee Tab N
UofU and USU – Capital Facilities Delegation Reports

INFORMATION:

- 9. USHE – Annual Report of Leased Space Tab O
- 10. USHE – Financial Ratios in the USHE Tab P
- 11. USHE – Report on Institutional Residences Tab Q
- 12. UHEAA – Board of Directors Report Tab R

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

LUNCHEON MEETINGS

BOARD OF REGENTS – EXECUTIVE SESSION LUNCHEON
Executive Conference Room, 4th Floor

Chief Academic Officers
Library

Finance Officers and Legislative Reps
Ednet Room

Others
Regents Board Room

1:30 p.m. -
3:00 p.m.

COMMITTEE OF THE WHOLE AND REGULAR BOARD MEETING
Regents Board Room

- 1. Reports of Board Committees
Academic Committee (Tabs B - F, H)

- Finance Committee (Tabs G - R)
2. General Consent Calendar Tab S
 - A. Minutes
 - B. Grant Proposals
 - C. Grants Awarded
 - D. Proposed Revisions to Policy R931, *Holidays and Holiday Premium Pay*
 - E. Executive Session(s)
 3. Follow-up Report on the Strategic Alliance between Salt Lake Community College Tab T
and the Salt Lake-Tooele Campus of the Utah College of Applied Technology
 4. Report of the Commissioner
 5. Report of the Chair

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

DECEMBER 1, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: "Measuring Up 2004" Report Card – Discussion with Pat Callan

Pat Callan, President, National Center for Policy and Higher Education will be discussing the implications for Utah in the report: "Measuring Up 2004: The State Report Card on Higher Education." Time will also be available for questions and clarification.

Richard E. Kendell, Commissioner

REK/LS
Enclosure

MEMORANDUM

December 1, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah request to establish new a Doctoral Degree in Physical Therapy – Action Item

Issue

Officials at the University of Utah (UU) request approval to offer a Doctorate of Physical Therapy (DPT), starting Summer Semester 2005. This program has been approved by the UU Institutional Board of Trustees on October 11, 2004.

Background

Increasing demands of the health care environment over the past seven years have required increased demands on professional education programs. Since 1998, the Division of Physical Therapy (Divison) has responded to these increased demands, as well as enhanced Commission on Accreditation in Physical Therapy Education (CAPTE) standards, with appropriate curriculum changes within its master's degree program. Initially, changes in the plan of study to match any sort of requirements for doctoral credentialing were not made. Rather, the changes were implemented with the goal of facilitating the education of entry-level graduates in physical therapy who can function efficiently and cost-effectively following graduation. Now that these curricular changes have been implemented, officials at the UU recognize the degree most suited for such a rigorous plan of study is an entry-level doctorate, or DPT.

A current U.S. News and World Report ranking of entry level professional physical therapy programs has ranked the UU Division of Physical Therapy at number 35 out of 203 in the country (top 25%). One of the goals of the Division is to move higher in this ranking. The faculty of the Division believe that this goal is not out of the question, but understand that achieving such a goal would require offering the DPT. The DPT is rapidly becoming the standard degree credential for the elite physical therapy programs in the country. This is of particular note for schools housed in highly ranked academic health science centers such as the UU. Currently, of the top 15-ranked physical therapy programs, 15 are currently offering that degree or have had it approved.

In recent classes admitted in 2001, 2002, and 2003, more than 20% of applicants offered admission chose to attend another physical therapy program. When contacted, each of these students stated that the UU was their first choice for programs in physical therapy but cited the lack of the DPT offering as the determining factor in their decision to attend another university. In all but two cases, the physical therapy programs these students chose to attend were ranked lower than the program at the UU.

There is consensus among practitioners and educators that practice opportunities are available, and actually abound, for those physical therapists that are flexible with regard to location and environment. Most recent government projections from the Bureau of Labor Statistics rank physical therapy highly among prospective job opportunities. The Utah Department of Workforce Services lists physical therapy as one of the top 50 fastest growing occupations in Utah, with an expected growth rate of 4.5% over the next three years. Therefore, any decline in the demand for physical therapists over the past few years reflects a temporary suppression related to changes in health care reimbursement strategies. The trend in a declining health care market has reversed for many professions, including physical therapy. Currently 70% of practicing physical therapists in Utah are graduates of the Division.

Policy Issues

The institutional Board of Trustees has approved this proposal. No USHE institution expressed opposition to this proposal.

Options Considered

After Regents have reviewed the proposal from the UU, they may raise issues, request additional information, deny the request, or approve the request.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request from the University of Utah to offer a Doctorate of Physical Therapy Degree, effective Summer Semester, 2005.

Richard E. Kendell, Commissioner

REK/GW
Attachment

ACADEMIC, APPLIED TECHNOLOGY AND STUDENT SUCCESS COMMITTEE

ACTION ITEM

Request to Offer a Doctorate of Physical Therapy Degree, Starting Summer 2005.

University of Utah

Prepared for
Richard E. Kendell
By
Gary Wixom

December 1, 2004

SECTION I: THE REQUEST

Officials at the University of Utah (U of U) request approval to offer a Doctorate of Physical Therapy (DPT) Degree starting Summer Semester 2005. This program has been approved by the UU Institutional Board of Trustees on October 11, 2004.

SECTION II: PROGRAM DESCRIPTION

Complete Program Description

The Doctor of Physical Therapy is the first-professional degree conferred upon completion of the program in physical therapy. This professional program prepares students for careers as licensed physical therapists. The Division will offer the DPT as the entry-level professional degree as well as offering a transition DPT to currently practicing physical therapists who wish to earn this credential. For the purpose of this proposal, the degree will be referred to in two ways: the *DPT entry-level* and the *DPT professional* respectively. This distinction is provided to help the reader in understanding any differences in the delivery patterns for achieving the DPT credential. The Doctorate of Physical Therapy (DPT) signifies professional preparation consistent with other professional doctoral programs, including Education (EdD), Medicine (MD), Dentistry (DDS, DMD), Pharmacy (PharmD), and Audiology (AudD). The DPT is not a research-based degree such as the Doctor of Philosophy (PhD) or Doctor of Science (DSc).

DPT (Entry-Level)

The Division of Physical Therapy offers the Doctor of Physical Therapy (DPT) as the entry-level degree into the profession and practice of physical therapy. Formal admission to the DPT program requires a Bachelor's degree, the completion of specific pre-requisite courses, reference letters, and a statement of purpose by the applicant. Application to the UU Graduate School must be made to be eligible to apply to the Division of Physical Therapy.

Candidates for the DPT degree must complete all classroom course work with a cumulative GPA of 3.0 or better with no individual grades below C. In addition, clinical internships must be completed satisfactorily. Candidates must also fulfill a doctoral project that demonstrates proficiency in evidence-based clinical practice in physical therapy.

DPT (Professional)

The professional DPT is a transition program designed to focus toward the educational needs of currently licensed physical therapists, much like current executive program offerings in other departments. This professional degree pathway offers an opportunity for practitioners who possess a professional degree in physical therapy to earn the doctoral credential. This professional DPT track will extend, and potentially cultivate, new clinical skills and expertise of practicing physical therapists. The program will augment the student's knowledge gained in their entry-level physical therapy degree studies by integrating new educational and theoretical elements from basic and clinical sciences related to the practice of physical therapy. The program is designed to enhance

the student's clinical reasoning and decision-making skills through defined applications of evidence-based practice. Candidates for this degree must possess a physical therapy degree from an educational program accredited by the *Commission on Accreditation in Physical Therapy Education* (CAPTE) and a current physical therapy license from the jurisdiction within the United States. Candidates must complete all classroom coursework with a cumulative GPA of 3.0 or better with no individual grades below C. In addition, candidates must fulfill a doctoral project that demonstrates a proficiency in evidence-based clinical practice in physical therapy.

Purpose of Degree

DPT (Entry-Level)

The purpose of the DPT is to reflect the breadth, depth, and necessary rigor of the professional physical therapist education curriculum in response to the current and expected future health care environment. This health care environment includes an enhanced role and higher expectations of the physical therapist than even one decade ago, including a commitment to evidence-based physical therapy services and patient care. These skills must be achieved by the completion of an entry-level professional program, which is the outcome expected of the students upon completion of the DPT.

Physical therapists must:

1. Maintain an extensive and expanding knowledge of the sciences basic to healthcare.
2. Demonstrate the ability to examine, evaluate, diagnose, prognose, and intervene and manage impairments, functional limitations, and disabilities of the cardiovascular/pulmonary, musculoskeletal, neuromuscular, and integumentary systems.
3. Exercise independent clinical judgments consistent with full recognition as a peer consultant in the health care system.
4. Possess management skills,
5. Critically evaluate the application of new knowledge, and
6. Apply competencies in ways that prevent disability and improve function.

The development of these competencies, which are the foundation for physical therapist practice, requires an extensive academic and clinical preparation consistent with other professional doctoral programs, including Medicine, Dentistry, Pharmacy, and Audiology.

DPT (Professional)

The purpose of the professional track to the Doctor of Physical Therapy degree is to allow currently licensed physical therapists within the United States to obtain the doctoral credential. The opportunity for physical therapists to earn this credential will be important, as the entry-level Doctor of Physical Therapy degree becomes the common credential for practicing physical therapists in the United States.

Admission Requirements

DPT (Entry-Level)

1. A Bachelor's degree from a fully accredited college or university is required.
2. An undergraduate GPA of at least 3.0 based on all undergraduate work or work completed during the last 2 years of study, whichever is higher.
3. Completion of all physical therapy prerequisite course requirements is required. These prerequisite courses, which must have been completed within the last 10 years, include:
 - a. Human Physiology – 1 course
 - b. Human Anatomy – 1 course
 - c. Exercise Physiology – 1 course
 - d. Biomechanics or Kinesiology – 1 course
 - e. Chemistry (with associated laboratory sections) – 1 year
 - f. Physics (with associated laboratory sections) – 1 year
 - g. Advanced First Aid (must be current)
 - h. Statistics (with ANOVA, correlation and regression testing) – 1 course
 - i. Abnormal Psychology – 1 course
 - j. Trigonometry OR Calculus – 1 course
4. Application to the UU Graduate School is required.
5. Application to the Division of Physical Therapy is required.

A completed application to the Division of Physical Therapy includes the following:

1. the Division of Physical Therapy application form
2. Physical Therapy application fee
3. statement of purpose (details are available within the application)
4. three letters of recommendation (forms included with the application)
5. official transcripts from all colleges attended
6. if English is not the first language, an applicant must submit the results of the TOEFL examination. (If the paper-based test is taken, the lowest score acceptable is 575; if the computer-based test is taken, the score must be at least 233.)

DPT (Professional)

1. Candidates must hold a current physical therapy license within a jurisdiction in the United States.
2. Official verification of a degree in physical therapy from a CAPTE accredited physical therapist education program.
3. Application to the Division of Physical Therapy is required. A completed application to the Division of Physical Therapy includes the following:
 - a. the Division of Physical Therapy professional transition DPT application form
 - b. Physical Therapy application fee
 - c. a current professional resume
 - d. three letters of reference (forms included with the application)
 - e. completion of the national Physical Therapist's Evaluation Tool (PTET), which documents the learner's knowledge, skills, and expertise. The PTET assesses an applicant's

- experience in three professional task domains: (a) those that relate primarily to direct patient/client management (i.e., foundational and clinical sciences, screening, examination, evaluation, diagnosis, prognosis, plan of care, and intervention), (b) those that relate primarily to indirect patient/client management (i.e., professional development, administration/business management, consultation, and professional responsibility and advocacy), and (c) those that relate to both direct and indirect patient/client management (i.e., communication, individual and cultural differences, professional behavior, critical inquiry and clinical decision making, education, outcomes assessment, prevention, health promotion, fitness, and wellness, and management of care delivery).
- f. a narrative of the applicant's practice history, description of current practice, and objectives for his or her doctoral education (included in the PTET portfolio).

Student Advisement

DPT (Entry-Level)

Students in the DPT program will be advised on four levels:

1. Specific faculty members in charge of specific course offerings will advise students in individual classes. Any student requiring consultation about a particular course will meet with the appropriate faculty member.
2. Students are provided with all requisite Graduate School forms and timelines to be completed. Follow-up in completion of these forms and canceling students in their progress towards graduation is supervised by the Director of Graduate Studies with the help of the department's administrative assistant. These forms and records are kept within the student file in the division offices.
3. Students have access to the Division Chair who is available for individual counseling and advising with respect to broad Division concerns or individual student concerns about their progress in the program.
4. The students are also advised regarding their preparations for, and time on, clinical internships by the Division's Director of Clinical Education. The Director of Clinical Education maintains electronic and telephone communications with all students and personal contact at least once per internship with those students at local and regional internship sites.

The Director of Graduate Studies is required to make contact with each student in the program a minimum of one time per semester through personal conversation or electronic communication.

Students who may be struggling academically, particularly those who may face probation, are contacted directly by the Division Chair in writing. This written communication is followed up with a scheduled meeting between the Division Chair and the individual student to discuss the student's performance and any planned or necessary remediation.

DPT (Professional)

Students will be advised on four levels:

1. Specific faculty members in charge of specific course offerings will advise students in individual classes. Any student requiring consultation about a particular course will meet with the appropriate faculty member.
2. Students are provided with all requisite Graduate School forms and timelines to be completed. Follow-up in completion of these forms and canceling students in their progress towards graduation is supervised by the Director of Graduate Studies with the help of the department's administrative assistant. These forms and records are kept within the student file in the division offices.
3. Students have access to the Division Chair who is available for individual counseling and advising with respect to broad Division concerns or individual student concerns about their progress in the program.
4. Any student who is registered for clinical education coursework will be advised by the Division's Director of Clinical Education. The Director of Clinical Education maintains electronic and telephone communications with all students and personal contact at least once per internship with those students at local and regional internship sites.

The Director of Graduate Studies is required to make contact with each student in the program a minimum of one time per semester through personal conversation or electronic communication.

Students who may be struggling academically, particularly those who may face probation, are contacted directly by the Division Chair in writing. This written communication is followed up with a scheduled meeting between the Division Chair and the individual student to discuss the student's performance and any planned or necessary remediation.

Justification for Number of Credits

DPT (Entry-Level)

The nine-semester plan of study including 116-119 credit hours compares favorably to other doctoral programs within the UU such as Medicine, Pharmacy, Law and Audiology. More importantly, it reflects a level of rigor that is expected of doctoral students. Current MPT students are required to complete 120 semester hours of courses and clinical work to earn their master's degree. This number of credit hours far exceeds the average credit hour loads for any master's degree offering at the UU, but is necessary to meet the requirement of existing physical therapy educational standards most recently updated in 1998. In 1998, CAPTE initiated an upgrade in the curricular expectations for physical therapy education. Several programs across the country included these advancements in content and associated credit hours as they made transition to doctoral degrees. The UU physical therapy faculty chose not to delay the revisions and increased expectations in curriculum until approval of the DPT, but rather began revising the curriculum in the existing MPT courses so that the quality of physical therapy education at the UU would not be inhibited. The proposed 116-119 credit hours in the DPT curriculum compares well with other doctoral physical therapy programs offered at comparable higher education institutions across the United States and are much more reflective of the work the current master's degree students are completing (see Table 1).

DPT (Professional)

The individual curricular plan for students in this track of the DPT program includes courses totaling from 19 to 49 credit hours. The course hours include 12 credits hours for core courses, 24 credit hours for competency courses, 9 credit hours of electives, and 1 to 4 credit hours of independent study. Similar programs around the United States range in number from 16 to 60 credit hours. As with analogous programs, the review of the student's experience and background through utilization of the PTET may allow students to decrease the number of courses in which they must enroll. The minimum number of hours any student must complete to be eligible for the degree will be 19 credit hours. These credit hours are justified by (1) comparison with other institutions offering this type of degree (see Table 2) and (2) comparing the courses that would balance the practicing physical therapist's "educational" level with that of the proposed entry-level DPT degree level graduate. A committee of faculty will make each of the individualized decisions prior to admission to the program. An *Application for Admission to Candidacy for the Doctoral Degree* form listing required coursework for each student will be drafted and become a part of the student's curricular plan. Students' curricular plans will seek to have students graduating within three years of enrollment.

Table 1. DPT Programs at comparable higher education institutions.

University	Time Spent in Program	Number of Semesters	Total Credit Hours	Weeks of Clinical Internship	Culminating Experience	Research Requirement
University of Utah (proposed)	3 years	9	116-119	36	Yes ¹	No
University of Minnesota	3 years	9	142	40	No	Yes ²
University of Pittsburgh	2.5 years*	8	101	70 (self-contained)**	Yes ¹	No
Temple University	3 years	6	131	36	No	Yes ²
Indiana University	3 years	9	98	30	No	No
University of North Carolina-Chapel Hill	3 years	9	103	33	Yes ¹	No
Duke University	3 years	9	126	44	No	No
University of Colorado (to begin 2004)	3 years	9	116	38	No	Yes ²
University of Nebraska	3 years	8	125	34	No	No
University of Illinois at Chicago	2.5 years*	8	122	40	No	No
University of Iowa	3 years	9	100	34	Yes ¹	No
University of Washington	3.25 years	9	108	30	Yes ¹	No
University of Southern California	3 years	8	116	44	Yes ¹	No

* The University of Pittsburgh and the University of Illinois at Chicago do not give students any break time, with the exception of federally mandated holidays, from the time of admission to the time of graduation.

** The University of Pittsburgh has a self-contained clinical internship system (internship within a defined health care system) and counts all time spent in clinic toward a student's internship time.

¹Evidence-based clinically related project/Evidence-based case reports or case series

²A small research project (typically a group project) to be presented at the end of the last term

Table 2. DPT programs for practicing physical therapists (DPT Professional) at comparable higher education institutions.

University	Degree	Credit Hours (cr hrs)	Project	Method of Delivery
University of Utah	DPT	20 - 49 cr hrs (19 courses; up to 6 courses can be waived)	Yes ¹	Web based and on-site
New York University	DPT	60 cr hrs (19 courses; up to 7 courses can be waived)	Yes ^{1,2}	Web based and on-site
Temple University	DPT	16-36 cr hrs (4-9 courses; up to 5 courses may be waived)	No	Web based
Boston University	DPT	20 cr hrs (8 courses; up to 2 courses can be waived)	Yes ¹	Web based and on-site
Loma Linda University	DPT	36 cr hrs (12 courses; no course waivers)	Yes ¹	Web based and on-site
Washington University	DPT	18-30 cr hrs (6-15 courses; no course waivers)	Yes ¹	Web based and on-site
Emory University	DPT	22-26 cr hrs (7 courses; one course can be waived)	Yes ¹	Web based and on-site

¹Evidence-based clinically related project/Evidence-based case reports or case series

²New York University will also allow these students to participate in a research project with a faculty member to meet the "project" requirement

External Review and Accreditation

DPT (Entry-Level)

In the preparation of this DPT proposal, information was sought from the Department of Education of the American Physical Therapy Association and the *Commission on Accreditation in Physical Therapy Education* (CAPTE). The Department of Education at the American Physical Therapy Association offered suggestions regarding both the didactic and clinical components of the curriculum. The Division was informed that the content of the proposal was reflective of other programs being instituted across the United States. The Division was also informed of an upcoming revision to current accreditation criteria that would explicitly state that the DPT will be the preferred first professional degree for physical therapists. The major impetus for this change in degree declaration relates to the accretor's strong and accurate view that a doctoral degree, the DPT, is the most appropriate degree to award given the demanding educational expectations placed on physical therapy students.

The MPT program in the Division of Physical Therapy is currently accredited by CAPTE. An onsite accreditation visit and review of the current program is scheduled for 2008. Continued accreditation is expected considering the past success of the Division; however, initiation of the DPT program prior to that visit will enhance the likelihood of this continued accreditation status. If the DPT program is established and graduates its first class after this accreditation visit, the Division will be required to submit additional material for accreditation of the Doctor in Physical Therapy Degree Program. This additional work would not be necessary if the DPT program is already in effect at the time of the scheduled accreditation visit. No additional cost would be incurred by the Division for

the accreditation visit as it is scheduled because the yearly fees and cost for these visits are already included in the Division budget.

DPT (Professional)

The professional DPT track was prepared in consultation with the Department of Education of the American Physical Therapy Association. The Division was notified that the content of their proposal was reflective of other DPT curricula being offered to practicing physical therapists in the United States.

Projected Enrollment

DPT (Entry-Level)

Thirty-six students will be admitted to the Division of Physical Therapy DPT program each year. The expected student body of 108 students will consist of 36 students at the first year level, 36 students at the second year level, and 36 students at the third year level. The mean student to faculty FTE ratio for each of the first five years of the program will be same and will be 36:1 in classroom setting and approximately 11:1 in all laboratories. This smaller ratio is seen as necessary during laboratory classes that require the teaching of complex clinical evaluative and treatment skills. No specific mandates for student to faculty ratio are set forth by CAPTE. However, in physical therapy education, a ratio of 12 students to 1 faculty in laboratory classes that require the teaching of complex skills and a ratio of 20 students per faculty member in the laboratory classes with less complex skills is generally recommended.

When the first year of the DPT begins, there will continue to be a second and third year class of previously admitted MPT students who will continue their course of study in the program. This transition will continue one more year when the second class of DPT students is admitted (there will then be a second year DPT class and a third year MPT class). There is no overlap of classes and therefore faculty will not be teaching two levels of the same class at any time during the transition. The Division will honor its commitment to those students who are admitted as MPT students by continuing that program and then closing it through obvious "attrition".

DPT (Professional)

The Division has a current list of 52 practicing physical therapists who want to enroll in the professional DPT program track and have asked to be put on a waiting list for the program. There is an additional list of 36 practicing physical therapists who have expressed an interest in receiving information about the professional DPT track once the DPT program is approved. Although no fixed enrollment number can be attached to this program at this time, ranges across the country show enrollments ranging from 10 to 30 students at any given time. These numbers vary because students may enroll any time throughout the year and take classes when they are available and suit their individual demands. Students will be allowed to sign up for as many courses as they choose per year. Each particular course will be offered a minimum of one time per year.

There will be a minimum enrollment limitation for individual classes. Any specific class with fewer than six students enrolled, with the exception of those that will become web-based, will be cancelled and offered at another time.

Expansion of Existing Program

DPT (Entry-Level)

The program is not considered an expansion of the existing program, but rather a rectification of the current MPT program based on current rigor. It is anticipated that current student enrollment trends will persist.

Table 3 provides a review of enrollment trends and student credit hours generated over the past five years, including partial data for the academic year 2003-04.

Table 3. Enrollment Trends for the Division of Physical Therapy from 1998-99 to 2002-03. This Table includes partial data for the academic year 2003-04.

Academic Year	Number of Students Admitted	Number of Students Enrolled	Number of Student Credit Hours (SCH) Generated
1998-99	36	106	4,208
1999-00	36	104	4,168
2000-01	36	108	4,320
2001-02	36	104	4,168
2002-03	36	107	4,264
2003-04	36	108	unavailable

DPT (Professional)

This is the alternate track of the DPT program that will allow practicing physical therapists the opportunity to earn the DPT. A similar "equivalency" program exists in the College of Pharmacy for the Pharm.D. degree. As stated in the section on projected enrollment, there are no trends to report.

Enrollment may also vary from course to course based on the method of delivery of the specific course. The curriculum will be offered as intensive weekend or weeklong courses, with accompanying preparatory work and home-based assignments. It is therefore difficult to determine any specific numbers regarding any definite level of expansion.

Faculty

DPT (Entry-Level)

The proposed changes in the entry-level physical therapy degree will not require additional faculty. The Division recently hired a faculty member to fill a new line in preparation for the DPT. Any

attrition in current core faculty would require hiring of new faculty to fill that slot. The current faculty is made up of experienced teachers, and as stated they are looking forward to this transition.

DPT (Professional)

The courses offered in the professional track of the DPT will be offered with a focused, intensive course approach. These courses will include preparation time for the students and concentrated on-site instruction. Some of the courses may be Web-based. Scheduling of these courses will be up to the faculty teaching them. Current Division faculty are on contracts that range from 9 to 11 months and have expressed an interest in teaching these courses during time when they are off-contract. Additionally, certain courses will be taught by national content experts in the field of physical therapy who will be brought to campus to conduct specific courses.

Staff

DPT (Entry-Level)

The Division has a 1.0 FTE Administrative Assistant, a 1.0 FTE office assistant and 0.50 FTE secretary who are currently able to manage the administrative and clerical duties in the Division. The proposed change in entry-level degree will not require additional staff.

In anticipation of the degree change and in response to advanced accreditation criteria, the Division has already increased the number of teaching assistants in laboratories in courses such as anatomy, neuroanatomy, neuromuscular rehabilitation, and orthopedic rehabilitation. The addition of these teaching assistants will make it unnecessary to hire additional laboratory assistants for the DPT program.

DPT (Professional)

The current staff is sufficient to handle the expected requirements related to this program track.

Library

DPT (Entry-Level) and DPT (Professional)

The Library resources for physical therapy are primarily located in Eccles Health Sciences Library. The collections at the Eccles Library are sufficient in the area of physical therapy, rehabilitation, and related sciences. The Division will continue to make suggestions and recommendations to the library for additions of periodicals and other materials. Access to interlibrary loan service, electronic media sources and electronic online resources have assisted both the library and the Division in retrieving information that the library budget and space otherwise may have constrained.

Learning Resources

DPT (Entry-Level) and DPT (Professional)

Learning Resources in the Division of Physical Therapy consist primarily of computer related assets and clinical laboratory equipment. The Eccles Health Sciences Library and the Health Professions Education Building, in which the Division of Physical Therapy is located, both have computer laboratories that are accessible to students in the Division. These computer laboratories allow electronic access to online resources for physical therapy and related medical and science literature, as well as access to the Internet and other related databases. Other media in the form of DVDs, videos, compact disks, and anatomical models are available both through Eccles Health Sciences Library and in the Division of Physical Therapy.

There is also a human cadaver dissection laboratory available in the Division of Physical Therapy for access by first year physical therapy students during their general anatomy course.

SECTION III: NEED

Program Necessity

DPT (Entry-Level)

The Division of Physical Therapy at the UU has recognized the need to provide well-qualified graduates throughout the history of the program. At present, characteristic physical therapy master's degree programs in the United States require students to take excessive course loads in order to meet educational preparation requirements. The UU Division Of Physical Therapy is no different, requiring the successful completion of 120 credit hours to graduate. The credit hour expectation for these students is more appropriate for a doctoral degree. Additionally, the enhanced rigor of courses as a result of increased expectations in professional education standards is much better reflected by a doctoral degree.

Further, increasing demands of the health care environment over the past seven years have required increased demands on professional education programs. Since 1998, the Division has responded to these increased demands, as well as enhanced CAPTE standards, with appropriate curriculum changes within its master's degree program. Initially, changes in the plan of study to match any sort of requirements for doctoral credentialing were not made. Rather, the changes were implemented with the goal of facilitating the education of entry-level graduates in physical therapy who can function efficiently and cost-effectively following graduation. Now that these curricular changes have been implemented, the Division recognized the degree most suited for such a rigorous plan of study is an entry-level doctorate, or DPT.

In the current MPT program, greater emphasis is placed on evidence-based practice. In the DPT curriculum, evidence-based practice will be the key element that will thread throughout the curriculum.

The transition to the DPT is now formally established within the profession of Physical Therapy. CAPTE has recognized the DPT as the acceptable and desirable post-baccalaureate credential. The Division of Education at the APTA has now sponsored numerous forums about DPT professional physical therapy programs across the United States, and has posted updates on these forums on its website (<http://www.apta.org>). The Division of Education at APTA reported on

September 1, 2004 that 94 entry-level physical therapy programs (of 203 accredited physical therapy programs) were accredited to offer the DPT degree. The Division of Education at the APTA further stated that an additional 80 programs were in the process of actively seeking approval for the DPT.

A current U.S. News and World Report ranking of entry level professional physical therapy programs has ranked the UU Division of Physical Therapy at number 35 out of 203 in the country (top 25%). One of the goals of the Division is to move higher in this ranking. The faculty of the Division believe that this goal is not out of the question, but understand that achieving such a goal would require offering the DPT. The DPT is rapidly becoming the standard degree credential for the elite physical therapy programs in the country. This is of particular note for schools housed in highly ranked academic health science centers such as the UU. Currently, of the top 15-ranked physical therapy programs, 15 have either had the DPT degree approved or are currently offering that degree.

In recent admissions experience of classes admitted in 2001, 2002, and 2003, more than 20% of applicants that were offered admission chose to attend another physical therapy program. When contacted, each of these students stated that the UU was their first choice for programs in physical therapy but cited the lack of the DPT offering as the determining factor in their decision to attend another university. Intriguingly, in all but two cases, the physical therapy programs these students chose to attend were ranked lower than the program at the UU.

In June of 2000, the APTA House of Delegates adopted a vision statement. This vision statement in part reads: "Physical Therapy will be provided by physical therapists who are doctors of physical therapy...who are guided by integrity, life long learning, and a commitment to comprehensive and accessible health programs for all people. Physical therapists will render evidence based service throughout the continuum of care and improved quality of life for society...". This vision statement reflects the emerging evolution of health care which requires of all health care professionals a greater level of background information than was previously required. Future graduates must also be prepared to provide evidence-based care and identify and access new practice opportunities with independence, and with advanced evaluative, diagnostic, assessment and intervention skills. A further consequence of changes in health care delivery has been that of increased pressure on practitioners to control the cost of health care. Within physical therapy, increased productivity standards have led to reductions in the direct supervision and mentoring of new graduates. The need for increased educational preparation has become self-evident.

DPT (Professional)

The necessity for this track of the program is that it offers content to practicing physical therapists in areas that have been significantly augmented over the past 5-10 years. Experienced physical therapists may enhance their knowledge and skills in areas that, together with any specialized knowledge and experience acquired over the years, would position them more strongly as a provider in a health care system that is often characterized as uncertain and competitive. This type of DPT program is a valuable context for learning, including the diverse interactions between physical therapists whose respective experiences provide an invaluable source of shared learning. The professional DPT degree does not reflect the acquisition of advanced clinical skills (e.g., specialization); rather, it reflects intensification in the physical therapist professional body of

knowledge and practice. The outcome competencies of the graduate of a professional DPT program are most analogous to those of the professional (entry-level) DPT standard. The DPT degree (conferred at completion of an entry-level physical therapy program or a professional "transition" program) is considered a clinical or applied doctorate similar to those for medicine (MD), dentistry (DDS), education (EdD), clinical psychology (PsyD), optometry (OD), and podiatry (DPM). The professional DPT degree signifies that the learner will apply the newly acquired knowledge - most likely in a clinical setting.

As of September 1, 2004, there were 43 of these professional DPT programs in the United States, with 10 additional developing programs. See Table 2 for a comparison of a limited number of these programs with the proposed offering at the UU.

Labor Market Demand

DPT (Entry-Level)

There is consensus among practitioners and educators that practice opportunities are available, and actually abound, for those physical therapists who are flexible with regard to location and environment. Most recent government projections from the Bureau of Labor Statistics rank physical therapy highly among prospective job opportunities. The Utah Department of Workforce Services lists physical therapy as one of the top 50 fastest growing occupations in Utah, with an expected growth rate of 4.5% over the next three years. Therefore, any decline in the demand for physical therapists over the past few years reflects a temporary suppression related to changes in health care reimbursement strategies. The trend in a declining health care market has reversed for many professions, including physical therapy. The market in Utah has also been sustained by the Division; currently 70% of practicing physical therapists in Utah are graduates of the Division.

DPT (Professional)

When considering the professional DPT track as an option associated with promising professional development, the Division believes that learners should consider a variety of factors in deciding on a particular professional development pathway: a) available personal resources (time, money, energy), b) the perceived value of additional degree-based learning, c) the experiences of mentors and colleagues who can attest to the benefits of certain professional development/educational opportunities, and d) the prospects for job enhancement.

There are no data to suggest that DPT practitioners get better jobs. Although there are instances where the practitioner has benefited from such a consequence, the lack of data prevents any generalization to the overall DPT population. Further, there are no data to suggest that, as a matter of course, a physical therapist with a DPT will be paid more than one who possesses a master's or baccalaureate degree. Although there are exceptions, they should not be used to generalize to the DPT practitioner population. It is likely that programs or APTA will gather data in the future that should provide a basis for establishing whether the DPT degree makes a difference in compensation level. It is logical, however, to assume that as more programs offer the DPT as the entry-level degree, more practicing clinicians will seek to obtain that degree if for no other reason than to avoid any future workplace disparity caused by degree differentiation. Such a program

(professional DPT track) at the UU will provide clinicians with an option for the DPT as an element of their professional development.

Student Demand

DPT (Entry-Level)

The program in physical therapy at the UU has long been attractive, with the number of applicants exceeding those admitted into the program. Applications to physical therapy programs across the country have declined over the past six years mainly due to restrictions in health care spending and the business of managed health care. Officials at UU have also noted a similar decline in applications over the past six years (see Table 4) and believe this is in relation to two things:

1. The implementation of the Balanced Budget Act of 1997 along with the current culture of managed health care, and
2. The lack of the DPT Degree at the UU.

The faculty believe that the inability to offer the DPT-level education at the UU, while the majority of their competitors offer such a degree, has been a major factor in the decline in admissions within the past two years (see next section on Similar Programs).

Despite the reduction in the number of applicants (Table 4), the Division still has an application to acceptance ratio of over 3:1, and interest in the major remains high as reflected by the number of students personally advised about the program. The Division is also pleased to accept high quality, well prepared students. Over the past five years, the average grade point average of the admitted classes has been 3.55. However, the trend of students selecting other programs over the one at the University of Utah is of great concern to the Division at the U, particularly because the students who are going elsewhere have been Utah residents.

Table 4. Application trends for the Division of Physical Therapy from 1998-99 to 2002-2003.

Academic Year	Number of Pre-Physical Therapy Students Advised	Number of Qualified Applicants
1998-99	1700	310
1999-00	2250	345
2000-01	1500	250
2001-02	1300	185
2002-03	928	120
2003-04	1020	145

DPT (Professional)

There are no current data to reflect student demand for this type of degree offering. However, in personal conversations with chairs of five different physical therapy departments currently offering a "professional" DPT at other institutions, each chair reported full classes and students on waiting lists.

As previously stated in the section "Projected Enrollment," the Division has a list of 52 practicing physical therapists who have expressed a desire to enroll in the professional track of the DPT program at the UU. These physical therapists have requested to be placed on a waiting list for the program. There is an additional list of 36 practicing physical therapists who have expressed an interest in receiving information about the Professional DPT program when it is approved.

Similar Programs

DPT (Entry-Level)

The Division of Physical Therapy at the UU is the only professional program in physical therapy in the state of Utah. It was the first one developed in the Intermountain West, having started in 1969. As expected, a large percentage of students in the program are Utah residents. Eighty-one percent of all admitted students over the past five years were Utah residents, and it is estimated that approximately 70% of physical therapists currently practicing in the Utah are graduates of the program at the UU.

Table 5 demonstrates that of the 13 regional programs, including those in the Intermountain Region and Pacific Northwestern States, only three of those programs were not offering the DPT degree at the time of submission of this proposal. In conversations with department chairs from physical therapy programs at the Universities not currently offering the DPT, each of these department chairs has experienced an increased competition for students, as has the UU, with an apparent preferential application to the doctoral entry-level programs at the other regional institutions provided in Table 5. It should be further noted, however, that the University of Colorado will begin its DPT program during the academic year of 2004 and the University of Washington began its program in 2003. As the transition to DPT occurs at these two institutions, it is felt that this will likely further erode the applicant pool at the UU.

Table 5. DPT Programs at higher education institutions in the Intermountain, Southwest, and Pacific Northwest regions.

University	Carnegie Classification	Public/Private	Degree Offered	BS/BA Required	Time Spent in Program	Number of Semesters	Total Credit Hours	Weeks of Clinical Internship
University of Utah	Doctoral - Extensive	Public	MPT (seeking DPT approval)	Yes	3 years	9	116-122	36
Kirksville College of Osteopathic Medicine (AZ)	Specialized Institution – Medical School	Private	DPT	Yes	3 years	9	117	38
Northern Arizona University	Doctoral - Intensive	Public	DPT	Yes	3 years	8	107	32
University of Colorado	Doctoral - Extensive	Public	DPT	Yes	3 years	9	116	38
Regis University (CO)	Masters Colleges and Universities I	Private	DPT (beginning 2004)	Yes	3 years	8	110	38
Idaho State University	Doctoral - Intensive	Public	DPT	Yes	3 years	8	100	43
University of Montana	Doctoral – Intensive	Public	DPT	Yes	3 years	8	112	35
University of Nevada – Las Vegas ¹	Doctoral - Intensive	Public	DPT (to begin 2004-2005)	Yes	2.5 years	7	87	28
University of New Mexico ¹	Doctoral - Extensive	Public	MPT (preparing DPT proposal)	Yes	3 years	8	107	33
Pacific University (OR)	Masters Colleges and Universities I	Private	DPT	Yes	3 years	8	120	36
Eastern Washington University	Masters Colleges and Universities I	Public	DPT	Yes	3 years	9	108	35
University of Puget Sound (WA)	Baccalaureate Colleges - Liberal Arts	Private	DPT	Yes	3 years	7	*	31

University	Carnegie Classification	Public/Private	Degree Offered	BS/BA Required	Time Spent in Program	Number of Semesters	Total Credit Hours	Weeks of Clinical Internship
University of Washington	Doctoral - Extensive	Public	DPT	Yes	3.25 years	9	108	34

1 Information from the current Master of Physical Therapy offering at UNLV and the University of New Mexico

* University of Puget Sound does not award credit hours at their institution

DPT (Professional)

Table 6 lists the five regional programs either with a professional track DPT degree offering or preparing such an offering. The Division sees a clear local and statewide need for this degree option and may discover a regional demand as well because of the dearth of regional programs.

Table 6. DPT programs for practicing physical therapists (DPT Professional) at higher education institutions in the Intermountain, Southwest, and Pacific Northwest regions.

University	Degree	Credit Hours (cr hrs)	Project	Method of Delivery
University of Utah	DPT	45 - 49 cr hrs (19 courses, up to 6 courses can be waived)	Yes ¹	On-site and Web based
Kirksville College of Osteopathic Medicine (AZ)	DPT	42- 63 cr hrs (29 courses, up to 19 courses can be waived)	Yes ¹	Web based
Northern Arizona University	DPT	45 cr hrs (14 courses, up to 4 courses can be waived)	Yes ¹	On-site
University of Colorado ¹	DPT	Proposal being completed	Yes ¹	Proposed on-site and Web based
Regis University (CO)	DPT	57 cr hrs (19 courses, up to 11 courses can be waived)	Yes ¹	On-site and Web based
Pacific University (OR)	PT	32 cr hrs (9 courses, no course waivers granted)	Yes ¹	On-site and Web based

¹Evidence-based clinically related project/Evidence-based case reports or case series

²New York University will also allow these students to participate in a research project with a faculty member to meet the "project" requirement

Collaboration with and Impact on Other USHE Institutions***DPT (Entry-Level)***

The transition from the Master of Physical Therapy degree to the Doctor of Physical Therapy degree will have minimum to no impact on other USHE institutions. The Division will, actively maintain articulation agreements with each institution in the USHE. These articulation agreements provide students at each of the USHE institutions with a list of courses that meet the prerequisite course requirements for admission to the UU Division of Physical Therapy. And each of these accepted courses rightfully transfers, as appropriate, prerequisite courses to the UU and are accepted by the Admissions Committee of the Division of Physical Therapy. Many students attending other USHE institutions have been asking their advisors about the DPT, and therefore the Division has initiated conversations with each of the institutions in the USHE, as well as Brigham Young University in Provo, about the possible degree change at the UU. All of the germane academic advisors at these institutions have stated their willingness and ability to continue to provide the necessary courses for their students that fit within their mission. Further, many of these institutions that do offer baccalaureate degrees were pleased that many of their students may continue their education at that particular institution and receive their bachelor's degree before finally transferring to the UU to pursue their degree in physical therapy.

DPT (Professional)

The Division anticipates that this degree will have no impact on other USHE institutions because no separate prerequisite coursework is required.

Benefits

DPT (Entry-Level)

The DPT degree will benefit the UU and the USHE in three major ways:

1. The Division of Physical Therapy will be able to competitively recruit the highest quality of candidate into the program. As previously stated, the Division has lost some of these graduate students over the past few years to regional programs that in fact are not ranked as highly as the Division of Physical Therapy at the UU.
2. Resident Utah students will be encouraged to stay in Utah because of the opportunity to obtain the Doctor of Physical Therapy at the UU.
3. The UU and the USHE will be able to maintain, and likely enhance, its solid national reputation in physical therapy education.

DPT (Professional)

The DPT degree will benefit the UU and the USHE in the following ways:

1. The Division of Physical Therapy will be able to provide licensed physical therapists with the option of receiving the DPT from the UU. As previously stated, the Division has lost some graduate students over the past few years to regional programs that in fact are not ranked as highly as the Division of Physical Therapy at the UU.
2. Resident Utah students will be encouraged to stay in Utah because of the opportunity to obtain the Doctor of Physical Therapy at the UU.
3. The UU and the USHE will be able to maintain, and likely enhance, its solid national reputation in physical therapy education.

Consistency with Institutional Mission

DPT (Entry-Level)

Faculty of the Division of Physical Therapy at the UU considers their fundamental mission to be consistent with that of the University. The Division seeks to:

1. Address the health care needs for physical therapy of the community, state, and region by educating physical therapy practitioners;
2. Investigate, discover and transmit knowledge related to physical therapy;
3. Provide services to the academic, professional, and general communities in which the Division is involved.

Officials at the UU regard physical therapy as a health care profession that has as its primary purpose the promotion of human health and function through the application of scientific principles to identify, assess, correct, prevent, or alleviate acute or prolonged human impairment, functional limitation, and disability.

The faculty believe that physical therapy education represents the initial commitment to professional service and life-long learning. Professional preparation should be based upon a liberal education in sciences and humanities, which serves to develop the values necessary to function effectively and humanely in an ever-changing society. The professional component of the curriculum must address both current trends and future needs of society. Students must be prepared not only for a current level of practice but also be prepared to adapt to future changes throughout their career. The professional curriculum should prepare students to be confident in the multifaceted roles of clinical practitioner, teacher, researcher, consultant, administrator, and life-long learner.

The fundamental beliefs of the faculty are reflected in the curricular content of the proposed program. They align with the UU's primary mission, which includes creating an environment where the highest standards of scholarship and professional practice are observed, and where the responsibilities to students are conscientiously met.

The physical therapy program at the UU has a long-standing tradition of excellence dating back to the admission of its first class in 1969. This makes the UU program in physical therapy one of the oldest in the region, second only to the University of Colorado. The University began its physical therapy program with a bachelor's degree offering, and then moved to the Master of Physical Therapy degree in the mid-1990's, all in response to evolving professional and market trends. Each move has been in support of the global mission of the UU, which is to educate the individual and to discover, refine, and disseminate knowledge. Physical therapy education at the UU has always been focused on a student obtaining the most up-to-date knowledge and clinical skill set, and being prepared to apply such skills in health care settings. This highlights the reason for this proposal to move to the Doctor of Physical Therapy degree.

DPT (Professional)

The professional Doctor of Physical Therapy track at the UU is designed to help practicing physical therapists develop the tools and strategies they need to excel in a constantly changing health care environment. This meets the mission of the Division as listed above. This degree further accentuates the desire of the Division to meet the University mission of "...creating an environment where the highest standards of scholarship and *professional practice* are observed, and where the responsibilities to students are conscientiously met" (emphasis added). The creation of the DPT degree also affords the Division a meaningful opportunity to provide a "service" to the professional community of physical therapists to achieve the DPT credential.

SECTION IV: PROGRAM AND STUDENT ASSESSMENT

Program Assessment

DPT (Entry-Level)

Figure 1 illustrates the conceptual framework for the program assessment. The goals for the DPT program are:

1. Educate and prepare students for the demands of contemporary, entry-level clinical practice.

Assessment Measures

- a. APTA Clinical Performance Instrument (CPI)
 - b. Evidence-based clinical case reports
 - c. Academic and professional performance in the classroom and laboratory
 - d. Student retention
 - e. Variety and quality of clinical internship sites
 - f. Student evaluation of clinical internship site, faculty, and program
 - g. Focused exit interview (with individual students)
 - h. Graduate survey (1 year post-graduation)
 - i. Employer survey (1 year post-graduation)
2. Retain applicants offered admission to the Division. (In recent admissions experience more than 25% of applicants who were offered admission chose to attend other programs. When surveyed, each student stated that the UU was their first choice for programs in physical therapy but cited the lack of the DPT offering as the determining factor in their decision to attend another university.)

Assessment Measures

- a. Admissions follow-up survey. Reduce the loss of students offered admission from 25% to 5%.
3. Maintain high percentage passing rate on the National Physical Therapy Examination (NPTE), which is the national licensure examination for the profession.

Assessment Measures

- a. NPTE Outcomes Report
4. Maintain current full accreditation of the program with the Commission on Accreditation in Physical Therapy Education (CAPTE).

Assessment Measures

- a. CAPTE approval of the program.
5. Maintain quality of core and supportive faculty.

Assessment Measures

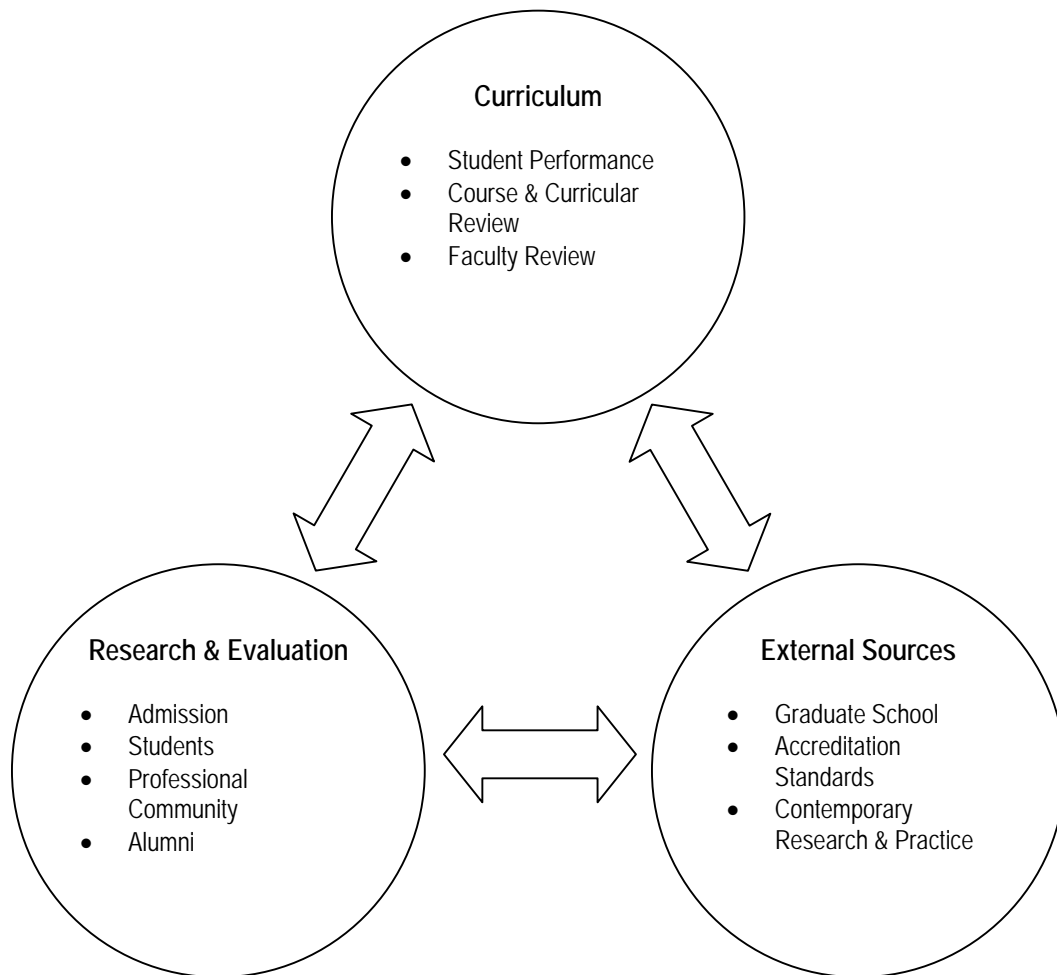
- a. Annual evaluative reviews.
- b. Continue faculty development.
- c. Faculty course evaluations

6. Achieve enhanced national ranking of the Division.

Assessment Measures

- a. Move from the top 25% of physical therapy programs to top 20% of programs within five years.

Figure 1: Triangulated Curricular Validation Model for Program Assessment



DPT (Professional)

The goals for the professional DPT track are:

- 1. To meet the educational enhancement needs of practicing physical therapists.

Assessment Measures

- a. Evidence-based clinical case reports
 - b. Academic performance in the classroom and laboratory
 - c. Focused exit interview (with individual students)
 - d. Graduate survey (1 year post-graduation)
 - e. Employer survey (1 year post-graduation)
2. To provide the opportunity for degree and educational equivalency for practicing physical therapists.

Assessment Measures

- a. Eighty-percent of admitted students will complete their plan of study to achieve the DPT within three years.

Expected Standards of Performance

DPT (Entry-Level)

The following expected standards of performance are required evaluative criteria for accreditation of education programs for the preparation of physical therapists (CAPTE):

1. Achieve entry-level performance ratings on the APTA Clinical Performance Instrument. This instrument is used to evaluate a student's performance during their clinical internships. These twenty-four performance criteria are:
 - a. Practices in a safe manner that minimizes risk to patient, self, and others.
 - b. Presents self in a professional manner.
 - c. Demonstrates professional behavior during interactions with others.
 - d. Adheres to ethical practice standards.
 - e. Adheres to legal practice standards.
 - f. Communicates in ways that are congruent with situational needs.
 - g. Produces documentation to support the delivery of physical therapy services.
 - h. Adapts delivery of physical therapy care to reflect respect for and sensitivity to individual differences.
 - i. Applies the principles of logic and the scientific method to the practice of physical therapy.
 - j. Screens patients using procedures to determine the effectiveness of and need for physical therapy services.
 - k. Performs a physical therapy examination.
 - l. Evaluates clinical findings to determine physical therapy diagnoses and outcomes of care.
 - m. Designs a physical therapy plan of care that integrates goals, treatment, outcomes, and discharge plan.
 - n. Performs physical therapy interventions in a competent manner.
 - o. Educates others (patients, family, caregivers, staff, students, other health care providers) using relevant and effective teaching methods.
 - p. Participates in activities addressing quality of service delivery.
 - q. Provides consultation to individuals, businesses, schools, government agencies, or other organizations.
 - r. Addresses patient needs for services other than physical therapy as needed.
 - s. Manages resources (e.g., time, space, equipment) to achieve goals of the practice setting.
 - t. Incorporates an understanding of economic factors in the delivery of physical therapy services.

- u. Uses support personnel according to legal standards and ethical guidelines.
 - v. Demonstrates that a physical therapist has professional/social responsibilities beyond those defined by work expectations and job description.
 - w. Implements a self-directed plan for professional development and life-long learning.
 - x. Addresses primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.
2. Achieve entry-level performance ratings for the Generic Abilities Assessment, which is a professional performance assessment used in the classroom, laboratories, and clinic (10 professional behavioral criteria and 41 entry-level performance objectives). Generic abilities are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession.
 3. Evidence-based case report presentation and defense.
 4. Achieve the following objectives (portions of Section 3, CAPTE Objectives) by successfully completing the entry-level DPT curriculum.

Student Assessment

Students will be assessed with both formative and summative measures. A Description of the formative and summative assessment measures used to determine student learning in the entry-level DPT program are on file in the Commissioners Office.

Continued Quality Improvement

DPT (Entry-Level)

The connection between all elements of program and student assessment provides data to faculty, administrators, and staff for strengthening the program (see Figure 2). Strength of the program will be measured through achievement of the expected standards of performance and student assessment. Strength of the program is also determined through program assessment. These evaluation measures from all sources are considered when collected and reviewed each semester by individual faculty and during curriculum review at the annual faculty retreat. For the purposes of continued quality curricular improvement, the following are considered: (1) suggested curricular revisions, (2) potential redesign of coursework, (3) possible additional learning experiences, and (4) alterations in instructional time allotted for content. Changes are incorporated to meet the program philosophy, mission, and goals. Input is considered from all program stakeholders through these assessments, including core faculty, students, staff, and clinical faculty.

DPT (Professional)

The Division will conduct small focus group sessions with students gathered for coursework to receive feedback about the program and elicit suggestions for improvement.

SECTION V: FINANCE

*Budget**DPT (Entry-Level)*

The Division has the necessary budget in place to support this program since it is replacing the current MPT offering. No new faculty are required; however, prior to the proposal the Division had already identified in its long-term plan to allow for an additional 0.5 FTE increase in the budget for additional clinical adjunct faculty needs. No special supplementary equipment is necessary. Current resources and facilities are sufficient to support a superior Doctor of Physical Therapy program. The proposed budget for the first five years of the program is provided in Table 7.

Table 7. The proposed budget for the first five years of the DPT program using fiscal year dates as examples.

INCOME						
Source	FY 2003/04	FY 2004/05*	FY 2005/06*	FY 2006/07*	FY 2007/08*	FY 2008/09*
General Fund	569,241	580,626	592,239	604,084	616,166	628,489
Differential Tuition						
FY 03/04 \$3452x						
108 students	372,816	380,272	387,877	395,635	403,548	411,619
TOTAL INCOME	942,057	960,898	980,116	999,719	1,019,714	1,040,108
EXPENSES						
Source	FY 2003/04	FY 2004/05	FY 2005/06	FY 2006/07	FY 2007/08	FY 2008/09
Salaries/Wages	658,246	**698,435	712,404	726,652	741,185	756,009
Benefits	217,221	**230,484	235,094	239,796	244,592	249,484
Library	1,700	1,734	1,769	1,804	1,840	1,877
Equipment	5,000	5,100	5,202	5,306	5,412	5,520
Travel	15,000	15,300	15,606	15,918	16,236	16,561
TOTAL EXPENSE	897,167	951,053	970,075	989,476	1,009,265	1,029,451

Note: This assumes consistent enrollment of 107-109 students, as per the past 13 years.

* Includes a 2% increase per year

** Includes the addition of a 0.5%FTE

DPT (Professional)

The five year projected budget for the professional DPT program is based on a minimum of 6 students per class and an average of 10 courses being offered in any given year (estimate of 25 credit hours/year). Another specified figure is that faculty will be paid a fixed price of \$550 (plus benefits) for each credit hour they teach in this program. The chief expense of the program will be these faculty instruction costs. Current facilities and equipment are sufficient to support this program. Revenue to reimburse faculty for their instructional time will be generated by charging a proportional differential tuition to students taking courses. At the time of the writing of this proposal (AY 2003/2004), entry-level PT students were paying \$3452 per year in differential tuition. Students take an average of 32 credit hours for the two semesters each year that they are charged the differential tuition. The formula used to calculate the proportional differential was:

$$\$3452 \text{ differential tuition} / 32 \text{ credit hours} = \$108 \text{ differential tuition} / \text{credit hour.}$$

The revenue generated through differential tuition will be sufficient to cover the instructional costs of the program. Table 8 provides the proposed budget for the first five years of the professional DPT program.

Table 8. The proposed budget for the first five years of the professional DPT program The five year projected budget for the professional DPT program is based on charges per student per class. Although the admission numbers cannot be predetermined; this budget using fiscal year dates as examples.

INCOME						
Source	FY 2003/04	FY 2004/05	FY 2005/06	FY 2006/07	FY 2007/08	FY 2008/09
Differential Tuition	16,200	16,524	16,854	17,191	17,535	17,886
TOTAL INCOME	16,200	16,524	16,854	17,191	17,535	17,886
EXPENSES						
Source	FY 2003/04	FY 2004/05	FY 2005/06	FY 2006/07	FY 2007/08	FY 2008/09
Salaries/Wages	13,750	13,750	13,750	13,750	13,750	13,750
Benefits (½ at 9% and ½ at 34%)	2,956	2,956	2,956	2,956	2,956	2,956
TOTAL EXPENSE	16,706	16,706	16,706	16,706	16,706	16,706

Note: This assumes minimum enrollment of 6 students per class with an average of 10 classes being offered per year.

* Includes a 2% increase per year.

** The set rate of reimbursement for teaching classes will remain constant for the first five years of the program

Funding Sources

DPT (Entry-Level)

Because the DPT is replacing the Master of Physical Therapy program, the funding sources will remain the same as they currently are. These funding sources include:

1. State appropriations
2. Differential tuition
3. Special course fees

DPT (Professional)

The funding sources for the professional DPT program will be:

1. Differential tuition
2. Special course fees

Impact on Existing Budgets

DPT (Entry-Level)

Given that the DPT program is replacing the MPT program, there will be no specific impact on the existing Division budget as a result of the DPT.

DPT (Professional)

The impact of this program on the existing budget will be at most minimal. That minimal impact consists of the preparation costs, which have already been absorbed as the planning is complete. Faculty travel and equipment costs will be covered by differential tuition. No additional library costs will be incurred.

APPENDIX A: CURRICULUM

*Entry-Level DPT Program Curriculum*New Courses to be Added in the Next Five Years

Course Number	Title	Credit Hours
Year I		
PHTH 6010	Professional Practice I	1
PHTH 6130	Pharmacotherapeutics	2
PHTH 6140	Diagnostic Testing and Imaging for Physical Therapists	2
PHTH 7910	Doctoral Seminar	1
Year II		
PHTH 7220	Interventions III: Advanced Techniques	2
PHTH 7920	Doctoral Seminar	1
PHTH 6020	Professional Practice II	1
PHTH 7930	Doctoral Seminar	1
PHTH 7270	Teaching and Learning II	2
PHTH 7280	Physical Therapy Topics I	2
Year III		
PHTH 7320	Rehabilitation Technology	1
PHTH 7330	Physical Therapy Topics II	2
PHTH 7940	Doctoral Seminar	1
PHTH 6030	Professional Practice III	1
PHTH 7970	Doctoral Project	1

All Program Courses

Course Number	Title	Credit Hours
Core Courses		
PHTH 6010	Professional Practice I	1
	Introduction of information relating to various professional issues facing the physical therapist including: historical development of physical therapy, activities of the APTA, influence of your beliefs and value system that effect ethical decision making, the role of clinical experience in your education and training and your responsibilities as a student on internship, and current issues facing the profession.	
PHTH 6040	Anatomy	5

Gross anatomy of the anterior and posterior abdominal walls, the superficial and deep back muscles, lower extremities, head, neck, thorax, and upper extremities. This course includes 2 credit hours for dissection laboratory.

PHTH 6060 Pathophysiology 5
This course is designed to provoke in students a general understanding of physiological body responses to certain pathologies related to rehabilitation practice.

PHTH 7070 Tests and Measures 5
This course consists of presentation of principles and practice of examination and evaluation of musculoskeletal dysfunction and impairment through lecture, demonstration, and laboratory experience. This is considered a key foundational course in physical therapy examination procedures.

PHTH 6080 Pathokinesiology 5
This course is designed to develop in students a working knowledge of human motion, including the biomechanical aspects of movement and muscle/joint interplay in the production of motion. An overall goal of the course is to develop in students the ability to utilize current literature as well as textbooks in analyzing information about human movement. It includes three 1-hour lectures; one 2-hour discussion; and one 2-hour lab session per week.

PHTH 6090 Research and Evidence Based Practice 4
This course is designed with the assumption that scientific inquiry should form the basis of patient care. The primary goals for this course are to introduce students to the scientific method for clinical problems and evidenced-based practice. The research process, measurement theory, critical review, research design, and evidenced-based practice are emphasized. This course is directly linked to prerequisites for the applied doctoral project.

PHTH 7100 Teaching and Learning I 1
The expectation is that course participants are adult learners that participate actively in this lifelong learning course. The course requires active group and individual participation as an adult learner. Students are expected to be prepared for each class session and complete required readings in advance and respective assignments for due dates. Students assist in course design and development as part of the course requirements for the Teaching and Learning course.

PHTH 6800 Clinical Experience I 1
The first year DPT student spends one afternoon a week (4 hours) for 12 weeks throughout the spring semester of their first academic year, in a clinical environment under the direct supervision of a licensed physical therapist. This experience is designed to help students become socialized to the clinical environment and the professionals who work within it, and to practice and integrate knowledge, practical skills, and professional behaviors into the clinical world.

PHTH 6050 Neuroanatomy 5
This course contains instruction and laboratory work encompassing neuroanatomical structure and basic functional neurology.

PHTH 7110 Intervention I: Physical Agents 3

This course contains theory and application of electrotherapy, thermal agents, compression and traction. Aspects of the physical, physiological and clinical aspects of electrotherapy, thermal agents, compression and traction are also covered. Measurement and fitting of wheelchairs and assistive devices, types, sizes and features of various wheelchairs are elements of this course as is patient instruction in safe ambulation with assistive devices: crutches, canes, and walkers. The theory and application of therapeutic massage is also included.

PHTH 7120 Intervention II: Therapeutic Exercise 4
 Knowledge of exercise principles based on physiologic mechanisms of movement essential for treatment planning and implementation. This course is inclusive of all basic approaches to exercise for improvement of range of motion, strength, aerobic and functional capacity.

PHTH 6130 Pharmacotherapeutics 2
 Basic principles of pharmacology including pharmacokinetics and pharmacodynamics (including but not limited to drug metabolism, dose response relationships, and side effect profiles) will be presented. The focus of the course will be on medications commonly encountered in rehabilitation settings and their effect on rehabilitation and exercise tolerance.

PHTH 6140 Diagnostic Testing and Imaging for Physical Therapists 2
 Basic principles and interpretation of diagnostic imaging modalities as they apply to physical therapy are covered in this course. The course emphasizes plain film radiography, including basic physics of the imaging technique, viewing and interpreting films, radiographic anatomy, and clinical correlation with patient cases. Other imaging modalities including magnetic resonance imaging (MRI), computed tomography (CT), scintigraphy (bone scan), and contrast films will also be included.

PHTH 7910 Doctoral Seminar 1
 Designed to provide students with an opportunity to critically review and interpret professional literature related to the practice of physical therapy, with an emphasis on information that provides evidence for physical therapy practice and clinical decision making. This is the second in a series of seminars meant to increase a student's ability to utilize relevant literature in practice and expose to students to multiple practice-related topics.

PHTH 7810 Internship I 8
 One full-time clinical internship ten weeks in length. Students practice evaluation through assessment and measurement techniques and interpretation of those results, and plan and carry out appropriate and thorough treatment programs in the clinical environment under the direct supervision of an experienced physical therapist. The student will also practice and progressively develop a variety of professional skills that are critical for appropriate professional development. REFER to webCT for dynamic course updates for the distributed learning aspects, course assignments, and updates for clinical education.

PHTH 7200 Motor Control 4
 This course consists of two units, one on motor control and one on motor learning. The motor control unit focuses on the application of motor control theories, models, principles and findings to physical therapy settings. The motor learning unit focuses on behavioral and neuroanatomic and neurophysiologic changes that occur with motor practice and learning.

PHTH 7210 Cardiovascular/Pulmonary Management 4

Knowledge of cardiovascular and pulmonary anatomy, physiology and pathophysiology; principles and clinical skills necessary to function as a member of the cardiopulmonary rehabilitation team including patient assessment, exercise testing, exercise prescription and monitoring, risk-factor modification and cardiovascular and pulmonary disease prevention. Units on physical therapy care in the intensive care unit as well as exercise prescription for special populations are also included.

- PHTH 7220 Intervention III: Advanced Techniques 2**
Physical therapists select interventions based on the complexity and severity of the clinical problems of their patients. The selection of interventions is based on examination findings, an evaluation, and a diagnosis that supports physical therapy intervention. This course will introduce the student to a set of advanced procedural interventions including but not limited to manual therapy techniques including mobilization and manipulation; prescription, application, and fabrication of devices and equipment used for assistive, adaptive, protective or supportive purposes; vestibular rehabilitation interventions (including canalith repositioning maneuvers, adaptation and habituation interventions); and treatment of muscle imbalance. This course will introduce these topics to the student and the ongoing development of student proficiency will continue to be assessed in future coursework.
- PHTH 7230 Integumentary Management 2**
Examination and treatment procedures for burn injury and other integumentary wounds will be included. Rehabilitation strategies that emphasize proper healing and scar control, and address associated impairments will be emphasized.
- PHTH 7920 Doctoral Seminar 1**
Designed to provide students with an opportunity to critically review and interpret professional literature related to the practice of physical therapy, with an emphasis on information that provides evidence for physical therapy practice and clinical decision making. This is the third in a series of seminars meant to increase a student's ability to utilize relevant literature in practice and expose to students to multiple practice-related topics.
- PHTH 6020 Professional Practice II 1**
Extension of information relating to various professional issues facing the physical therapist including: the current state and future of the profession of physical therapy, current activities of the APTA, the influence of certain trends in health care that effect ethical decisions, the role of communication in your education and your future as a physical therapist, the importance of understanding cultural diversity in professional practice, current issues facing the physical therapy profession, and considering the meaning of ethical practice.
- PHTH 6820 Clinical Experience II (optional) 1**
The second and third year DPT student spends a minimum of 4 hours for a maximum of 12 weeks throughout the semester of their second and third academic year, in a clinical environment under the direct supervision of a licensed physical therapist in a specialized clinical experience. This experience is designed to help students become further socialized to the clinical environment and the professionals who work within it, and to practice and integrate specialized knowledge, practical skills, and professional behaviors into the specialized clinical world.
- PHTH 7240 Musculoskeletal Management 5**

This course covers the rehabilitation management of patients with musculoskeletal dysfunction. It will build on PHTH 7070 (Tests and Measures). In addition to examination and rehabilitation techniques the course incorporates pertinent physician management and interpretation of selected imaging procedures. Case report presentations are utilized to emphasize the patient management model and specifically address evaluation, diagnosis, prognosis, and intervention, as described in the Guide to Physical Therapist Practice, 2nd Edition.

PHTH 7250 Management in Pediatrics 2

This course covers physical therapy examination, intervention, and prognosis of children with neurodevelopmental and/or musculoskeletal impairments.

PHTH 7260 Management in Geriatrics 2

The central focus of this course is to introduce the role of the health care provider as an agent for promoting, maintaining, and restoring function, independence, and self-care of an older adult through the use of personal, family, professional, and community resources.

PHTH 7270 Teaching and Learning II 2

The expectation is that course participants are adult learners that participate actively in this lifelong learning course. The course requires active group and individual participation as an adult learner. Students are expected to be prepared for each class session and complete required readings in advance and respective assignments for due dates. Students assist in course design and development as part of the course requirements for the Teaching and Learning course.

PHTH 7280 Physical Therapy Topics I 2

Physical therapy management of patients with various chronic diseases is discussed. Rheumatic diseases, infectious diseases, and oncology and other current topics are included for specific discourse.

PHTH 7930 Doctoral Seminar 1

Designed to provide students with an opportunity to critically review and interpret professional literature related to the practice of physical therapy, with an emphasis on information that provides evidence for physical therapy practice and clinical decision making. This is the fourth in a series of seminars meant to increase a student's ability to utilize relevant literature in practice and expose to students to multiple practice-related topics.

PHTH 6830 Clinical Experience III (optional) 1

The second and third year DPT student spends a minimum of 4 hours for a maximum of 12 weeks throughout the semester of their second and third academic year, in a clinical environment under the direct supervision of a licensed physical therapist in a specialized clinical experience. This experience is designed to help students become further socialized to the clinical environment and the professionals who work within it, and to practice and integrate specialized knowledge, practical skills, and professional behaviors into the specialized clinical world.

PHTH 7840 Internship II 8

One full-time clinical internship, ten weeks in length. Students practice evaluation through assessment and measurement techniques and interpretation of those results, and plan and carry out appropriate and thorough treatment programs in the clinical environment under the direct supervision of an experienced physical therapist. The student will also practice and progressively develop a variety of professional skills

that are critical for appropriate professional development. Refer to WebCT for further dynamic course information, updates, and distributed learning components.

- PHTH 7300 Neuromuscular Management 5**
 There are 2 components to this course. The first component is the Physical Therapy and Medical Science section in which students shall receive information regarding the Physical Therapy and Medical examination, diagnosis, and treatment of neuromusculoskeletal disorders. The second component is a case reports section in which students will complete case report presentations, establish physical therapy diagnoses and formulate evidence based treatment plans of patients with various neuromusculoskeletal disorders and associated disabilities.
- PHTH 7310 Administration in Physical Therapy 3**
 Administration of physical therapy practice, record keeping, billing, insurance practices, liability, personnel management, and quality assurance are discussed.
- PHMD 6300 Adjusting to Disability 2**
 Students receive broad exposure to and an understanding of psychological problems associated with physical disability.
- PHTH 7320 Rehabilitation Technology 1**
 Physical therapy application of current and emerging technologies that are designed to complement and augment traditional rehabilitation practice
- PHTH 7330 Physical Therapy Topics II 2**
 This course provides the student with an opportunity to present, analyze, and integrate case studies of physical therapy practice as the provider for varying alternate models of care. Case studies are drawn from patients with simple to complex problems in the general medicine, cardiopulmonary, musculoskeletal, integumentary, and neuromuscular systems, and who present to the physical therapist as a first point of contact for health care. Emphasis is placed on the physical therapist's role, responsibilities, and risks when practicing as an entry point into the health care system and when participating in preventative programs. Additional emphasis will be on critiquing and designing fitness and wellness programs for populations with special needs. Programs will focus on those for employee fitness, diabetes, arthritis, osteoporosis, obesity and the elderly. Students will participate in and evaluate group treatments and recreational exercise.
- PHTH 6030 Professional Practice III 1**
 Further extension of information relating to various professional issues facing the physical therapist including the following: (1) Identifying your role in leadership, administration, management and professionalism in the practice of physical therapy. (2) Advancing your understanding of the influence of certain trends in health care that effect your ethical decisions and analyzing those decisions. (3) Advancing your commitment to ethical practice. (4) Advancing your understanding of legal issues related to practice; such as discrimination, harassment (sexual and other), HIPPA, ADA, etc. (5) Identifying current legislative and health care policy issues affecting physical therapy practice.
- PHTH 7940 Doctoral Seminar 1**
 Designed to provide students with an opportunity to critically review and interpret professional literature related to the practice of physical therapy, with an emphasis on information that provides evidence for physical therapy practice and clinical decision making. This is the fifth in a series of seminars meant to

increase a student's ability to utilize relevant literature in practice and expose to students to multiple practice-related topics.

PHTH 7970	Doctoral Project	1
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This course provides students an opportunity to apply the principles of evidence-guided practice to a written patient case. Students will prepare a case report and defend the examination, evaluation, diagnosis, prognosis and intervention chosen for the case based on the principles of evidence-guided practice.

PHTH 6850	Clinical Experience IV (optional)	1
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The second and third year DPT student spends a minimum of 4 hours for a maximum of 12 weeks throughout the semester of their second and third academic year, in a clinical environment under the direct supervision of a licensed physical therapist in a specialized clinical experience. This experience is designed to help students become further socialized to the clinical environment and the professionals who work within it, and to practice and integrate specialized knowledge, practical skills, and professional behaviors into the specialized clinical world.

PHTH 7860	Internship III	12
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One full-time clinical internship, ten weeks in length. Students practice evaluation through assessment and measurement techniques and interpretation of those results, and plan and carry out appropriate and thorough treatment programs in the clinical environment under the direct supervision of an experienced physical therapist. The student will also practice and progressively develop a variety of professional skills that are critical for appropriate professional development. The intern completes an evidenced-based case report and in-service for the facility. Refer to WebCT for further dynamic course information, updates, and distributed learning components.

Sub-total of Core Course Credit Hours
116-119

Elective Courses

PHTH 7900	Independent Study	1-3
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Prerequisite: Instructor's Consent
Focused subject matter in physical therapy selected by student in consultation with faculty.

Sub-total of Elective Course Credit Hours **1-3**

Total Number of Credit Hours **116-122**

Professional DPT Program Curriculum

Although the course content of these professional DPT courses will mirror the content in the corresponding entry-level DPT courses, the courses have been listed as "new courses" because the method of delivery will be different (see DPT (professional) section under "Expansion of Existing Program").

New Courses to be Added in the Next Five Years

Course Number	Title	Credit Hours
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Core Courses

PHTH 6030-05	Professional Practice III	2
PHTH 6130-05	Pharmacotherapeutics	2
PHTH 6060-05	Pathophysiology	2
PHTH 6140-05	Diagnostic Testing and Imaging for Physical Therapists	2
PHTH 6090-05	Research and Scientific Inquiry	3
PHTH 7970	Doctoral Project	2

Competency Courses

PHTH 7210-05	Cardiovascular/Pulmonary Management	3
PHTH 7230-05	Integumentary Management	3
PHTH 7300-05	Neuromuscular Management	3
PHTH 7240-05	Musculoskeletal Management	3
PHTH 7200-05	Motor Control	3
PHTH 7100-05	Teaching and Learning in Physical Therapy	3
PHTH 7320-05	Rehabilitation Technology	1
PHTH 7810-05	Clinical Internship	4

Elective Courses

PHTH 7280-05	Physical Therapy Topics I	2
PHTH 7330-05	Physical Therapy Topics II	2
PHTH 7220-05	Interventions III	2
PHTH 7310-05	Administration	3
PHTH 7900	Independent Study	1-4

*Professional DPT Program Curriculum*All Program Courses

Course Number	Title	Credit Hours
Core Courses		
PHTH 6030-05	Professional Practice III	2
This class will include exchange of information relating to various professional issues facing the physical therapist and how they related to your practice. Topics of discussion include the following: (1) Identifying your role in leadership, administration, management and professionalism in the practice of physical therapy. (2) Advancing your understanding of the influence of certain trends in health care that effect your ethical decisions and analyzing those decisions. (3) Advancing your commitment to ethical practice. (4) Advancing your understanding of legal issues related to practice; such as discrimination, harassment (sexual and other), HIPPA, ADA, etc. (5) Identifying current legislative and health care policy issues affecting physical therapy practice.		
PHTH 6130-05	Pharmacotherapeutics	2
Basic principles of pharmacology including pharmacokinetics and pharmacodynamics (including but not limited to drug metabolism, dose response relationships, and side effect profiles) will be taught. The focus of the course will be on medications commonly encountered in rehabilitation settings and their effect on rehabilitation and exercise tolerance.		
PHTH 6060-05	Pathophysiology	2
This course is designed to provide information about pathologies that are seen in clinical settings that may require referral or consultation with other medical providers. The application of patient history, signs and symptoms and screening tests will be emphasized.		
PHTH 6140-05	Diagnostic Testing and Imaging for Physical Therapists	2
Principles and interpretation of diagnostic imaging modalities as they apply to physical therapy are covered. The course emphasizes plain film radiography, including basic physics of the imaging technique, viewing and interpreting films, radiographic anatomy, and clinical correlation with patient cases. Other imaging modalities including magnetic resonance imaging (MRI), computed tomography (CT), scintigraphy, and contrast films will also be included. Following introductory material, the course will be taught by anatomical region.		
PHTH 6090-05	Research and Scientific Inquiry	3
This course is designed with the assumption that scientific inquiry should form the basis of patient care. The primary goals for this course are to introduce students to the scientific method for clinical problems and evidenced-based practice. The research process, measurement theory, critical review, research design, and evidenced-based practice are emphasized. This course is directly linked to the applied doctoral project.		
PHTH 7970	Doctoral Project	2

The candidate for the degree presents, both in written and verbal form, utilization of evidence-based practice for a selected clinical care case report. The candidate evaluates the effectiveness of their clinical case management founded on available evidence, and defends their work in a public presentation.

Total of Core Course Credit Hours **12**

Competency Courses

PHTH 7210-05 **Cardiovascular/Pulmonary Management** **3**

PHTH 7230-05 **Integumentary Management** **3**

Examination and treatment procedures for burn injury and other integumentary wounds will be included. Rehabilitation strategies that emphasize proper healing and scar control, and address associated impairments will be emphasized.

PHTH 7300-05 **Neuromuscular Management** **3**

This course includes a Physical Therapy and Medical Science section in which students shall receive information regarding the Physical Therapy and Medical examination, diagnosis, and treatment of neuromusculoskeletal disorders. Additionally, a case reports section in which students will complete case report presentations, establish physical therapy diagnoses and formulate evidence based treatment plans of patients with various neuromusculoskeletal disorders and associated disabilities.

PHTH 7240-05 **Musculoskeletal Management** **3**

This course covers the rehabilitation management of patients with musculoskeletal dysfunction. In addition to examination and rehabilitation techniques the course incorporates pertinent physician management and interpretation of selected imaging procedures. Case report presentations are utilized to emphasize the patient management model and specifically address evaluation, diagnosis, prognosis, and intervention, as described in the Guide to Physical Therapist Practice, 2nd Edition.

PHTH 7200-05 **Motor Control** **3**

This course consists of two units, one on motor control and one on motor learning. The motor control unit focuses on the application of motor control theories, models, principles and findings to physical therapy settings. The motor learning unit focuses on behavioral and neuroanatomic and neurophysiologic changes that occur with motor practice and learning.

PHTH 7100-05 **Teaching and Learning in Physical Therapy** **3**

The expectation is that course participants are adult learners that participate actively in this lifelong learning course. The course requires active group and individual participation as an adult learner. Students are expected to be prepared for each class session and complete required readings in advance and respective assignments for due dates. Students assist in course design and development as part of the course requirements for the Teaching and Learning course.

PHTH 7320-05 **Rehabilitation Technology** **1**

Physical therapy application of current and emerging technologies that are designed to complement and augment traditional rehabilitation practice

PHTH 7810-05	Clinical Internship	4
<p>T-DPT Students with the desire for advanced clinical skills; One full-time clinical internship ten weeks in length. Students practice evaluation through assessment and measurement techniques and interpretation of those results, and plan and carry out appropriate and thorough treatment programs in the clinical environment under the direct supervision of an experienced physical therapist. The student will also practice and progressively develop a variety of professional skills that are critical for appropriate professional development. REFER to webCT for dynamic course updates for the distributed learning aspects, course assignments, and updates for clinical education. <u>Time Frame</u>: 10 weeks for a total of 400 clinical hours; adjustable time frame at the sole discretion of the Clinical Instructor in consultation with the Director of Clinical Education.</p>		
Total of Competency Course Credit Hours		24
Elective Courses		
PHTH 7280-05	Physical Therapy Topics I	2
<p>Physical therapy management of patients with various chronic diseases is discussed. Rheumatic diseases, infectious diseases, and oncology and other current topics are included for specific discourse.</p>		
PHTH 7330-05	Physical Therapy Topics II	2
<p>This course provides the student with an opportunity to present, analyze, and integrate case studies of physical therapy practice as the provider for varying alternate models of care. Case studies are drawn from patients with simple to complex problems in the general medicine, cardiopulmonary, musculoskeletal, integumentary, and neuromuscular systems, and who present to the physical therapist as a first point of contact for health care. Emphasis is placed on the physical therapist's role, responsibilities, and risks when practicing as an entry point into the health care system and when participating in preventative programs. Additional emphasis will be on critiquing and designing fitness and wellness programs for populations with special needs. Programs will focus on those for employee fitness, diabetes, arthritis, osteoporosis, obesity and the elderly. Students will participate in and evaluate group treatments and recreational exercise.</p>		
PHTH 7220-05	Interventions III	2
<p>Physical therapists select interventions based on the complexity and severity of the clinical problems of their patients. The selection of interventions is based on examination findings, an evaluation, and a diagnosis that supports physical therapy intervention. This course will introduce the student to a set of advanced procedural interventions including but not limited to manual therapy techniques including mobilization and manipulation; prescription, application, and fabrication of devices and equipment used for assistive, adaptive, protective or supportive purposes; vestibular rehabilitation interventions (including canalith repositioning maneuvers, adaptation and habituation interventions); and treatment of muscle imbalance. This course will introduce these topics to the student and the ongoing development of student proficiency will continue to be assessed in future coursework.</p>		
PHTH 7310-05	Administration	3
<p>Administration of physical therapy practice, record keeping, billing, insurance practices, liability, personnel management, and quality assurance are discussed. Specific issues of students' current practice environments will be discussed to emphasize problem solving and the use of available evidence to improve practice outcomes.</p>		

PTH 7900	Independent Study	1-3
Prerequisite: Instructor's Consent		
Focused subject matter in physical therapy selected by student in consultation with faculty.		
Total of Elective Course Credit Hours		9 - 13
Total Number of Credit Hours		45 - 49

APPENDIX B: PROGRAM SCHEDULE

*Entry-Level DPT Program Schedule***Program Schedule**

Course Number	Title	Credit Hours
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Year I**Summer Semester**

PHTH 7010	Professional Practice I	1
PHTH 7040	Anatomy	5
PHTH 7060	Pathophysiology	5
Total semester credit hours		11

Fall Semester

PHTH 7070	Tests and Measures	5
PHTH 7080	Pathokinesiology	5
PHTH 7090	Research and Evidence Based Practice	4
PHTH 7100	Teaching and Learning I	1
PHTH 7800	Clinical Experience I	1
Total semester credit hours		16

Spring Semester

PHTH 7050	Neuroanatomy	5
PHTH 7110	Intervention I: Physical Agents	3
PHTH 7120	Intervention II: Therapeutic Exercise	4
PHTH 7130	Pharmacotherapeutics	2
PHTH 7140	Diagnostic Testing and Imaging for Physical Therapists	2
PHTH 7910	Doctoral Seminar in Evidence Based Practice	1
Total semester credit hours		17

YEAR II**Summer Semester**

PHTH 7810	Internship I	8
Total semester credit hours		8

Fall Semester

PHTH 7200	Motor Control	4
PHTH 7210	Cardiovascular/Pulmonary Management	4
PHTH 7220	Intervention III: Advanced Techniques	2
PHTH 7230	Integumentary Management	2
PHTH 7920	Doctoral Seminar	1
PHTH 7020	Professional Practice II	1
PHTH 7820	Clinical Experience II (optional)	1
Total semester credit hours		14-15

Spring Semester

PHTH 7240	Musculoskeletal Management	5
PHTH 7250	Management in Pediatrics	2
PHTH 7260	Management in Geriatrics	2
PHTH 7270	Teaching and Learning II	2
PHTH 7280	Physical Therapy Topics I	2
PHTH 7930	Doctoral Seminar in Evidence Based Practice	1
PHTH 7830	Clinical Experience III (optional)	1
Total semester credit hours		14-15

YEAR III

Summer Semester

PHTH 7840	Internship II	8
Total semester credit hours		8

Fall Semester

PHTH 7300	Neuromuscular Management	5
PHTH 7310	Administration in Physical Therapy	3
PHMD 6300	Adjusting to Disability	2
PHTH 7320	Rehabilitation Technology	1
PHTH 7330	Physical Therapy Topics II	2
PHTH 7030	Professional Practice III	1
PHTH 7940	Doctoral Seminar	1
PHTH 7970	Doctoral Project	1
PHTH 7850	Clinical Experience IV (optional)	1
Total semester credit hours		16-17

Spring Semester

PHTH 7860	Internship III	12
Total semester credit hours		12

Elective Courses

PHTH 7900 Independent Study

1-3

Total Credit Hours

116-122

Professional DPT Program Schedule

There is no set program schedule for the professional DPT offering. All listed courses will be offered a minimum of one time per academic year and may be offered more frequently based on demand and faculty availability. Prior to the beginning of each academic year, the curriculum plans of enrolled students will be reviewed to determine the courses that will have sufficient enrollment for that year and these courses will then be scheduled. Any course with an enrollment of less than six students will be cancelled.

Courses will be offered as intensive weekend or week-long courses with associated preparatory work and homework and assignments. Elements of some courses will also include web-based distance study.

APPENDIX C: ENTRY-LEVEL DPT FACULTY

The following list indicates current actively teaching faculty members in the Division of Physical Therapy. The qualifications category provides the general practice area where the faculty member provides their major teaching contribution. The highlighted names are core faculty members. All faculty members have earned doctoral degrees, master's degrees or are clinical specialists in their assigned curricular subjects.

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
ADJUNCT FACULTY		
Bean, Bill G.	Musculoskeletal	Adjunct Instructor
Maudsley, Michael S.	Musculoskeletal	Adjunct Instructor
Trela, Patricia	Musculoskeletal	Adjunct Instructor
Beals, Timothy C.	Musculoskeletal	Adjunct Assistant Professor
Greis, Patrick E.	Musculoskeletal	Adjunct Assistant Professor
Horwitz, Daniel Scott	Musculoskeletal	Adjunct Assistant Professor
Oneil, Kathleen A	Radiology	Adjunct Assistant Professor
Scott, Steven M	Musculoskeletal	Adjunct Assistant Professor
Shields, Marlin N.	Administration	Adjunct Assistant Professor
Adams, Ted	Fitness/Wellness	Adjunct Associate Professor
Balbierz, Janet M.	Neuromuscular	Adjunct Associate Professor
Brennan, Gerard P.	Musculoskeletal	Adjunct Associate Professor
Coleman, Don A	Musculoskeletal	Adjunct Associate Professor
Dastous, Jacques	Neuromuscular	Adjunct Associate Professor
Hutchinson, Douglas T	Musculoskeletal	Adjunct Associate Professor
Shultz, Barry B	Statistics	Adjunct Associate Professor
Smith, John T	Neuromuscular	Adjunct Associate Professor

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
Speed, John	Neuromuscular	Adjunct Associate Professor
Willick, Stuart	Neuromuscular	Adjunct Associate Professor
Bloswick, Donald S	Ergonomics	Adjunct Professor
Burgess, Paul R	Neurophysiology	Adjunct Professor
Burks, Robert T	Musculoskeletal	Adjunct Professor
Cannon, Grant W	Rheumatic Disease	Adjunct Professor
Dunn, Harold K	Musculoskeletal	Adjunct Professor
Stevens, Peter M	Musculoskeletal	Adjunct Professor
(CLINICAL) FACULTY		
Atkins, Cordell	Integumentary	Instructor (Clinical)
Bradford, Misha	Musculoskeletal	Instructor (Clinical)
Brady, Margo A Jones	Musculoskeletal	Instructor (Clinical)
Bridge, Stephen S	Neuromuscular	Instructor (Clinical)
Burton, Janene M.	Neuromuscular	Instructor (Clinical)
Cardell, Elizabeth M	Anatomy/Neuroanatomy	Instructor (Clinical)
Carson, Randy J	Neuromuscular	Instructor (Clinical)
Carter, David S	Musculoskeletal	Instructor (Clinical)
Cohee, Kimberly P	Musculoskeletal	Instructor (Clinical)
Condley, Elizabeth L	Cardiovascular/Pulmonary	Instructor (Clinical)
Ericson, Patricia S	Musculoskeletal	Instructor (Clinical)
Foreman, Kenneth	Anatomy/Neuroanatomy	Instructor (Clinical)
Fort, Linda R	Musculoskeletal	Instructor (Clinical)
Freeman, Kenneth D	Infectious Disease/Oncology	Instructor (Clinical)
Gerpheide, K C Sato	Musculoskeletal	Instructor (Clinical)
Graybill, Charles S	Gerontology/Musculoskeletal	Instructor (Clinical)
Hein-Helgren, Deborah	Musculoskeletal	Instructor (Clinical)
Mason, Monica L	Musculoskeletal	Instructor (Clinical)
Monroe, Jocelyn G	Neuromuscular	Instructor (Clinical)
Murphy, Brian P	Primary Care/Administration	Instructor (Clinical)
Nelson-Veltkamp, Kristen L	Fitness/Wellness	Instructor (Clinical)
Sandwick, Suzanne	Neuromuscular	Instructor (Clinical)
Wehrli, Teri Miles	Pediatrics	Instructor (Clinical)
Anderson, Mark	Administration	Assistant Professor (Clinical)
Dibble, Leland E	Neuromuscular	Assistant Professor (Clinical)
Knapp, Laura D	Musculoskeletal	Assistant Professor (Clinical)
Marcus, Robin	Musculoskeletal	Assistant Professor (Clinical)
Musolino, Gina M	Education/Clinical Education	Assistant Professor (Clinical)
Gooch, Judith L	Neuromuscular	Associate Professor (Clinical)
CLINICAL FACULTY		
Brown, Larry D	Musculoskeletal	Clinical Instructor
Cooper, Jaren J	Neuromuscular	Clinical Instructor

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
Dudley, Kurt R	Musculoskeletal	Clinical Instructor
Fagin, Stephanie L	Musculoskeletal	Clinical Instructor
Fink, Barbara P	Musculoskeletal	Clinical Instructor
Forsyth Marlin	Musculoskeletal	Clinical Instructor
Garrett, Taunya	Pediatrics	Clinical Instructor
Green, Robert G	Musculoskeletal	Clinical Instructor
Gormally, Jane G	Neuromuscular	Clinical Instructor
Grisard, Richard	Neuromuscular/Pediatrics	Clinical Instructor
Hall, Elizabeth A	Neuromuscular	Clinical Instructor
Howe, Shelly	Neuromuscular	Clinical Instructor
Hunter, Stephen A	Musculoskeletal	Clinical Instructor
Ivins, Curtis A	Cardiovascular/Pulmonary	Clinical Instructor
Jarvis, Louise	Neuromuscular	Clinical Instructor
Johnson, Barbara A	Pediatrics	Clinical Instructor
Kimball, Barbara H	Pediatrics	Clinical Instructor
Larson, David S.	Musculoskeletal	Clinical Instructor
Lee, Jason	Musculoskeletal	Clinical Instructor
Mayer, Lloyd L	Musculoskeletal	Clinical Instructor
Montgomery, Kent H	Administration	Clinical Instructor
Moulis, Patricia M.	Neuromuscular	Clinical Instructor
Nelson, Jennifer Kalasky	Neuromuscular	Clinical Instructor
Olsen, Barry	Musculoskeletal	Clinical Instructor
Olsen, Barry Lee	Musculoskeletal	Clinical Instructor
Pederson, Cathy	Neuromuscular	Clinical Instructor
Rauk, Reva	Neuromuscular	Clinical Instructor
Rees, Sonya	Pediatrics	Clinical Instructor
Reid, Kim W	Musculoskeletal	Clinical Instructor
Rodriquez, Brian	Musculoskeletal	Clinical Instructor
Santora, Stephen D	Musculoskeletal	Clinical Instructor
Schnebly, Andy	Integumentary	Clinical Instructor
Shisler, Leslie	Musculoskeletal	Clinical Instructor
Steffens, John D	Musculoskeletal	Clinical Instructor
Williams, Kimberly	Musculoskeletal	Clinical Instructor
Dudley, Kathy E	Pediatrics	Clinical Assistant Professor
Guinn, James L	Neuromuscular	Clinical Assistant Professor
Hobusch, Frederick L	Musculoskeletal	Clinical Assistant Professor
Macwilliams, Bruce A	Neuromuscular	Clinical Assistant Professor
Miyasaki, Rodney A	Musculoskeletal	Clinical Assistant Professor
Petron, David J	Musculoskeletal	Clinical Assistant Professor
TENURE TRACK FACULTY		
Gappmaier, Eduard	Cardiovascular/Pulmonary	Assistant Professor

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
La Stayo, Paul	Musculoskeletal	Associate Professor
Moncur, Carolee	Anatomy/Neuroanatomy	Professor
Nicholson, Diane	Neuromuscular	Assistant Professor
Ward, R. Scott	Integumentary	Associate Professor

Professional DPT Program Faculty

The following list includes the faculty members who have agreed to participate in the instruction of professional DPT students. Highlighted names are core faculty members. All faculty members have earned doctoral degrees, masters degrees, are clinical specialists, and/or are nationally recognized experts in their assigned curricular subjects.

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
ADJUNCT FACULTY		
Beals, Timothy C.	Musculoskeletal	Adjunct Assistant Professor
Balbierz, Janet M.	Neuromuscular	Adjunct Associate Professor
Brennan, Gerard P.	Musculoskeletal	Adjunct Associate Professor
Shultz, Barry B	Statistics	Adjunct Associate Professor
Smith, John T	Neuromuscular	Adjunct Associate Professor
Bloswick, Donald S	Ergonomics	Adjunct Professor
Burks, Robert T	Musculoskeletal	Adjunct Professor
Boissonault, William	Musculoskeletal	Univ. of Wisconsin Madison
Cooperman, Jonathon	Professional Issues/Administration	Ohio State University
Tepper, Steven	Cardiovascular/Pulmonary	Shenandoah University
Bezner, Janet	Fitness/Wellness	Southwest Texas State Univ.
(CLINICAL) FACULTY		
Bradford, Misha	Musculoskeletal	Instructor (Clinical)
Graybill, Charles S	Gerontology/Musculoskeletal	Instructor (Clinical)
Nelson-Veltkamp, Kristen L	Fitness/Wellness	Instructor (Clinical)
Dibble, Leland E	Neuromuscular	Assistant Professor (Clinical)
Knapp, Laura D	Musculoskeletal	Assistant Professor (Clinical)
Marcus, Robin	Musculoskeletal	Assistant Professor (Clinical)
Musolino, Gina M	Education/Clinical Education	Assistant Professor (Clinical)
CLINICAL FACULTY		
Johnson, Barbara A	Pediatrics	Clinical Instructor
Rauk, Reva	Neuromuscular	Clinical Instructor
Hobusch, Frederick L	Musculoskeletal	Clinical Assistant Professor
Macwilliams, Bruce A	Neuromuscular	Clinical Assistant Professor

DIVISION OF PHYSICAL THERAPY		
	QUALIFICATIONS	ACADEMIC RANK
TENURE TRACK FACULTY		
Gappmaier, Eduard	Cardiovascular/Pulmonary	Assistant Professor
La Stayo, Paul	Musculoskeletal	Associate Professor
Moncur, Carolee	Anatomy/Neuroanatomy	Professor
Nicholson, Diane	Neuromuscular	Assistant Professor
Ward, R. Scott	Integumentary	Associate Professor

MEMORANDUM

DECEMBER 1, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah request to establish a new Bachelor of Science Degree in Business with a Major in Entrepreneurship – Action Item

Issue

Officials at University of Utah (UU) request approval to offer a Bachelors of Science (BS) Degree in Business with a Major in Entrepreneurship beginning Fall Semester 2005.

Background

The new Bachelor of Science Degree in Business with a Major in Entrepreneurship is viewed as essential to developing further the entrepreneurial studies program housed in the David Eccles School of Business. The Degree is designed to produce graduates who are interested in entrepreneurial ventures and who are capable of designing, developing, and managing them. The Degree is proposed as a separate major rather than as an emphasis within the Management Major because it includes required courses from all departments in the Business School.

The business community is supportive of this degree specifically and of entrepreneurial studies generally. The community has supported these efforts by providing students opportunities that facilitate their involvement in emerging businesses and business startups or within the larger organizational environment itself. The degree also reflects labor market trends and strong student interest.

No new funding is requested. New costs will be covered by donations, endowments, and grants.

Policy Issues

University personnel have consulted with other colleges and universities in the system. Suggestions have been offered, but no opposition to the Degree has been expressed.

Options Considered

After the Regents have reviewed the proposal from the University of Utah to offer a Bachelor of Science Degree in Business with a Major in Entrepreneurship, they may raise issues, request additional information, deny the proposal, or approve the request.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the Request from the University of Utah to offer a Bachelor of Science Degree in Business with a Major in Entrepreneurship, effective Fall 2005.

Richard E. Kendell, Commissioner

REK/LS
Attachment

ACADEMIC, APPLIED TECHNOLOGY AND STUDENT SUCCESS COMMITTEE

ACTION ITEM

Request to establish a new Bachelor of Science Degree in Business with a Major in Entrepreneurship, Beginning Fall Semester 2005.

University of Utah

Prepared for
Richard E. Kendell
By
Lucille Stoddard

December 1, 2004

SECTION I – THE REQUEST

The University of Utah requests approval from the Regents to offer a Bachelor of Science Degree from the David Eccles School of Business with a Major in Entrepreneurship effective as soon as approved by the Regents. This program has been approved by the institutional Board of Trustees on June 2002.

SECTION II – PROGRAM DESCRIPTION

Complete Program Description

Bachelor of Science Degree in Business with a Major in Entrepreneurship. This program is targeted to students interested in entrepreneurial ventures, whether in start up companies or within the larger organizational environment. The objective of the major and of the program is to turn out students ready to take their business plans to the financing community or corporate management, start up their own businesses or business units, and manage them to ultimate success. The program was designed by and the courses in it will be taught by full-time faculty with related research and teaching interests and adjunct faculty selected from the entrepreneurial, small business, and venture finance communities in the Salt Lake City region. Accordingly, this will be a user-friendly, practically grounded program intended to produce students confident in their abilities to successfully found and manage new ventures, innovations, and other entrepreneurial activities. The program will support interest in technology-intensive emerging industries, but will also be appropriate for students interested in entrepreneurial ventures in more traditional fields.

The program consists of six required courses beyond the general business upper division core and selection of a minimum of one elective course from a list of selected course offerings. These courses fit within the typical 45-hour upper division and major requirements for business degrees. The major also requires at least one entrepreneurial experience during the course of study. This may be chosen from 1) participation in the Utah Entrepreneurial Challenge, 2) an internship with an approved firm, 3) one academic year on the board of the Student New Venture Fund, 4) starting a company, 5) participation in the Lassonde New Venture Development Center, or 6) an approved alternative experience. The relevant department chairs and/or the Utah Entrepreneur Center (UTec) in conjunction with the undergraduate program advisors in the David Eccles School of Business will grant approval of acceptable experiences. Successful graduates will be granted a Bachelor of Science Degree from the David Eccles School of Business with a Major in Entrepreneurship.

This program is proposed as a separate major rather than as an emphasis within the Management Major because it includes required courses from all departments in the business school. It is separated from the Business Administration major because its emphasis on small business and business startups is at odds with the Business Administration focus on corporate management.

Purpose of Degree

The purpose of the Major in Entrepreneurship is to equip business students with the skills and experience necessary to provide them with expertise and confidence to discover, evaluate, initiate, and manage entrepreneurial processes, whether in existing organizations or in creating their own firms. Given the current emphasis on technology intensive industry in the state, the program can be focused on new venture

management in technology-oriented industries, but it will also support traditional interest in family-owned or startup businesses in other fields. The major is designed to signal potential employers or investors that the graduates of this program have specific training in areas relevant to building and managing small or startup companies.

Admission Requirements

Acceptance as an Entrepreneurship Major is restricted by student capacity in the David Eccles School of Business and is determined by the Undergraduate Admissions Committee with the support of the UTec Entrepreneurship Program. The requirements for Upper Division status in the School of Business must be met by Entrepreneurship Majors, as is the case for all other business students.

Student Advisement

These students will have access to the undergraduate program advisors in the David Eccles School of Business. In addition, the UTec has been funded and will provide advisement, internships, and support for students in this major.

Justification for Number of Credits

The total credit hours required are the same as those required for other School of Business majors.

External Review and Accreditation

The business undergraduate program is accredited by the AACSB, the national accrediting body for schools of business. This program would be subsumed under that accreditation. The program has been presented to the DESB National Advisory Board and to the National Advisory Council of the UTec program and their suggestions applied. Full-time and adjunct faculty with extensive experience in entrepreneurship and venture capital designed the program.

Projected Enrollment

The students for this program will be drawn from the general population of the business program. It is hoped that this program will appeal to potential business students in Utah and elsewhere, and will assist the DESB in its strategy of improving the quality of the program. From current enrollments in the core classes (which are currently offered), an initial enrollment of 15 -25 students is anticipated, growing to 50 – 80 students over the first five years.

Faculty

Adjunct instructors who are venture capitalists or entrepreneurs from the local community and full-time faculty currently teach the core entrepreneurship classes for the program. It is anticipated that this model will continue with no net increase in faculty for the core unless the program grows much faster than anticipated. The electives are all courses currently offered and do not require any additional faculty to be offered on the current schedule.

Staff

The undergraduate office will not require additional counselors to support this program. The UTec is staffed by a director and one or more assistants funded by grants and donations.

Library

Current library resources in business should be adequate to support the Entrepreneurship Major.

Learning Resources

No new learning resources will be required for the specified use of this program.

SECTION III – NEED

Program Necessity

“Entrepreneurship has become one of the most sought-after areas of study among collegiate business students,” states Michael Camp, Director of Research for the Kauffman Center for Entrepreneurial Leadership. This statement is supported by the proliferation of entrepreneurship education programs throughout colleges and universities around the country. Today, there are more than 1,500 colleges and universities offering some form of entrepreneurship training, there are over 100 active university-based entrepreneurship centers in the U.S. with over 270 endowed positions in entrepreneurship.

The value of an entrepreneurial program is well demonstrated by a study conducted in 1999 by Alberta Charney and Gary Libecap. They researched the resultant productivity of graduates from the Berger Entrepreneurship Program at the University of Arizona. The results of their study are telling:

- The program brought in 34% more outside funding – nearly \$12 million
- The graduates were three times more likely to be involved in the creation of a new business.
- Companies that were owned by or employed entrepreneurship graduates had greater than five times the sales and employment growth.
- In large firms, entrepreneurship graduates earned approximately \$23,500 more per year.
- Entrepreneurship graduates accumulated 62% more in personal assets

- Entrepreneurship graduates developed more new products and were more focused in R&D or working in high-tech industries

In his book *America's Entrepreneurial Revolution: The Demise of Brontosaurus Capitalism*, Jeffrey A. Timmons states, "During the last 30 years, America has unleashed the most revolutionary generation the nation has experienced since its founding in 1776. This new generation of entrepreneurs has altered permanently the economic and social structure of this nation – and the work – and has set the 'entrepreneurial genetic code' for future generations. It will determine more than any other single impetus how the nation and the world will live, work, learn and lead . . ."

The Wasatch Front has recently been rated as one of the top locations for new business formation, as a top location for high technology industry, and as one of the most business-friendly locations in the country, as well as having one the best qualities of life in the U.S. Recent initiatives by the university, the local business community, and the state government all indicate that Utah has a large store of emerging technology, has a rapidly building supply of capital, but has a significant shortage of trained and experienced managers for high growth, technology intensive firms. Utah has long been recognized for its high rate of new business startup in non-technology fields and has a very large population of family-owned businesses. This program is intended to address specifically the need in the local business community for managers educated in the special demands of the small or emerging business.

The growing number of students shunning traditional employment opportunities to become entrepreneurs has caught some business school faculty and administrators off guard. The David Eccles School of Business needs to insure moving rapidly move to the forefront of this educational paradigm. In addition, this program will further the mission of the David Eccles School of Business, to be the leader in management education in the Intermountain Region and among the most respected schools of business in the country. Recognition for business schools from states such as Utah is best gained through excellence in defined areas of study. Given the strengths of the local business community and the university and the high level of interest in entrepreneurial activities in the local community, entrepreneurship is a logical arena for such focus. This program should attract highly able local residents who would otherwise leave the area for a management education, attend local non-accredited institutions, or simply avoid higher education. It should also attract non-residents who have become aware of the potential of the Salt Lake City economy through the trade press and can now study and work in this favorable environment.

Labor Market Demand

Most job growth in the United States over the last several decades has been in startups or rapidly growing firms, much in companies entering information age businesses. This is even truer in Utah, where employment in old-technology, established firms has decreased at the same time that the state has consistently run a below-national-average level of unemployment despite a high rate of growth and immigration. New, high-growth companies are the lifeblood of the local economy, and high technology industry is providing the engine for local growth. This program is intended to place its graduates with such companies. It will also be highly appropriate for students contemplating starting or joining new companies in the burgeoning service sector of Utah.

Student Demand

Discussion of this program with current students has engendered very positive comments and considerable enthusiasm. The success of the Utah Entrepreneur Challenge business plan contest shows how popular startup ideas are among students, while the affiliation of the UTec program with the Technology to Market (T2M) group in Salt Lake City suggests that there will be high demand in the business community for its students. Brigham Young University has been able to build its Entrepreneurship Program very quickly. Salt Lake Community College has had great success growing its associate's degree program; expansion of the business programs at Westminster and University of Phoenix support the idea that demand for business programs, and business startup in particular, is growing. Throughout the region, such programs have had no difficulty attracting students.

Similar Programs

Similar programs do exist at other in-state institutions. Specifically, Utah State University, Weber State University, Utah Valley State College, Brigham Young University, and Salt Lake Community College offer entrepreneurship programs. However, the David Eccles School of Business at the University of Utah fills a distinct niche. A program here will serve the local business community more than the program at BYU that has become more national or international in focus. This program will also address a different market niche than the associates' degree offered by SLCC. The University of Utah also has a mission focused on technology and research and is located closer to the high technology center of the state than the programs at Utah State University, Utah Valley State College, and Weber State University. WSU and UVSC are both closely tied to their local business communities in the Northern and Southern sections of the Wasatch front, and have little to offer the Salt Lake City business community. Utah State is likewise isolated from the major population center and major center for technology development in Salt Lake City. Thus, a program aimed at providing innovative, entrepreneurial managers for startup and growth companies in cutting edge technology fields in the Salt Lake City and Salt Lake Valley communities fills a niche left open by current programs.

Similar programs in entrepreneurial studies exist in major university business schools nationwide. A recent listing of the top 25 entrepreneurship programs included the business schools at USC, UCLA, Pennsylvania, Harvard, Arizona, Texas at Austin, Washington, Stanford, Northwestern, Berkeley, MIT, and Colorado at Boulder. These include both our peer schools and the finest business schools in the country. Our proposed course of study is similar to others, with experienced entrepreneurs as instructors, a hands-on component, and five cross-departmental required courses.

Collaboration with and Impact on other USHE Institutions

No direct collaboration is planned as yet, although this program will support the Utah Entrepreneur Challenge mentioned above, which is open to colleges across the state. Once established, the program is expected to work in conjunction with programs at SLCC and Utah State in addressing local business interest. The program is also expected to provide a new and appropriate program for current students and to attract new students who would otherwise be most likely to leave the state. This program will not compete directly with SLCC, and competes only marginally with BYU, as they attract more out of state students and most potential local entrants prefer one school or the other. Geographic separation and the

location in the commercial center of the state suggest minimal competition with USU. It is expected the position of this program in the University of Utah will appeal to students who are not otherwise likely to attend other Utah schools or who would leave the state. Therefore, we expect relatively little impact on other state institutions of higher education.

Benefits

As stated above, this program is expected to attract high quality students with specific interests in entrepreneurship or startup companies, who would seek a recognizable and accredited in-state program in this field. These students will further the DESB mission of leadership in the region. In addition, by developing relationships with the Office of Technology Transfer and the various Engineering departments through UTec, this program should assist the University of Utah in its efforts to commercialize technology developed in the university but requiring high quality business management to become marketable and profitable. This program should support the state government's drive to further technology-driven industry in the state by providing potential managers to high-growth companies.

Consistency with Institutional Mission

As stated above, this program is directly supportive of the mission of the David Eccles School of Business to be the premier business school in the intermountain region and to be recognized as one of the top programs in the country. It will assist DESB in retaining its *U.S. News and World Report* top-50 undergraduate program status.

SECTION IV: PROGRAM AND STUDENT ASSESSMENT

Program Assessment

This program is expected to grow to 50-80 students within five years. It is intended that this undergraduate entrepreneurship program, combined with programs at the MBA level, will be recognized by SUCCESS magazine as one of the 25 best programs in the country within five years. Course evaluations from students and faculty, particularly adjunct faculty who are entrepreneurs or venture capitalists, will be used to assess the relevance and value-added of each of the classes. The UTec will monitor placements and business start ups by our students and will seek feedback on the program and individual classes. *The program and its constituent classes will be submitted to external review by the board of the UTec and by other external stakeholders such as Technology to Market (T2M), a private local business accelerator which is closely involved with UTec and the major.* Feedback will also be solicited from organizations that provide internships or that are involved with one of the experiential classes about our courses and the level of preparation of our students.

Expected Standards of Performance

The student will have met the published requirements for the B.S. degree for all business majors while taking the courses specified for the Entrepreneurship Major. Of particular relevance are requirements for 122 total semester hours, 40 hours of Upper Division credit, a 2.0 cumulative GPA, and a minimum of C- in all business courses. Students will be expected to have successfully completed one or more experiential activities while in the program. These standards will provide evidence that the student is prepared to actively pursue entrepreneurial or other business activities after graduation.

Student Assessment

Each course will have different student assessments. These will include tests, quizzes, research papers, at least one market plan/industry assessment, at least one complete business plan, possibly a start-up and implementation plan, various hands-on projects and reports, and a client assessment from at least one internship or other experiential program. Students using the Utah Entrepreneur Challenge as their experience will be required to advance to the second round of assessment (submission of the complete plan). Students will have made numerous formal and informal presentations.

Continued Quality Improvement

The UTec office will collect student, client, and employer feedback to refine course offerings, develop new classes if demand is identified, and increase the number and improve the quality of practical experiences available. Feedback from the UTec board of assessments will be used to modify and develop the program. As student numbers reach expected levels, regular faculty will be permitted to teach in the program and encouraged to develop research efforts to support the coursework.

SECTION V: FINANCE

Budget

The program is not expected to add to the state funded costs of the DESB. UTec, which will provide administrative support, is privately funded by gifts and endowments. All classes are already taught, so teaching expenses will not increase. Additional sections will be taught only if demand is overwhelming, in which case enrollment will fund additional direct costs. No new state funding should be required.

Categories	Administrative (UTec)	Teaching
Salaries & Wages	\$20,000	\$20,000*
Benefits	5,000	---
Current Expense	2,000	---
Library	---	---
Equipment	---	---
Travel	2,000	---
TOTAL	\$29,000	\$20,000

* Assumes that all required classes will be taught by current regular and adjunct faculty and that elective classes are already offered. Additional regular faculty will be added only as the program exceeds our expectations. *Funding Sources*

Administrative costs are estimated as an appropriate share of the costs of managing UTec. These funds will be provided entirely by donations, endowments, and grants. The classes are estimated at the typical salary levels for adjunct lecturers in the Management Department. At this time, full-time faculty within their teaching load or adjunct faculty from the local entrepreneurial and venture capital communities teach most core courses. However, these currently offered core courses, as well as the various electives, are not compiled under a formal program. The net effect on state funds is neutral.

Reallocation

None is expected. The UTec program funding is all new endowment funding.

Impact on Existing Budgets

No negative impact is expected. As the various electives listed in Appendix A are offered in conjunction with other programs, SCH should increase. If the program is successful in attracting new and better students, the budgetary impact on DESB should be positive.

APPENDIX A: PROGRAM CURRICULUM

The following is an outline of the courses that are required for the Entrepreneurship Major. They include the standard business core, which is also shown. Note that at least one of the upper division core international electives must be taken in the business school at the 4000 level or higher.

The "Business Core"
First Year
Philosophy Psychology, Sociology, or Anthropology (2 of 3) Math 1090 – College algebra Math 1100 – Quantitative Analysis Business 1010 – Foundations of Business Thought Writing 2010 – Intermediate Writing (B or better) Accounting 1420 – Computer Essentials (B or better)
Second Year
Accounting 2610- Survey of Accounting I Accounting 2620 – Survey of Accounting II Management 2390 – Statistics I Management 2490 – Statistics II Economics 2010 – Microeconomics Economics 2020 – Macroeconomics Communication 1010 or 1200- elements of Speech Comm or Public Speaking (B- or better) Writing 3400 – Professional Writing
Upper Division
Accounting 4410 – Information Systems Finance 3040 – Financial Management Finance 3050 – Introduction to Investments Management 3660 – Production/Operations Management Management 3680 – Human Behavior in Organizations Management 5700 – Advanced Management Marketing 3010 – Principles of Marketing International Elective I International Elective II (One of these must be in the Business School)

In addition, the entrepreneurship major will require five core courses, each of which is described in detail in Appendix B. This curriculum design proposes that the curriculum content and objectives, as well as the weekly teaching schedules and major assignment formats, for each course be followed by the instructors. The five required courses should be taken in sequential order. MGT 3700, MKT 4700, and ACCT 4110 would be taken Fall/Spring semesters of the students' junior year. MGT 5770 and FIN 5300 would be taken Fall/Spring semesters of the students' senior year. These courses were developed jointly with the Management Department and the entrepreneurs and financiers who have taught these and similar courses over the years. They are based on consideration of a number of programs at other schools and with assistance from Dennis Nock, founder of the well-regarded program at the University of Colorado in Boulder. They are intended to provide a more considered and hands-on program than are other with fewer classes focused on simply writing a business plan.

ENTREPRENEURIAL COURSES (Undergraduate)	
Major Course Requirements	
Course Number	Course Title
MGT 3700	Fundamentals of Entrepreneurship
MKTG 4700	Analysis of Emerging Markets
ACCTG 4110	Accounting for Emerging Business
MGT 5770	Business Plan Development
FIN 5300	New Venture Finance

Details on the core courses are attached as Appendix B.

While additional courses are not required for the satisfaction of the major requirements, there are many courses in the business school which could be taken to satisfy overall elective hour requirements. The following selected list of course offerings includes those currently offered by DESB that have particular relevance to the Entrepreneurship Major Program. All of these classes would also be open to undergraduate students outside of the Business School who fulfill the prerequisites or seek permission of the instructors. Management 5780 is not required for the major, but if taken can substitute for Management 5700, Advanced Management, in the business core.

ENTREPRENEURIAL COURSES (Undergraduate)	
Electives	
Course Number	Course Title
MGT 4560	Small Business Management
MGT 5840/FIN 5881	Managing the Venture Process
MGT 5750	Innovation and Technological Design (MOT)
MGT 5780	New Venture Implementation ¹
FIN 4330	Credit Institutions
FIN 4220	Valuation (Pre-requisite for Student Venture Fund)
ACCTG 4420	Database Fundamentals
ACCTG 4450	Telecommunications/Networking
MKTG 4720	Marketing Communications
MKTG 4800	Product Policies
MKTG 4770	Consumer Behavior
MKTG 4300	Internet Marketing

The program will be closely affiliated with UTec through the Utah Entrepreneurial Challenge. All majors will be required to undertake at least one practical hands-on experience, and will be encouraged to participate in the Challenge as such an experience. The UTec office will develop internships, consulting projects, and other opportunities to work with local entrepreneurs. In addition, UTec is currently funding a Student New Venture Fund. This will be a venture capital fund to be managed by students (with professional assistance). Participation in this activity will also qualify as a practical experience.

Participation in the Lassonde New Venture Development Center program also fulfills the practical experience requirement.

¹ Replaces MGT 5700 as the required class for all other business students

APPENDIX B: ENTREPRENEURSHIP CORE CURRICULUM

CURRICULUM DESIGN – FIRST YEAR

MGT 3700 – Fundamentals of Entrepreneurship

Goal

This course is designed to introduce entrepreneurship and the processes of new ventures. This course may be taken as an elective or as the first in the core series for Entrepreneurship or Small Business Management. The objective is to help the student become familiar with entrepreneurship and to ascertain the degree to which entrepreneurship represents a relevant personal career path. The course will expose the student to a wide range of entrepreneurial ventures and provide the opportunity to work in a team to develop a Business Conceptualization—the first step in the entrepreneurial process.

Topics

- Who is an entrepreneur? Psychological traits
- Becoming an entrepreneur
 - Personal fit; The ENT Career (Dyer, stages); Effort requirements
- Entrepreneurial behaviors/activities
 - Opportunity recognition & evaluation, vision development & planning; commitment development; resource acquisition, new market development, startup, assessment of strategic feedback
- Breadth of Management Functions
 - On being a generalist & wearing multiple hats;
 - Review of required mgmt functions
- Team Management
 - Who else do you need? Team development processes
 - External team: Networking, professionals, subcontracting
- The Faces of Entrepreneurship (types)
 - Startups, Retail, Manufacturing, Services
 - Small Business: Buying a business, Franchising
 - Family businesses, Home-based businesses
 - Women & minority –owned businesses
 - International, E-commerce & web-based businesses
 - High Tech (engineering/medical/computer)
- Innovation Theory & Concepts
 - Idea/Concept development, Innovation theory & management
 - Opportunity recognition & evaluation
- Building in Values
 - Ethical Entrepreneurship
 - Social Responsibility
 - Investor relations and transparency
- Business Conceptualization: Vision development & planning
- The Process: Role of the conceptualization, a feasibility study and a business plan
- Legal & non-disclosure issues
- Introductions to conceptualization, feasibility study, and business plan writing

Possible Learning Experiences

- Self-assessment & Reflective essay (traits, interests, and mgmt functions: Myself as an Entrepreneur)
- Article Summaries (describing/evaluating different types of ENT businesses)
- Guest speakers: motivational, illustrating different types of ENT businesses
- Interviews of Entrepreneurs, how they got their ideas & started their business
- Team Development for business conceptualization
- Business Conceptualization & Presentation

Deliverables

- Business Conceptualization & Professional Presentation

Semesters Offered

- Fall/Spring

MKTG 4700 – Analysis of Emerging Markets

Goals

In this course, student teams develop a Feasibility Study for a Business Conceptualization. Students will become familiar with issues, functional requirements, and analysis that need to be made in creating a New Venture. This course also provides foundational knowledge and skills necessary to develop a business plan.

Topics

- Feasibility Study
 - Description, definition, process, scope,
 - Purpose: Identification of target market & assessment of market demand
- External resources
 - Local/National resources for New Ventures
 - (E.g. SBA, SBDC, BIC, Library research tools, etc.)
- Business Analysis
 - Mission / vision development
 - Goals: growth, innovation, control
 - Review of conceptualization
- Strategic Industry Analysis
 - External industry analysis
 - Internal competency analysis
 - Scope (local, regional, national, and int'l)
- Market Analysis
 - How to do market research (including surveys, focus groups, interviews)
 - New market development
 - Identification & analysis of target market(s);
 - Determination of market demand, testing the idea
 - Product, price, place, promotion
- Commitment Development
 - Management Team development: building the internal team;

- Networking: the external team
- Board of directors: role & development;
- Communication & decision making
- Product/Service Analysis
 - Analysis of manufacturing, production, development processes
 - New product development,
 - Plant & equipment
 - Technology issues
 - Proprietary issues: Patents, trademarks, copyrights...
 - Suppliers, sales & distribution
- Growth Analysis
 - Planning for growth
 - Continuing innovation & strategic change / adaptation
 - Harvesting the business in the future

Possible Learning Experiences

- Examination
- Case studies
- Report back on experience with ENT resources (visit SBA, library on-line, etc)
- Drafts & instructor feedback on preparatory steps for feasibility study (i.e. strategic analysis, etc.)
- Interview funding source: VC, bank
- Guest lecturers: SBA, venture capitalist
- Interview entrepreneur regarding org structure, product/service or mapping network
- Market research
- Test idea using multiple research sources: Surveys, focus groups, interviews
- Feasibility Study & Presentation

Deliverables

Feasibility Study, New Venture Analyses & Professional Presentation

Prerequisites

- MGT 3700
- MKTG 3010
- Or permission of instructor

Semesters Offered

- Spring

ACCT 4110 – Accounting for the Emerging Businesses

Short Description

This course is designed to be an in-depth focus on selected topics from previous accounting courses relevant to the management of new and emerging businesses. Topics include cash flow analysis, pro-forma balance sheets, income statements (particular to attracting venture capital), product costing, budgeting and forecasting, tax-related issues, ratio analysis, and stock compensation.

Goals

The goal of Accounting for Emerging Businesses is to introduce students to the role of accounting in today's world. Day-to-day bookkeeping tasks can often be relegated to properly trained personnel, however understanding how to interpret information derived from the accounting system is crucial to the managers, owners, and investors of any business. The topics we discuss in this class will highlight issues that are particular obstacles to the continuation of businesses that are new or growing very quickly. Students should have an understanding of the roles accountants play in business—chief financial officers; controllers; tax advisors. Students should also have an understanding of how to use accounting information in its many forms to present their business plan to venture capitalists, bankers, and other interested parties. They should also be able to use information generated from the accounting system to budget, forecast, and manage the production of goods.

Possible Topics

- Role of accountants
 - What is a controller or a chief financial officer
 - Why do you need a tax advisor
 - Audits of financial statements
 - How to pick the right system for your business
- Cash flow analysis
 - What is cash flow?
 - Forecasting future cash flows
 - Understanding cash flow vs. net income
- Product costing
 - Efficient use of capacity
 - How to price the product
- Budgeting and forecasting
 - Where should the money go?
 - Where did the money go?
 - Estimating growth in costs and revenues
- Financial statements
 - Understanding the role of financial statements
 - Understanding the numbers on financial statements
 - Helping investors and other interested parties understand the numbers
- Ratio analysis
 - How ratios are useful in making decisions
 - Which ratios are right for your business

Possible Learning Experiences

- Guest speakers
- Examinations
- Preparing statements, budgets, forecasting
- Case studies
- Group projects

Deliverables

- Preparation of Statements, Budgets, and Forecasting Reports

Prerequisites

- ACCTG 2610
- ACCTG 2620

Semesters Offered

- Fall/Spring

**ENTREPRENEURSHIP CORE CURRICULUM
CURRICULUM DESIGN – SECOND YEAR
MGT 5770 – Business Plan Development**

Goals

This course works from feasibility to a fully developed plan. Building on the analyses, theoretical foundations and skills of New Venture Creation, student teams will develop business plans based upon a previously developed feasibility study. This course is designed to be very hands-on and experientially based. The majority of the course is geared to the research and development of the many facets of the business plan. This course is offered the semester BEFORE the Utah Entrepreneurial Challenge so students have time to fully develop and fine-tune their plans to compete effectively.

Topics

- The Business Plan
 - Scope & process
 - Purposes:
 - funding (external use)
 - planning the business (internal use)
 - Sample business plans
 - Business plan software & aides
- Human Resources Plan
 - Management Team
 - Ownership issues
 - Experience, skills & role
 - Team development (again)
 - Staffing sequence
- Writing the Plan
 - Organization & Format
 - Charts & graphics
 - Advisors (mentors, SBA, SBDC, etc.)
- Sections of the Business Plan
 - Executive Summary
 - Management Team
 - Strategic Industry & Market Analysis
 - Product, Process & Operational Plan

- Financial Plan
- Marketing Plan
- Organizational Plan
- Growth Plan
- Planning your Investor Strategy
 - How to seek funding
 - Negotiation & Deal structure
 - Role of equity
- Presenting a business plan

Possible Learning Experiences

- Team Development
- Case studies
- Evaluation of pre-existing business plans
- Market Research
- Guest lecturers re: SBA, successful new ventures, business plans, investors, process, etc.
- Preparation of Business Plan
- Professional Presentation

Deliverables

Business Plan & Professional Presentation

Prerequisites

- MGT 3700
- Or permission of the instructor

Semesters Offered

- Summer/Fall

MGT 5780 – New Venture Implementation²

Goals

This course works from plan to successful new venture. Student teams will understand how to facilitate the successful emergence of a new venture. Students are required to have already prepared a business plan. This class is intended specifically to support the Utah Entrepreneurial Challenge. After refining their business plans, team members must submit their plans to the Challenge.

Topics

- Got a Plan?...
- Legal requirements & licensing
- Identity, Credibility & reputation – “acting as if”
- Management team & Board of Directors
 - Equity, roles

² MGT 5780 is an elective, but as a replacement for MGT 5700, it can act as the capstone of the Entrepreneurial experience.

- Board function & development
- Strategic Management
 - Basis for competition (cost leadership vs. differentiation)
 - Basis for value creation (quality, innovation, customer responsiveness)
- Creating a New Culture
 - Founder's imprinting
 - Norms, symbols & myths
 - Strategic culture management
 - The ethical culture
 - The role of diversity in the new firm
- Setting up the Office/Location/Plant
 - Leasing/Renting space
 - Furniture, equipment & utilities
 - Transportation & communication
 - Information management
- Labor management
 - Management style (delegation, collaboration & consensus building)
 - Locating, Hiring & training employees
 - Outsourcing, contracting
 - Designing strategic control systems (salary/wages, benefits, incentives, motivation)
 - Making sacrifices (of time, salary, compensation, etc.)
- Resource acquisition
 - Resource analysis (what do you need?)
 - The role of equity in resource acquisition
 - Resource-poor Strategies
- Building the Firm's External Network
 - Vendors, suppliers, Sales & Distribution
 - Mentors, professionals
 - Joint venture, alliance and cooperative relationships
- Promotion
 - Marketing new product(s)
 - Community/Market PR
 - Trade shows & associations
- Sales & Distribution
 - Record keeping, available software
 - Tracking customers, orders, accounts receivable, collections
 - Managing new sales force
 - Financial management
 - Funding: planning & acquisition
 - Financial records & Information management
 - Measures of performance (e.g. profitability vs. sales growth, market share)
 - Reinvestment vs. taking the draw
 - Financial software for planning, budgeting, record keeping
- Product Development & Production
 - Technology management
 - New product development & management
 - Operations, design & manufacturing

- Quality control (entrepreneurial challenge of “letting go”)
- Inventory management
- New opportunity recognition
 - Knowing your competencies & limits
 - Pacing & leveraging new growth
- Legal Management
 - Taxation & reporting requirements
- Decision Making
 - Dealing with ambiguity & uncertainty
 - Negotiation & deal making
- Assessing Strategic Feedback
 - Designing feedback
 - Responding to feedback
 - Continuous change & adaptation
- Growth Management
 - Maintaining capacity
 - Maintaining focus
 - Measuring & forecasting growth
 - The choice of IPO and/or selling the Business

Possible Learning Experiences

- Observation & interviews in new ventures
- Team development for group projects
- Service learning in new venture firms
- Design of organizational facilities and value chain activities
- Creation of financial data for the 1st year
- Interview entrepreneur re: challenges of delegation, quality control, expectations, & motivation of others in the firm
- Case studies
- Financial case studies & statement creation

Deliverables

- Organizational Strategy, Structure, & Implementation Plan
- C & I Analysis in Emerging Industry

Semesters Offered

- Spring

FIN 5300 – New Venture Finance

Short Description:

This course will cover topics involved with raising capital for new and growing businesses. Topics include venture capital, private placements, initial public offerings (IPO), mezzanine debt, preferred stock, warrants, and other forms of new venture financing.

Goals

The goal of New Venture Finance is to introduce students to the array of financial securities available to a start-up firm. Raising capital for a new business may come from debt, equity, or hybrid (combination) securities. The stages of new venture financing will be explored from seed-money stage through first- to fourth-round financing stages. Students should understand how venture capital firms design successful deals. They should understand how firms make initial public offerings and other financing arrangements, the costs of such offerings, and the role of the underwriter in the issuance of securities.

Possible Topics

- The Financing Life Cycle (Stages) of a Firm
 - Seed Money
 - Start-Up
 - First-round financing through Fourth-round financing
- Mezzanine Financing
 - Convertible Debt
 - Debt with Warrants
 - Preferred Stock
- Private Placements of Securities
 - Sources
 - Debt
 - Equity
- Public Placements of Securities
 - Pros and Cons of Being Public
 - Steps of Public Offering
- Initial Public Offerings
 - Role of the underwriter
 - Underpricing
 - Valuation
- Other Types of Venture Capital
 - Venture Lease Financing
 - Project Finance
 - Joint Ventures

Possible Learning Experiences

- Examination
- Case studies
- Group work
- Class presentations
- Guest lecturers

Prerequisites

- FIN 3050

Semesters Offered

- Fall/Spring

December 1, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Recommendation of Name Change for Academic, Career and Technical Education, and Student Success Committee

Background and Recommendation

At the October 12, 2004 Board of Regents meeting, I made a recommendation to change the name of the Academic, Career and Technical Education, and Student Success Committee to one that was more succinct. My commentary was a bit "tongue in cheek;" nevertheless, there was general agreement that the existing title is difficult to remember, awkward to use, and referred to incorrectly more often than not. After a few consultations it has become clear that each word in the current title has advocates. No new title will be universally embraced. However, the title I am recommending may meet the criteria of succinctness and ease of use.

I am recommending that the Committee be identified simply as the Programs Committee.

Let me add that in the big picture of issues facing the Board of Regents, this name change is indeed a small item, and the law of diminishing returns becomes apparent rather quickly. The existing title can certainly persist if there is not general agreement for an alternate.

Richard E. Kendell, Commissioner

December 1, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Consent Calendar: Academic, Career and Technical Education, and Student Success Committee

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Academic, Career and Technical Education, and Student Success Committee:

A. **University of Utah**

1. **Utah Center for Advanced Imaging Research**

Request. The University of Utah seeks formal authorization to establish the Utah Center for Advanced Imaging Research (UCAIR) within the Department of Radiology. Composed of faculty from Radiology and other participating departments, UCAIR will focus on research in advanced medical and biological imaging technology, techniques, and applications. Its mission will be to foster medical imaging research in radiology, university-wide life science imaging support, the development of new electronic education techniques and technologies applied to imaging, and directed research and education for post-docs, graduate students, fellows, residents, medical students, and undergraduate students from interested academic departments.

Need. As the Huntsman Cancer Institute, the Neuroscience Institute, and other entities at the UofU continue to grow and require the services of high end life science imaging technology, it is imperative that the Radiology Department provide leadership. UCAIR is designed to provide high end imaging capabilities and expertise to oversee the novel use and development of new imaging technologies at the UofU. Development of the center will generate funding to retain and recruit world-class imaging experts (physicists, mathematicians, and engineers) and establish positions in new areas of imaging research.

Institutional Impact. UCAIR faculty will be involved in teaching basic courses in medical imaging technology. Four graduate level courses are currently being taught. With University support, UCAIR will add other basic science courses of use to faculty and students in collaborating programs. UCAIR will have direct supervision by the Chair of the Radiology Department. Office space is currently adequate and no specific new equipment is requested with this proposal.

Finances. It is anticipated that UCAIR will be a self-sufficient enterprise. Funding will come from

several sources and will include \$300,000 annually for the first three years from the Vice President of Health Sciences. Funding sources will include grants, royalties, the radiology research endowment fund, cost centers formed to handle each modality, endowed chairs, departmental support, and fees assessed for pharmaceutical studies. It is expected that UCAIR will not negatively impact the University's budget. The goal is to create an environment that fosters collaborative research, which in turn will create new peer reviewed funding.

2. Osher Institute for Lifelong Learning

Request. The University of Utah proposes to establish the Osher Lifelong Learning Institute, a membership program of non-credit personal enrichment courses for Utahns over the age of 50. The University anticipates qualifying for a \$1 million endowment from the Bernard Osher Foundation in 2008 after successfully administering this non-credit college program for senior citizens. The mission of the Institute will be "...to establish or maintain intellectual connections with adult learners who seek enriching education for their health and the joy of continuous learning, as a means of civic involvement, and to deepen their sense of purpose and well-being." Curriculum for the Institute will concentrate in five major categories, including: Health and Well Being, Effective Asset Management for Mature Citizens, Social Interaction and Community and Civic Engagement, Intellectual Explorations, and The Tools of Technology.

Need. Between spring 2001 and spring 2004, UofU Continuing Education enrolled 8,562 persons age 50 and older. Yet, other than the week-long Elderhostel program at UVSC and summer citizens program at USU, there is no "learning in retirement" institute providing university level learning opportunities for the Wasatch Front's 50-and-older population. David Turner, program manager for the Salt Lake County Aging Services, has "long felt the need for a University-based program that would provide education for the 97,293 residents of Salt Lake County who are age 60 and over." A \$100,000 grant from the Bernard Osher Foundation has been received at the UofU to initiate this program.

Institutional Impact. The proposed OLLI will complement other lifelong learning courses at the UofU. More than 26,500 UofU alumni who graduated between 1930 and 1979 live within an hour's drive from campus. About 350 senior citizens take classes each year under the provisions of H.B. 60, whereby Utah residents 62 or older may audit University classes for \$25 per semester on a space-available basis with permission of the professor. It is estimated that 10% of these students will join OLLI instead. The Institute will be a new unit within Continuing Education, collaborating with academic departments. Both retired faculty and current faculty on overload will tailor short courses to suit their academic passions and the community's needs.

Finances. The first-year budget anticipates income of \$129,250 (including the \$100,000 Osher grant and \$29,250 from tuition and membership fees), with expenses of \$129,250 for faculty, staff, materials, and space. Faculty are expected to earn \$60 per teaching hour, with salary and benefits for both faculty and staff totaling \$79,300. It is anticipated that OLLI will be a self-supporting, not-for-profit organization operating within the University. Grants and development funds will subsidize operations until the program is fully self-funded.

B. Weber State University**1. Paramedic Program Offered to Off-campus, Underserved Populations**

Request. Weber State University seeks to offer their current Paramedic Program to off-campus and underserved locations in Utah (Roosevelt, Blanding, Logan), Wyoming (Rock Springs, Sheridan, Cody), and Washington (Walla Walla), beginning January 2005. Having received a Federal Health Resources and Service Administration (HRSA) grant in 2003, the didactic portion of the WSU Paramedic program was adapted from a face-to-face delivery method to an interactive video streaming format. A combined delivery system can now be delivered effectively and efficiently to off-campus locations in great need of trained Paramedics.

The WSU Paramedic Program, nationally accredited for over 20 years by the Committee on Accreditation of Educational Programs in the EMS Professions (CoAEMSP), prepares graduates qualified to sit for the National Registry of EMT's Paramedic Certification examination. Building upon EMT certification, one year of EMS work experience, and a minimum of 12 pre-requisite credits in medical terminology, anatomy, and physiology, the Paramedic Program includes 40 credits and a one-week lab experience on the WSU campus and on-site clinical experiences in local communities.

Need. Within the last six months, WSU Paramedic faculty have been contacted by individuals in the named locations to deliver the WSU program using interactive video streaming technology for didactic courses and face-to-face lab and clinical courses taught at the WSU campus and in local community agencies. Utah has four paramedic programs (WSU, UVSC, Dixie, and the Magna Fire Department), none of which adequately serves the areas identified. Thus, there are few or no paramedics providing emergency medical services in those communities. Wyoming has no paramedic programs, and over 43 percent of ambulance services are staffed exclusively by volunteers. Remote areas of Washington State also have a critical need for paramedics. The Walla Walla Fire Department currently has nine employees ready to enroll in the WSU Paramedic Program.

Institutional Impact. Increasing enrollment by 24 off-campus Paramedic students will require WSC to hire one additional lead instructor and nine adjunct faculty to teach the skill lab courses. Using interactive video streaming, no additional staff or facilities will be required at WSC for the proposed program expansion. Equipment from the 2003 HRSA grant is sufficient for the increased enrollment. Program oversight will be provided by the existing department chair, and the current clinical coordinator will supervise all clinical and field internships for both on- and off-campus students.

Finances. Distance delivery of the WSU Paramedic Program into rural Utah, Wyoming, and Washington State will be on a self-support basis, with student tuition covering the costs of the program. Each off-campus, self-support student will pay tuition and fees of \$5,637 for the 18-month certificate program, and the total revenue of \$135,288 for 24 off-campus students will be adequate to cover the costs of instruction, faculty, travel, site costs, and equipment.

C. **Southern Utah University**

1. **Discontinuation of Dance Education Minor**

Request. Southern Utah University plans to discontinue offering the Dance Education Minor effective fall semester, 2005.

Need. An advisory statement on undergraduate minors in dance recently published by the National Association of Schools of Dance (NASD) says: *The minor in dance is strongly recommended for individuals preparing to be general elementary school teachers. However, the minor in dance is inappropriate for the preparation of specialist K-12 teachers. To offer such a possibility is inconsistent with NASD standards.*

Since SUU's dance program is in the process of obtaining specialized accreditation through NASD, and because the National Council for Accreditation of Teacher Education (NCATE) recognizes NASD accreditation for dance teacher education, SUU wishes to discontinue their dance minor to be in harmony with NASD standards.

Institutional Impact. Discontinuation of the Dance Education Minor will not impact existing administrative or organizational structures of the institution. There will be no changes in faculty and staff, and the BA and BS in Dance Education will continue to be offered at SUU to meet the enrollment and curricular needs of the institution and its students.

Finances. No financial savings are anticipated from discontinuation of the Dance Education Minor since the baccalaureate degree in Dance Education will continue to require use of the current resources.

D. **Utah Valley State College**

1. **Sheet Metal Apprenticeship Emphasis in AAS Degree**

Request. UVSC requests approval of a Sheet Metal Apprenticeship emphasis to the existing AAS degree for apprentices. The Apprenticeship AAS has been offered at UVSC for several years. This new emphasis was approved by the UVSC Board of Trustees at their October 14, 2004 meeting.

Need. Apprenticeship sheet metal students at UVSC have been taking a repeated class, APPR 150R, for eight semesters over their four years of attending school. Since they are being taught in eight rotating classes which now show as repeat classes, they are not acquiring the credits needed to earn a degree. UVSC seeks to establish this apprenticeship program like many other programs so that transfer students and current UVSC students can obtain proper credit for their classes and earn the AAS degree if they choose. The eight courses will be renamed and numbered to achieve this objective.

Institutional Impact. This proposal will not affect any other department and will not require additional faculty, facilities, or equipment.

Finances. No added costs are anticipated since the new courses will merely replace an existing class currently being taught and repeated.

2. Institute of Emergency Services and Homeland Security

Request. UVSC proposes to create the Institute of Emergency Services and Homeland Security under direction of the School of Technology, Trades, and Industry. Built upon the existing UVSC Fire Science Department role assignment, with collaboration from Criminal Justice/Legal Studies, Environmental Management, and Computer Sciences, the Institute will seek to create, plan, and implement local, regional, and possible national education and training programs to assist those with responsibilities for the prevention of, initial response to, mitigation of, and recovery from local, regional, and/or national security incidents.

Establishment of this Institute would not preclude the development or offering of Homeland Security programs at other institutions; rather, it would coordinate with other higher education institutions, agencies, and private sector interests to assist all target audiences identified by the Utah Department of Emergency Services/Homeland Security, and the National Office of Homeland Security.

Need. US Office of Domestic Preparedness (ODP) publications and grant offerings indicate that higher education institutions provide an effective means for training people in domestic preparedness. With a current role assignment from the Regents for fire service education and training, UVSC seeks to coordinate with other disciplines on campus – i.e., Criminal Justice/Legal Studies, Environmental Technology Management, Compute Science and Engineering Technology, and Technology Management – to deliver instruction and facilitate an understanding of what each discipline can contribute in emergency situations or disasters. The Institute would seek to provide education and training programs in Homeland Security topics taught by people with professional training backgrounds and knowledge rather than by those often given assignments interrupting their normal lives. The Institute would reach beyond agency-specific experience in designing and providing high quality cross-disciplinary training.

Institutional Impact. Little noticeable impact should occur during initial stages of the Institute. Minor reorganization of the Fire Science Department will facilitate implementation. Course offerings will come from existing degree programs at the College. Institute personnel will work with the Department of Homeland Security (state, regional, and federal) and other experts to identify best practices in domestic preparedness and emergency response. Enrollment may increase in some courses, workshops, and seminars offered through the Institute. Dr. Tom Nickels of Utah State University has been consulted regarding possible collaboration and blended training and development.

Finances. Little or no added cost is anticipated to implement the proposed Institute. Existing Fire Science Faculty and Utah Fire and Rescue Academy personnel will provide administrative and

instructional functions. However, it is expected that creation of the Institute will enable UVSC to seek and obtain Homeland Security grants, gifts, endowments and contracts at state, regional, and national levels to provide needed and expanded services. Growth of the Institute's programs and services will be determined to some extent by the success the Institute has in receiving new revenues.

E. **Utah College of Applied Technology/Ogden-Weber ATC**

1. **Fast Track Approval - Restaurant/Hospitality Management**

Request. Consistent with Regent policy R401, UCAT and the Ogden-Weber ATC request fast-track approval for a 600-hour certificate program in Restaurant/Hospitality Management that includes an 80-hour unpaid externship. The program is designed to provide students with the skills and practice necessary for employment as an entry-level manager in a restaurant, fast food, or motel/hotel establishment. This program has been approved by the OWATC Board of Directors and is recommended for approval by UCAT President Greg Fitch.

Need. A survey of local restaurants and fast food establishments conducted during the fall of 2003 indicated the need for this certificate program. The survey reported that local establishments would hire OWATC students and also provide externships for student training. Fifty percent of those surveyed did not have internal training available for their employees, and many expressed an interest in sending their employees for individual courses such as customer service, workplace relations, etc. Starting wages for Restaurant/Hospitality Managers would be \$8-10 per hour, with experienced managers earning between \$10-20 per hour.

Institutional Impact/Finances. It is planned that the OWATC Culinary Arts Program will absorb the Restaurant/ Hospitality Management certificate into their current budget. Current kitchen, classrooms, and equipment are adequate and can be used by both programs. Externship sites will be made available by local employers. No new funds are requested. This short-term training program is consistent with the OWATC mission, and there are no similar programs offered in the region.

2. **Fast Track Approval - Biomedical Equipment Technician**

Request. UCAT and the Ogden-Weber ATC seek fast-track approval for an 880-hour Biomedical Equipment Technician program, including a 120-hour practicum. Biomedical equipment technicians evaluate, inspect, maintain, repair, and install sophisticated equipment and instruments such as heart-lung machines, kidney dialysis machines, infusion pumps, cardiac monitors, electrosurgical units, oscilloscopes, respirators, x-ray equipment, laboratory equipment and other devices used for medical diagnosis, monitoring, and treatment. The OWATC Board of Directors has approved this program; it is also recommended for approval by UCAT President Greg Fitch.

Need. The W.C. Swanson Family Foundation approached OWATC earlier this year about the feasibility of offering biomedical equipment technician training in the region. A subsequent survey of employers in Weber, Davis and Salt Lake Counties indicates there will be openings for 10-15

new biomedical equipment technicians each year, and that no training programs for these technicians are currently offered in Utah. In addition to hospitals, clinics, laboratories, and service companies, biomedical equipment technicians are also employed by the US Army Medical Material Agency (USAMMA) at Hill Air Force Base. A strong emphasis in electronics is required. Entry level wages range from \$25,500 to \$32,500, but after 3-5 years of experience a certified biomedical equipment technician with a degree can earn from \$40,000 to \$50,000.

Institutional Impact/Finances. Core classes in electronics and related health support classes are already developed and offered for biomedical equipment technicians. The FY05 budget has also allocated \$22,000 for a part-time instructor to cover 15 hours of classroom instruction and further curriculum development. An additional \$5,000 has been set aside for current expense items. Donated training equipment will be secured from the Swanson Family Foundation and other healthcare and biomedical service companies. Existing facilities at the Automated Manufacturing Technologies (AMT) training lab, including its electronics lab, are adequate to provide the precision training required.

Development of a biomedical equipment technician program is consistent with the OWATC mission of providing entry-level technical training to meet the needs of area employers. No other programs in Utah provide this type of specialized training. Personnel from the Swanson Family Foundation, GE Healthcare Services, Bio-Med Engineering, Inc., and the US Army Medical Material Agency have expressed willingness to serve on an employer advisory team and to participate in the 120-hour practicum that students will complete in an industry setting.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the institutional requests on the Consent Calendar of the Academic, Career and Technical Education, and Student Success Committee, as described above. The two-year review of programs approved through the Fast Track Procedure applies.

Richard E. Kendell, Commissioner

REK:DAC

December 1, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Information Calendar: Academic, Career and Technical Education, and Student Success Committee

The following requests have been submitted for consideration by the Regents on the Information Calendar of the Academic, Career and Technical Education, and Student Success Committee:

A. University of Utah

1. Name Change: Department of Pharmacy Practice to Department of Pharmacotherapy

This name change more accurately reflects the focus and mission of the department. Faculty research and teaching relate to pharmacotherapy and are no longer limited to pharmacy practice. For example, the department does pharmacoeconomic analysis (economic analyses of pharmacotherapy), and the department includes the Utah Poison Control Center and the UofU Hospital and Clinics Drug Information Center, both of which deal with pharmacotherapy issues that are often not pharmacy practice per se.

This department at the UofU was the first full Department of Pharmacy Practice in the United States in 1977, and the majority of American Colleges of Pharmacy followed this lead because it was the most appropriate name at the time. As the discipline has expanded, many schools are considering making a name change. With a vision toward the future, the department will again blaze a path likely to be followed by others.

Costs for the name change are negligible. It will not change relationships to other units within the University, but it will make the department's mission clearer to other units. The change in name has unanimous support of the core faculty as well as the College of Pharmacy Executive Committee, and it has been approved by the UofU Board of Trustees.

B. Weber State University

1. Name Change: Computer and Design Graphics Technology Program to Design Graphics Engineering Technology Program

Housed in the Department of Manufacturing and Mechanical Engineering Technology, the Computer and Design Graphics Technology program underwent program review in 2003-2004. The review team reported a need for the program to pursue professional accreditation through the Technology Accreditation Commission of the Accreditation Board of Engineering and Technology (TAC of ABET). Changing the name to Design Graphics Engineering Technology would meet a requirement of the ABET Commission to have "engineering technology" appear in the name of ABET-accredited programs. This name change will bring the name of WSU's program into alignment with other similar programs nationally, and it will better reflect the curriculum focus of the WSU program.

The name change will incur no new costs beyond those associated with regular updating of the catalog and other institutional documents.

C. Southern Utah University

1. Name Change: Department of Art to Department of Art and Design

The overall scope of the SUU Art Department has grown in recent years, particularly in the area of graphic design. This name change more accurately describes the curriculum, activities, and plans for the department, and aligns the department with names widely used among art programs accredited through NASAD – the National Association of Schools of Art and Design.

The name change will not impact the administrative structure of the department, and no new facilities or staff will be required. There will be no new costs beyond printed materials or signage.

D. Salt Lake Community College

1. Reorganization of Academic Services

Under the leadership of President Judd Morgan, SLCC has completed the reorganization of Academic Services at the College with the re-establishment of Schools and an administrative structure utilizing Deans of Schools. Two Associate Vice Presidents of Academic Services have also been established – one as Director of General Education, and the other as Director of Career and Technical Education. This reorganization emphasizes SLCC's mission as a comprehensive community college and addresses the perceived creation of "Colleges within the College" that occurred through President Lynn Cundiff's decentralization of the institution. Costs for implementing this new structure have

been absorbed through internal reallocation of College funds, with no new funds requested. This new structure is expected to strengthen academic offerings for students at SLCC, facilitating program integrity throughout the institution regardless of program location.

2. Name Change: Applied Technology Education to Career and Technical Education

Consistent with national trends in nomenclature and an Information item presented to the Regents on August 12, 2004, SLCC wishes to notify the Board that all titles at the College referring to "Applied Technology Education" (ATE) have been changed to "Career and Technical Education" (CTE). The School of Applied Technology will be known as the School of Career and Technical Education, and all ATE programs and titles will be referred to as CTE programs and titles.

Commissioner's Recommendation

It is the Commissioner's recommendation that the Regents review the Information Calendar and raise any issues for clarification. No action is required by the Board.

Richard E. Kendell, Commissioner

REK:DAC

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Authority to Seek Revenue Bond Financing

Background

The Board of Regents approved two revenue bond projects during its October meeting. The Building Board subsequently approved these projects to be forwarded to the Governor and Legislature. Regent staff requires formal authorization from the Board in order to take the two projects to the Legislature.

Issue

The University of Utah received approval to proceed with an expansion of the U of U Hospital and parking structure. The anticipated bond amount totals \$87.5 million and will be retired with hospital revenue.

Weber State University received approval for a \$20 million renovation to the Shepard Union Building. The bond will be financed from the net proceeds of available student fees and with a three-step increase in student fees.

Recommendation

The Commissioner recommends that the Board formalize its earlier action with approval of a motion to seek Legislative Authorization for these two projects.

Richard E. Kendell, Commissioner

RK/MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: ACTION: Proposed Revisions to Regent Policy R512, *Determination of Resident Status*

The Issue

Individuals sometimes move to Utah to obtain full-time permanent employment, become tax-paying Utah residents, and then later find that they can benefit from pursuing further education at a USHE institution. Current policy precludes them from receiving resident status for tuition purposes until they have completed 60 semester hours as a non-resident student, or lived in Utah for two years as a non-student. It is worth noting that under current policy (R512-4.1.3), the person's spouse or dependent child does qualify as a resident for tuition purposes.

After consultation with the Utah Attorney General's Office and USHE residency officers, it has been determined that those who can present clear evidence that their purpose in moving to Utah was to accept full-time permanent employment, and not to enroll in higher education, may rebut the presumption of non-resident status provided in the current policy. To assist residency officers in determining intent and eligibility for residency tuition (see R512-4.1.7), the Attorney General's Office has also prepared an affidavit declaring "true and accurate information" that applicants must sign to rebut the presumption of non-resident status.

The attached policy revision is presented for discussion and action of the Regents.

Commissioner's Recommendation

The Commissioner recommends that the Regents consider, discuss, and adopt the attached revisions to Policy R512, *Determination of Resident Status*.

Richard E. Kendell, Commissioner

REK:DAC
Attachment

R512, Determination of Resident Status

R512-1. Purpose

To define "resident" student for purposes of tuition in the Utah System of Higher Education.

R512-2. References

2.1. Utah Code [§53B-8-102](#) (Definition of Resident Student)

2.2. Policy and Procedure [R510](#), Tuition and Fee Policy

R512-3. Definitions

3.1. Domicile - to be physically present within the state of Utah and concurrently have the intent to establish permanent residence in Utah.

3.2. Resident - as determined by reference to the general law on the subject of domicile, except as otherwise set forth in this policy.

R512-4. Policy

4.1. Utah Residency for Tuition Purposes - In order to qualify for residency status for tuition purposes a person must demonstrate that Utah is the place where the person intends to remain and to which the person expects to return when leaving Utah without intending to establish a new domicile elsewhere.

4.1.1. Presumption of Non-Resident Status - A person who enrolls as a postsecondary student at a Utah institution prior to living in Utah for more than 24 continuous months as a non student is presumed to have moved to Utah for the purpose of attending an institution of higher education and is a non-resident for tuition purposes. It is presumed that a non-resident student continues to reside in Utah primarily for the purpose of pursuing higher education and continues to be a non-resident student so long as he or she is enrolled as a student at a Utah institution of higher education. The burden of rebutting these presumptions by application of one or more of paragraphs 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6 and establishing that he or she is in Utah for other than educational purposes is upon the person.

4.1.2. Possible Rebuttal of Non-Resident Presumption After Presence in Utah While Completing Sixty Semester Credit Hours or Equivalent - A person who has come to Utah and established residence here for the purpose of attending an institution of higher education as a postsecondary student must maintain Utah residency status while completing sixty (60) semester credit hours at a regionally accredited Utah higher education institution or an equivalent number of applicable contact hours at the Utah College of Applied Technology prior to registration as a resident student. Credit hours for matriculated students formally admitted to graduate [level] programs in courses numbered [~~6000~~] 5000 and above shall be

multiplied by 1.5 in calculating the 60 semester credit hours. Credit hours earned while the student has tuition waived or reduced pursuant to 53B-8-101 and 53B-8-104 are included in the 60 semester credit hours. Also, he or she must demonstrate by additional objective evidence (a) the establishment of a Utah domicile, and (b) that he or she has abandoned the previous domicile. Factors considered include:

4.1.2.1. Utah Residency - The student shall be physically present in the Utah while completing the 60 semester credit hours required by 4.1.2.

4.1.2.2. Objective Evidence of Domiciliary Intent -The person shall provide objective evidence of his or her intent to establish a Utah domicile through a preponderance of legal ties to Utah such as: Utah voter registration, Utah drivers license, Utah vehicle registration, employment in Utah, payment of Utah resident income taxes, Utah banking connections, and lease or purchase of Utah living quarters.

4.1.3. Rebuttal of Non-Resident Presumption for Full Time, Permanent Employment in Utah - A person who has established domicile in Utah for full-time permanent employment may rebut the presumption of a non-resident classification as provided in 4.1.1 only by providing substantial credible evidence that the reason for the individual's move to Utah was, in good faith, based on an employer requested transfer to Utah, recruitment by a Utah employer, or a comparable work-related move for full-time permanent employment in Utah. All relevant evidence concerning the motivation for the move should be considered, including, but not limited to, such factors as: (a) the person's employment and educational history; (b) the dates when Utah employment was first considered, offered, and accepted; (c) when the person moved to Utah; (d) the dates when the person applied for admission, was admitted, and was enrolled as a postsecondary student; (e) whether the person applied for admission to a USHE institution sooner than four months from the date of moving to Utah; (f) evidence that the person is an independent person (at least 24 years of age, or not listed as a dependent on someone else's tax forms); and (g) any other factors related to abandonment of a former domicile and establishment of a new domicile in Utah for purposes other than to attend an institution of higher education. As with all such applications, the burden of proof is on the applicant to rebut the presumption of non-resident status. Furthermore, if an applicant applies for admission to a USHE institution prior to the application for employment, prior to the offer of employment, prior to the commencement of employment, or within four months of moving to Utah, absent extraordinary evidence to the contrary, it shall be strongly presumed that the person came to Utah for the purpose of attending an institution of higher education, and shall be subject to the requirements of 4.1.1. and 4.1.2.

4.1.3.1. Rebuttal of Non-Resident Presumption for Spouse's or Parent's Full Time Work - A spouse or dependent child of an individual who establishes his or her domicile in Utah to work on a full-time permanent basis, is immediately eligible to register as a resident student. The spouse or dependent child must

demonstrate objective evidence of domiciliary intent as provided in paragraph 4.1.2.2.

4.1.4. Ties to Utah - A student does not lose Utah resident status solely by absence from the state. (a) A student who was a resident of Utah for tuition purposes may be absent from the state for purposes such as temporary employment, education, or religious, charitable, or military service and continue to be considered a resident for tuition purposes provided he or she has not taken action to establish domicile elsewhere during his or her absence from Utah. (b) A student with long term ties to Utah, who has graduated from a Utah high school, if the absence from the state is for a period of less than 48 months, may be considered a resident for tuition purposes if evidence can be presented showing that the student has reestablished a Utah domicile, and has not taken action to establish domicile elsewhere during his or her absence from the state of Utah for the purpose of attending an education institution as a resident of any other state. (c) An unmarried person 23 years of age or younger who moves to Utah, has a Utah resident parent, and demonstrates objective evidence of domiciliary intent as provided in 4.1.2.2, is immediately eligible to register as a resident student.

4.1.5. Social or Rehabilitation Services Agency Client - A person who has been determined by a Utah governmental social or rehabilitation services agency to be a Utah resident for purposes of receiving state aid to attend a System institution and demonstrates objective evidence of domiciliary intent as provided in 4.1.2.2 is immediately eligible to register as a resident student. Upon the termination of such government agency support, the person is governed by the standards applicable to other persons.

4.1.6. Marriage to a Utah Resident - A person who marries a Utah resident eligible to be a resident student under this policy and establishes his or her domicile in Utah as demonstrated by objective evidence as provided in 4.1.2.2 is immediately eligible to register as a resident student.

4.1.7. Documentation of Status - The institution, through its registrar, or designated person, is authorized to require written documents, affidavits, verifications, or other evidence deemed necessary to determine why a student is in Utah. The burden of establishing that a student is in Utah for other than educational purposes is upon the student. A student may be required to file any or all of the following:

4.1.7.1. A statement from the student describing employment and expected sources of support;

4.1.7.2. A statement from the student's employer;

4.1.7.3. Supporting statements from persons who might be familiar with the family situation;

4.1.7.4. Utah state income tax return.

4.1.8. Penalties for Giving Incorrect or Misleading Information - A student who gives incorrect or misleading information to evade payment of non-resident fees shall be subject to serious disciplinary action and must also pay the applicable non-resident fees for each term previously attended.

4.2. Military Personnel, Spouses & Children - Personnel of the United States Armed Forces assigned to active duty in Utah, and the immediate members of their families residing with them in this state shall be entitled to resident status for tuition purposes. Upon the termination of active duty status, such military personnel and their family members are governed by the standards applicable to non-military persons. The credit hours earned by the student at a Utah institution during the active duty in Utah count towards the 60 hours required for Utah residency for tuition purposes upon termination of active duty status in Utah.

4.2.1. Utah National Guard - A member of the Utah national Guard who performs active duty service shall be considered to maintain continuous Utah residency during such service.

4.3. Olympic Training Athletes - An athlete who is in residence in Utah to participate in a United States Olympic athlete training program, at a facility in Utah, approved by the governing body for the athlete's Olympic sport, shall be entitled to resident status for tuition purposes. Upon the termination of the athlete's participation in such training program, the athlete shall be subject to the same residency standards applicable to other persons under this policy. The credit hours earned by the student at a Utah institution during the Olympic athlete training program in Utah count towards the 60 hours required for Utah residency for tuition purposes upon termination of the athlete's participation in an Olympic athlete training program in Utah.

4.4. Foreign Students

4.4.1. Aliens who are present in the United States on visitor, student, or other visas which authorize only temporary presence in this country, do not have the capacity to intend to reside in Utah for an indefinite period and therefore must be classified as nonresident.

4.4.2. Aliens who have been granted immigrant or permanent resident status in the United States shall be classified for purposes of resident status according to the same criteria applicable to citizens.

4.5. American Indians - An American Indian, not otherwise qualified as a resident, shall be entitled to resident status if:

4.5.1. He/she is enrolled on the tribal rolls of a tribe whose reservation or trust lands lie partly or wholly within Utah or whose border is at any point contiguous with the border of Utah, or,

4.5.2. He/she is a member of a federally recognized or known Utah tribe and has graduated from a high school in Utah.

4.6. General Provisions

4.6.1. Reclassification by the Institution - If a student is classified as a resident, or granted residency by a USHE institution, the USHE institution may initiate a reclassification inquiry and in fact reclassify the student, based on any facts, error, or changes in facts or status which would justify such an inquiry, even if the error was on the part of the USHE institution.

4.6.2. Acceptance of Another Institution's Determination - A determination to grant residency to a student at a Utah System of Higher Education (USHE) institution shall be honored at other USHE institutions, unless the student obtained residency under false pretenses, or the facts existing at the time of the granting of residency have significantly changed.

4.6.3. No Residency Determination for Short Term Non-Credit Training - An institution need not make a residency determination and classification for a student in a short term non-credit training class when the student is not pursuing a certificate or degree program.

R512-5. Procedures for Determining Resident Status

5.1. Initial Classification - Each institution shall classify all applicants as either resident or nonresident. If there is doubt concerning resident status, the applicant shall be classified as a nonresident.

5.2. Application for Reclassification - Every student classified as a nonresident shall retain that status until he/she is officially reclassified to resident status.

5.3. Informal Discussion with Responsible Officer - If a written application for a change from nonresident to resident classification is denied, the applicant shall have the right to meet with the responsible officer for the purpose of submitting additional information and discussing the merits of his/her application.

5.4. Appeals - An applicant for resident status may appeal an adverse ruling in accordance with procedures approved by the institutional Board of Trustees. The appeal tribunal shall make an independent determination of the issues presented upon the basis of such oral and written proofs as may be presented, and shall finally determine the status of the applicant consistent with the law and these policies.

5.5. Due Process - In order to provide due process to students who may want to appeal decisions made concerning nonresident status, each institution shall be responsible for providing a means for appeals to be made. Each institution shall adopt procedures that fit the local campus situation, but the following guidelines shall be followed:

5.5.1. Procedures for appeal shall be set out in writing by the institution, subject to approval by the Office of the Commissioner.

5.5.2. The institution shall provide a hearing officer or hearing committee with appropriate clerical and other services as necessary to the effective function of the hearing process.

5.5.3. The student appealing the decision shall have the responsibility of providing evidence that proves that he/she has met the residency requirements. Students shall be given copies of the Regents' policies pertaining to determination of residency. The student shall also be given an explanation of the rationale of the decision-maker who previously ruled that the student was classified as a nonresident.

5.5.4. Both the student and the administration's representative are entitled to representation by counsel.

5.5.5. Oral and written evidence may be presented. It is not required that a formal, written, verbatim record of the proceedings be kept, but a written summary of the significant assertions and findings of the hearing shall be prepared.

5.5.6. It is not required that formal rules of evidence be followed; administrative hearing rules may be used.

5.5.7. Decisions of the appeals tribunal must be in writing and must give reasons for the decision.

5.6. Refund - A ruling favorable to the applicant shall be retroactive to the beginning of the academic period for which application for resident status was made, and shall require a refund of the nonresident portion of any tuition charges paid for that and subsequent academic periods.

(Adopted July 22, 1975; amended April 11, 1987, April 17, 1992, May 5, 1995, January 12, 2001, October 19, 2001, July 12, 2002, April 16, 2004, and December 9, 2004.)

MEMORANDUM

December 1, 2004

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Authorization for Differential Tuition for Master of Science Degree in Genetic Counseling

Issue

The University of Utah seeks approval to impose a differential tuition on graduate students in the new Genetics Counseling program.

Discussion

The Regents have previously recommended greater flexibility in setting and budgeting tuition at USHE institutions. Regent Policy R510 provides for differential graduate tuition increases based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs. To date, 28 graduate programs at the four USHE universities have differential tuition.

The University of Utah's proposes a differential tuition of \$1,200 per semester for its graduate program in Genetic Counseling. This additional tuition would total \$6,000 per student for a typical (five semester) 21-month program of study. This increase is necessary because the program is based upon intensive clinical training. The proposed increase will make it possible to provide faculty to support six clinical settings. The proposed tuition level is consistent with similar clinical-intensive medical education programs in other universities.

Recommendation

The Commissioner recommends approval of the proposed differential tuition for the Master of Science Degree in Genetic Counseling at the University of Utah.

REK/MHS
Attachment

Richard E. Kendell, Commissioner

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: University of Utah Long Range Development Plan

Background

The University of Utah's 1997 Long Range Development Plan (LRDP) reflects the University's most recent comprehensive facilities master plan. Primarily developed as a land use and transportation plan with a limited horizon, the plan's guidelines enabled the University to realize many ambitious goals.

Issue

In spring 2003 the University administration embarked upon a strategic planning process to guide future development for the growing campus by retaining Hanbury Evans Wright Vlattas & Co. to help update the 1997 LRDP. The 2003 Supplement represents the first phase of inquiry intended to address immediate planning issues and to inform the current Academic Strategic Planning process. In turn, the vision that emerges from the Academic Strategic Plan should guide a more comprehensive physical planning process. The 2003 LRDP Supplement anticipates continued growth, focuses on the importance of interdisciplinary teaching and research, and desires to retain and enhance the quality of the campus environment. .

The 2003 LRDP Supplement received support from campus stakeholders through a working group and steering committee and earned the approval of the President and University Board of Trustees.

Please find attached to this memo a copy of the executive summary for the 2003 LRDP Supplement and a letter from University of Utah Vice President Arnold B. Combe confirming Trustee approval.

Recommendation

The Commissioner recommends approval of the University of Utah's 2003 Long Range Development Plan Supplement.

Richard E. Kendell, Commissioner

RK/MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Bond Authorization for the Moran Eye Center at the University of Utah

Background

Utah Code permits the Board of Regents, on behalf of the University of Utah, to issue up to \$10,000,000 of bonded debt in any fiscal year. The University of Utah requests that the Board issue \$6.5 million this year as part of a \$54 million non-state funded project that will replace the Moran Eye Center on the Health Sciences Campus.

Issue

The Moran Eye Center opened in 1991 as a non-state funded research and clinical component of the University of Utah. The University funds operations from patient services and research grants. The Eye Center quickly developed a reputation as a top facility nationally and now needs additional space to treat clinical patients and to continue its research function. The new facility will provide 200,000 square feet of clinical and research space while freeing up the existing building for the University's Neuroscience Center.

Funding for debt service on the \$6.5 million bond comes from Moran Eye Center revenue. No state tax funds nor student fees are used for this purpose.

The bond resolution draft is included with this memo. University officials and bond counsel will deliver official documents at the December 9 meeting and will be prepared to answer questions from the Board of Regents.

Recommendation

The Commissioner recommends that the Regents review and approve the attached bond authorization.

Richard E. Kendell, Commissioner

RK//MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: SLCC Lease to Museum of Utah Art and History

Background

The Museum of Utah Art and History (MUAH) sits adjacent to the Salt Lake Community College Main Street Center. MUAH needs approximately 20,000 square feet for specialized exhibits, office space and work areas. Salt Lake Community College proposes a lease to MUAH that will provide a partnering opportunity for the College and the Museum.

Issue

SLCC's plan for operating the Main Street Center includes leasing space on the lower two levels of the center to another entity. By leasing to the non-profit Museum of Art and History the College avoids complications with the Unrelated Business Income Tax. MUAH will pay \$8.00/sf in the first year and rates will increase with inflation over the 15-year term of the lease. SLCC and MUAH may jointly extend the lease for four ten-year periods.

Attached to this memo are a copy of the proposed lease and a summary letter from SLCC Vice President for Business Don Porter regarding the proposed transaction. A copy of the business plan for the main street center will be hand-carried to the meeting.

Recommendation

The Commissioner recommends approval of Salt Lake Community College's request to lease space to the Museum of Utah Art and History.

Richard E. Kendell, Commissioner

RK/MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: SLCC Purchase of Property Adjacent to the South City Campus

Background

Property on the north side of Salt Lake community College's South City campus is available for purchase. The property is identified as part of a future expansion in the Campus Master Plan.

Issue

The property contains a duplex valued at \$195,000. The owner is willing to sell the property for \$172,000 plus closing costs, with the balance of the money to be shown as a donation to the College. The institutional plant reserve fund contains sufficient funds to make the purchase.

Please find attached to this memo a copy of a summary letter from SLCC Vice President for Business Don Porter regarding the proposed transaction.

Recommendation

The Commissioner recommends that Regents read the attached letter from SLCC Vice President for Business Don Porter and consult with school officials in reaching a decision.

Richard E. Kendell, Commissioner

RK/MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Action: Consent Calendar, Finance, Facilities, and Accountability Committee

The Commissioner Recommends that the Regents approve the following items on the Finance Facilities, and Accountability Committee Consent Calendar:

USHE – UofU and USU – Capital Facilities Delegation Reports (Attachment 1). 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.

Richard E. Kendell, Commissioner

CHF/MHS/MV
Attachments

December 1, 2004

Memorandum

TO: State Board of Regents
 FROM: Richard E. Kendell
 SUBJECT: INFORMATION: USHE Annual Report on Leased Space

Issue

In June of 1993, the Regents adopted a policy calling for an "annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and leased in research parks." Board policy requires institutions to obtain prior Board approval of leases funded from State appropriations that exceed \$50,000 annually or that commit institutions to leases for a 5-year duration or beyond. Consistent with recommendations from a May 1993 report of the Legislative Fiscal Analyst, this annual report is to be reviewed by the regents and submitted to the State Building Board for inclusion in its comprehensive 5-year building plan.

System-wide leases increased by a net of two but expenditures increased by approximately \$3.7 million. This is the result of a 17 percent decrease (approximately \$685,000) among all institutions excepting the University of Utah. Lease costs at the University of Utah show an increase of \$4m, primarily due to three new leases associated with the Health Sciences Center that total \$3,981,444:

- 419 Wakara Way: Telecomm./ITS/NetCom/Poison Control \$689,748
- 590 Wakara Way: Orthopedic Specialty Hospital \$2,300,616
- 127 S. 500 East: Health Sciences 3 (Ambassador Bldg.) \$991,080

Institutional Lease Summary									
	2003			2004			Changes Summary		
Institution	Leases	Square Feet	Rent	Leases	Square Feet	Rent	% Change in Leases	% Change in Square Feet	% Change in Rent
UU	90	838,098	\$10,655,760	90	1,061,400	\$14,691,984	0.0%	26.6%	37.9%
USU	15	107,392	\$786,989	16	118,273	\$781,349	6.7%	10.1%	-0.7%
WSU	7	44,369	\$98,228	4	23,105	\$69,670	-42.9%	-47.9%	-29.1%
SUU	23	41,934	\$298,552	24	42,342	\$305,598	4.3%	1.0%	2.4%
Snow	0	0	\$0	0	0	\$0	0.0%	0.0%	0.0%
DSC	1	5,840	\$125	1	5,840	\$134	0.0%	0.0%	7.2%
CEU	6	49,541	\$64,926	9	37,448	\$14,231	50.0%	-24.4%	-78.1%
UVSC	14	189,551	\$641,277	14	189,536	\$521,836	0.0%	0.0%	-18.6%
SLCC	9	108,218	\$1,145,896	9	76,975	\$649,790	0.0%	-28.9%	-43.3%
UCAT	19	326,761	\$1,099,635	19	332,052	\$1,106,061	0.0%	1.6%	0.6%
Totals	184	1,711,704	\$14,791,388	186	1,886,971	\$18,140,653	1.1%	10.2%	22.6%

State Board of Regents

December 9, 2004

Page 2

Attachment 1 provides a three year comparison of number of leases, total square footage and annual rent paid by each institution. Attachment 2 details changes in leases since the last report. Attachment 3 lists summary information for each lease, including location, gross square feet, cost per square foot, source of revenue for lease payments, expiration data, escalations, and type of space.

Recommendation

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

Richard E. Kendell, Commissioner

REK/MS/KW/KH

Attachments

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: Financial Ratios in the USHE

Background

A key responsibility of the Board of Regents includes financial oversight of each institution and the System as a whole. In meeting this responsibility the Regents asked staff to prepare a report on bonded indebtedness of each institution and to suggest measures that would monitor the effective management of debt. A preliminary report regarding the bonding process was presented to the board in June 2004. A second report is described herein.

Issue

After meeting with the Chief Financial Officers of each institution, it was determined that debt management was an important issue but should be included in a broader discussion of other indicators of institutional financial health. There are several useful measures that should be discussed. Primary indicators include ratios that measure primary reserves, viability, return on net assets, net operating revenue and debt burden. Definitions of each of these measures and an explanation of how they are calculated will be presented to the Regents.

One difficulty in developing a system-wide metric for determining "financial viability" is that the system includes a wide range of institutional type. On one end of the spectrum, the University of Utah carries more than twice the debt of the other eight institutions combined and collects revenues that are almost twice that of the other eight institutions (\$1.6 billion of \$2.5 billion total in 2003). On the other end of the spectrum is Snow College with no bonded debt in 2003 (the College did issue \$3m in 2004) and \$22m in total revenue.

Another difficulty in developing a metric for quantitative index of financial health is that any "hard" ratio contains qualitative conclusions about what constitutes "viability." Regents may want to consider trend analysis for each institution – i.e., primary reserve ratios (expendable assets divided by total expenses) should remain somewhat stable over time while return on net assets should increase in times of growth. As Regents monitor trends they will be able to assess financial health on an annual basis and ask for corrections to long term planning as needed.

Regent staff, in consultation with the institutions, will hand carry to regents several options that may be used as tools for assessing financial viability. Of primary interest in this meeting will be a discussion of debt ratios, including a discussion of which ratios best indicate how well a school is managing its debt.

Recommendation

This item is information only, no recommendation is required.

Richard E. Kendell, Commissioner

RK/MS/KW

December 1, 2004

MEMORANDUM

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: USHE - Institutional Residence Report

Issue

As required by Regents Policy R207, attached is a copy of the 2004 USHE Institutional Residence Report. Board Policy provides for Institutional coverage of expenses for maintenance, repair, utilities, insurance and domestic assistance related to the institutional residences.

Commissioners Recommendation

This is a discussion item only; not action is needed.

Richard E. Kendell, Commissioner

RK/MS/KW

MEMORANDUM

December 1, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: UHEAA Board of Directors' Report

Issue

The UHEAA Board of Directors met on Tuesday, December 7, 2004, and approved minutes of its previous meeting held on August 31, 2004. Copies of the approved minutes will be placed in Regents' folders as an Information Item for the Board of Regents meeting on Thursday, December 9, 2004.

Recommendation

No action is necessary. This report is for information only.

REK/MHS

Richard E. Kendell, Commissioner

TAB S

December 1, 2004

TO: State Board of Regents
FROM: Richard E. Kendell
SUBJECT: General Consent Calendar

The Commissioner recommends that the Regents approve the following items on the General Consent Calendar:

- A. Minutes – Minutes of the Regular Board of Regents Meetings held October 19, 2004 at the Board of Regents' Offices in Salt Lake City, Utah. (Attachment 1)
- B. Grant Proposals - Approval to submit the following proposals:
 1. University of Utah – National Institutes of Health; "Energy Balance and Colon Cancer in African-Americans and Caucasians;" \$6,364,695. Marty Slattery, Principal Investigator.
 2. University of Utah – National Institutes of Health; "Specialized Centers for Cell-Based Therapy (SCCT);" \$11,549,711. David A. Bull, Principal Investigator.
 3. University of Utah – Public Health Service; "Interdisciplinary Training Program in Computational Bioengineering;" \$1,331,579. Robert S. Macleod, Principal Investigator.
 4. University of Utah – Public Health Service; "Quantitative Study and Comparison of Enhanced Molecular Fluorescence by Periodic Metallic Nanostructure Architectures;" \$1,241,050. Steven M. Blair, Principal Investigator.
 5. University of Utah – Public Health Service; "Persistent Pain: Peripheral and CNS Mechanisms;" \$7,182,619. Alan R. Light, Principal Investigator.
 6. University of Utah – Public Health Service; "Airway Inflammation in Cystic Fibrosis;" \$3,428,562. Theodore G. Liou, Principal Investigator.
 7. University of Utah – Public Health Service; "Research Training in Hematology;" \$2,811,888. James P. Kushner, Principal Investigator.

8. University of Utah – Public Health Service; “Long-term Hyperalgesia Mediated by Spinal Dorsal Horn;” \$2,328,886. Alan R. Light, Principal Investigator.
9. University of Utah – Public Health Service; “The Family Blood Pressure Program (Hypergen Network);” \$2,138,620. Steven C. Hunt, Principal Investigator.
10. University of Utah – Public Health Service; “Purinergic and Prostanoid Interactions in Acquired NDI;” \$1,868,750. Bellamkonda Koshore, Principal Investigator.
11. University of Utah – Public Health Service; “Virulence Mechanisms of Bartonella Henselae Cohemolysins;” \$1,868,750. Christine M. Litwin, Principal Investigator.
12. University of Utah – Public Health Service; “Cox-2 and Calcineurin in Chronic Renal Failure;” \$1,848,950. Tianxin Yang, Principal Investigator.
13. University of Utah – Public Health Service; “Development of Natural Killer Cells;” \$1,681,875. Schickwann Tsai, Principal Investigator.
14. University of Utah – Children’s Hospital/Pittsburgh (Prime HHS/NINDS); “Pediatric Traumatic Brain Injury Consortium: Hypothermia;” \$1,664,227. Douglas L. Brockmeyer, Principal Investigator.
15. University of Utah – Public Health Service; “Tumor Suppressor-Controlled Transcription of Human XOR Gene;” \$1,657,125. Ping Xu, Principal Investigator.
16. University of Utah – Public Health Service; “The role of PAS Kinase in Beta-Cell Function;” \$1,655,900. Jared D. Rutter, Principal Investigator.
17. University of Utah – Public Health Service; “Elucidating the Role of Rage in AMD Progression;” \$1,495,000. Kimberly A. Howes, Principal Investigator.
18. University of Utah – Public Health Service; “Early Identification of Pregnancies at Risk for Pre-Eclampsia;” \$1,495,000. Michael W. Varner, Principal Investigator.
19. University of Utah – Public Health Service; “Gene Targeting in Planaria;” \$1,420,592. Dana Carroll, Principal Investigator.
20. University of Utah – HHS/Centers for Disease Control/National Institute for Occupational Safety; “Home Healthcare Workers: Needlestick and Sharps Injuries;” \$1,345,500. Kurt T. Hegmann, Principal Investigator.
21. University of Utah – Public Health Service; “Small Animal SPECT with a Spinning-Slit Collimator;” \$1,295,750. Geng-Sheng L. Zeng, Principal Investigator.
22. University of Utah – University of Medicine and Dent of NJ (Prime HHS/NIH); “Weight Loss, Telomere Dynamics and Oxidative Stress;” \$1,243,236. Steven C. Hunt, Principal Investigator.

23. University of Utah – Public Health Service; “Somatic Cell Transfer to Model Medulloblastoma in Mice;” \$1,046,500. Daniel W. Fults, Principal Investigator.
24. University of Utah – US Department of Energy/Biol Environ Res; “Characterization of the Role of TP53 Turnover Rates in Low IR Dose Sensitivity;” \$1,010,947. Raymond L. Wartens, Principal Investigator.
25. University of Utah – Michigan Tech University (Prime NSF); “NSF MRSEC: Center for Fundamental Studies of Advanced Sustainable Primary Metals;” \$2,199,892. Hong Y. Sohn, Principal Investigator.
26. University of Utah – HHS/Adm on Healthcare Res Qual; “The Optimality Index: Innovation in Perinatal Research;” \$1,202,835. Patricia A. Murphy, Principal Investigator.
27. University of Utah – Public Health Service; “Themes and Variations in PKA Structure and Function;” \$1,868,750. Donald K. Blumenthal, Principal Investigator.
28. University of Utah – Public Health Service; “Heparanomics: Structure-Function Relationships;” \$1,848,950. Kuber Balagurunathan, Principal Investigator.
29. University of Utah – Public Health Service; “Mechanisms of Lung Cell Inflammation by Fine Ambient Soil Dust;” \$1,358,125. John M. Veranth, Principal Investigator.
30. University of Utah – Public Health Service; “Bioactive Products from Uncultured Fungi;” \$1,308,125. Eric W. Schmidt, Principal Investigator.
31. University of Utah – Public Health Service; “The Role of Selenoproteins in the Etiology of Cancer;” \$1,233,625. Philip J. Moos, Principal Investigator.
32. University of Utah – Public Health Service; “Glucuronidation of NNAL in Human Lung Cells;” \$1,074,965. N. Shane Cutler, Principal Investigator.
33. University of Utah – Public Health Service; “Oxygenation and Dehydrogenation of Capsaicinoids by P450;” \$1,046,500. Christopher A. Reilly, Principal Investigator.
34. University of Utah – National Science Foundation; “Standard Telescope Array (STA);” \$1,934,468. Charles C. H. Jui, Principal Investigator.
35. University of Utah – National Science Foundation; “Study of the Highest Energy Cosmic Rays with the Pierre Auger Observatory;” \$1,212,713. Pierre V. Sokolsky, Principal Investigator.
36. University of Utah – University of Kentucky (Prime DOE); “Development of High Surface Area Water-Gas Shift Catalysts;” \$1,080,100. Edward M. Eyring, Principal Investigator.
37. University of Utah – Public Health Service; “Very Large Family Genome Scans for Multiple Cancers;” \$2,418,302. Richard A. Kerber, Principal Investigator.

38. University of Utah – Public Health Service; “APC and Retinoids in Zebrafish Enterocyt Development;” \$1,681,875. David A. Jones, Principal Investigator.
39. University of Utah – Public Health Service; “Beta 1 Integrins in Intestinal Epithelial Development;” \$1,655,145. Scott K. Kuwada, Principal Investigator.
40. University of Utah – Public Health Service; “In Vivo Delivery of BCL-2 Targeting Compounds by HPMA Copolymer;” \$1,495,000. Ruey-Min Lee, Principal Investigator.
41. University of Utah – National Institutes of Health; “Genetics and Surveillance for Familial Pancreatic Cancer;” \$5,491,384. James DiSario, Principal Investigator.
42. Utah State University – National Institutes of Health; “Metalloproteases as Anti-Angiogenesis Drug Targets;” \$1,420,666. Richard C. Holz, Principal Investigator.
43. Utah State University – National Institutes of Health; “Broad Spectrum Kanamycin against Drug-Resistant Bacteria;” \$1,076,294. Cheng-ei Tom Chang, Principal Investigator.
44. Utah State University – National Science, Foundation; “FDSS: Space Science Tenure-Track Faculty Member at Utah State University;” \$1,678,793. W. John Raitt, Principal Investigator.
45. Utah State University – US Department of Defense/US Navy; “Homeland Security Center for Behavioral and Social Aspects of Terrorism and Counter-Terrorism;” \$1,629,712. David B. Goetz, Principal Investigator.
46. Utah State University – US Agency for International Development; “Increasing Rural Household Incomes through Exporting by Associations of Peasant Farmers (IREAP);” \$3,591,667.42. Geoffrey G. Smith, Principal Investigator.
47. Utah State University – Department of Health and Human Services; “The Cache County Family-Based Cohort Study on Aging;” \$2,002,774. Ronald G. Munger, Principal Investigator.
48. Utah State University – US Department of Defense/US Navy; “Time Critical Sensor Image/Data Processing;” \$26,249,456. Niel S. Holt, Principal Investigator.
49. Utah State University – National Institute of Standards and Technology; “BXR;” \$2,206,715. Vern Alan Thurgood, Principal Investigator.
50. Utah State University – Foundation for the National Institutes of Health; “Grand Challenges in Global Health;” \$1,496,808. Linda S. Powers, Principal Investigator.
51. Utah State University – Colorado State University; “Antiviral Therapies for Potential Bioterrorism Viruses;” \$5,736,671. John D. Morrey, Principal Investigator.
52. Utah State University – National Science Foundation; “National Center for Hydrologic Science;” \$6,996,132. David G. Tarbobon, Principal Investigator.

53. Utah State University – US Department of Education; “Preparing Rural Education Personnel (ACRES-PREP);” \$2,458,747. Ronda Menlove, Principal Investigator.
54. Utah State University – National Geospatial-Intelligence Agency; “Net-Centric Data Fusion and Visualization;” \$1,144,021. Niel Holt, Principal Investigator.
55. Utah State University – Raytheon Technical Services; “Arch Compression Suites;” \$2,695,387. Niel Holt, Principal Investigator.
56. Utah State University – US Department of Housing and Urban Development; “HUD Sponsored Housing Counseling Training Grant;” \$5,799,776.
57. Utah State University – National Science Foundation; “The Populations, Organisms, and Environment Program - An Integrated Experience for Teachers and Students;” \$1,200,000. Paul D. Schreuders, Principal Investigator.
58. Utah State University – Department of Health and Human Services; “National Resource Center for Early Hearing Detection and Intervention Programs;” \$3,000,000. Karl White, Principal Investigator.

C. Grants Awarded

1. University of Utah – HHS/NIH/National Institute for Neurological Dis Stro; “Development of a Fully Integrated, Biocompatible Micropower Chronic Neural Recording Array;” \$1,340,193. Florian Solzbacher, Principal Investigator.
2. University of Utah – HHS/NIH/National Heart Lung and Blood; “Genetics and Consequences of Nicotine Addiction;” \$2,315,015. John R. Hoidal, Principal Investigator.
3. University of Utah – HHS/NIH/National Cancer Institute; “Prostate, Lung, Colo-rectal and Ovarian (PLCO) Cancer Screening Trial. National Lung Screening Trial (NLST);” \$1,548,120. Sandra S. Buys, Principal Investigator.
4. University of Utah – HHS/Centers for Disease Control; “Thyroid Disease in People Exposed to Radioactive Fallout: Phase 3;” \$1,499,988. Joseph L. Lyon, Principal Investigator.
5. University of Utah – HHS/NIH/Natl Inst Neurol Dis Stro; “Translational Research in the Dystrophinopathies;” \$1,137,965. Kevin M. Flanigan, Principal Investigator.
6. University of Utah – HHS/NIH/National Heart Lung and Blood; “Hypergen Network Administration Center and Utah Field Center;” \$1,038,363. Steven C. Hunt, Principal Investigator.
7. University of Utah – HHS/Centers for Disease Control/National Institute for Occupational Safe Health; “Occupational Safety and Health Education and Research Training Grant;” \$1,031,485. Kurt T. Hegmann, Principal Investigator.

8. University of Utah – HHS/NIH/Natl Inst Neurol Dis Stro; “Identification and Characteristics of Novel Therapeutics for the Treatment and Prevention of Epilepsy;” \$2,220,131. H. Steve White, Principal Investigator.
 9. University of Utah – National Science Foundation; “Research Training Group in Mathematical and Computational Biology;” \$1,800,000. James P. Keener, Principal Investigator.
 10. University of Utah – US Environmental Protection Agency; “Applied Environmental Research for the US-Mexico Border;” \$2,485,300. George F. Hepner, Principal Investigator.
 11. University of Utah – HHS/NIH/National Cancer Institute; “Molecular and Clinical Approaches to Colon Cancer Precursors;” \$2,429,471. Randall W. Burg, Principal Investigator.
 12. Utah State University – Colorado University Laboratory of Atmospheric and Space Physics; “Aeronomy of Ice in the Mesosphere (AIM), Phase B, for the Solar Occultation for Ice Experiment (SOFIE) Instrument and Science;” \$1,283,330. John Kemp, Principal Investigator.
 13. Utah State University – National Science Foundation; “National Center for Engineering and Technology Education;” \$1,999,914. Christine E. Hailey, Principal Investigator.
 14. Utah State University – State of Utah Department of Health; “Early Intervention Services for Infants with Developmental Delays;” \$1,035,902. Susan Olsen, Principal Investigator.
 15. Utah State University – NASA Langley Research Center; “Geostationary Imaging Fourier Transform Spectrometer (GIFTS);” \$3,040,773. Gail Bingham, Principal Investigator.
 16. Utah State University – USDA Cooperative State Research Service; “Implementation of Western Region Sustainable Agriculture Research and Education (SARE) Proposal;” \$2,721,126. V. Philip Rasmussen, Principal Investigator.
 17. Utah State University – US Department of Education; “To Operate Regional Resource Center, Region No. 5, Utah State University;” \$1,300,000. John Copenhaver, Principal Investigator.
 18. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infrared Survey Explorer (WISE);” \$3,690,000. Scott H. Schick, Principal Investigator.
- D. Proposed Revisions to Policy R931, Holidays and Holiday Premium Pay. The proposed revisions bring the holiday and holiday compensation policy into agreement with the University of Utah, which is the fiscal agent for the Commissioner’s Office. With the same payroll system, this will simplify payroll processing. The change would eliminate Veterans’ Day as a holiday and would add a second personal preference day for OCHE and UHEAA employees. (Attachment 2)
- E. 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 January 14, 2005, at the Board of Regents’ Offices in Salt Lake City, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

RK:jc
Attachment

Richard E. Kendell, Commissioner

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 BOARD OF REGENTS OFFICES, THE GATEWAY
 October 19, 2004

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MINUTES OF MEETING
UTAH STATE BOARD OF REGENTS
BOARD OF REGENTS OFFICES, THE GATEWAY
OCTOBER 19, 2004

Regents Present

Nolan E. Karras, Chair
Jerry C. Atkin
Daryl C. Barrett
Bonnie Jean Beesley
Katharine B. Garff
James S. Jardine
David J. Jordan
Trent Kemp
Jed H. Pitcher
Sara V. Sinclair
Marlon O. Snow

Regents Excused

E. George Mantes, Vice Chair
Linnea S. Barney
Kim R. Burningham
David J. Grant
Michael R. Jensen
Maria Sweeten

Office of the Commissioner

Richard E. Kendell, Commissioner
David L. Buhler, Associate Commissioner for Public Affairs
Don A. Carpenter, Executive Assistant
Joyce Cottrell, Executive Secretary
Richard Davis, Deputy Executive Director for Finance and Administration, UHEAA
Brian Foisy, Assistant Commissioner for Financial Services
Phyllis C. Safman, Assistant Commissioner for Academic Affairs
Mark H. Spencer, Associate Commissioner for Finance and Facilities and Interim Executive Director, UHEAA
Lucille T. Stoddard, Interim Associate Commissioner for Academic Affairs
Kevin Walthers, Assistant Commissioner for Finance and Facilities
Lynne Ward, Assistant Commissioner and Executive Director, UESP
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects
Andrea Worthen, Academic Affairs Intern

INSTITUTIONAL REPRESENTATIVES

University of Utah

Michael K. Young, President
David R. Pershing, Senior Vice President for Academic Affairs
Paul T. Brinkman, Associate Vice President for Budget and Planning
Nancy S. Lyon, Assistant Vice President for Governmental Affairs

Utah State University

Stan Albrecht, Executive Vice President and Provost
Clint Moffitt, Assistant Vice President for Finance/Controller

Weber State University

F. Ann Millner, President
E. Jeffery Livingston, Interim Dean, John B. Goddard School of Business
Brad Mortensen, Assistant Vice President for Support and Auxiliary Services
Norman C. Tarbox, Jr., Vice President for Administrative Services
Cody S. Jones, Student Body President

Southern Utah University
Steven D. Bennion, President
Abe Harraf, Provost

Snow College
Michael T. Benson, President
Bradley A. Winn, Provost
Justin Chandler, Student Body President

Dixie State College
Robert C. Huddleston, President
Lee Caldwell, Academic Vice President

College of Eastern Utah
Ryan L. Thomas, President

Utah Valley State College
William A. Sederburg, President
Brad Cook, Vice President for Academic Affairs
Linda Makin, Director of Budgets
Cameron Martin, Assistant to the President

Salt Lake Community College
Judd D. Morgan, Interim President
Pat Albertson, Utah Higher Education Staff Association
Julie Curtis, Assistant to the Academic Vice President
David Richardson, Vice President of Academic Services

Utah College of Applied Technology
Gregory G. Fitch, President
Linda Fife, Campus President, Salt Lake-Tooele ATC
Kimberly Henrie, Budget Officer

Representatives of the Press
Stephen Speckman, *Deseret Morning News*
Amy K. Stewart, *Standard-Examiner*
Shinika A. Sykes, *Salt Lake Tribune*

Others
Carrie Flamm, Utah Student Association
Kim Hood, Governor's Office of Planning and Budget
Happi Peterson, Utah Student Association
Lynne Ward, Deputy Chief of Staff for Governor Walker

Chair Nolan Karras welcomed everyone and called the meeting of the State Board of Regents to order at 9:00 a.m. He excused Vice Chair Mantes and Regents Barney, Burningham, Grant, Jensen, and Sweeten.

Introductions. Chair Karras introduced **Meghan Holbrook**, who had been appointed to fill the vacancy on the Board of Regents left by the resignation of David Maher. Governor Walker had submitted Meghan's name to the Utah Senate for confirmation later in the week. Chair Karras congratulated her and said she would be a great addition to the Board. Ms. Holbrook expressed her delight at being appointed to the Board and said she looked forward to joining this distinguished group of individuals.

President Benson introduced **Justin Chandler**, the new Student Body President at Snow College. Commissioner Kendell introduced **Lynne Ward**, Deputy Chief of Staff for Governor Walker. Lynne has accepted the position of Executive Director of the Utah Educational Savings Plan Trust and Assistant to the Commissioner for Budgets. Regent Kemp introduced **Carrie Flamm**, Executive Director of the Utah Student Association.

Chair Karras reviewed the day's agenda and dismissed the Regents to their committee meetings.

COMMITTEE OF THE WHOLE

Chair Karras reconvened the Committee of the Whole at 10:40 a.m. and asked for reports of the Board Committees.

Reports of Board Committees

Finance, Facilities, and Accountability Committee

USHE – Substitution of Letter of Credit – State Board of Regents, Student Loan Revenue Bonds, Series 1993A (Tab E). Chair Pitcher explained that the Board's Letter of Credit with Lloyd's TSB Bank, originally negotiated in 1999 for five years with a 0.225% annual cost, was due for renewal or replacement. The Commissioner's staff solicited bids for a replacement Letter of Credit and received responses from Lloyd's TSB Bank and DEPFA Bank plc. At its October 7 meeting, the Student Finance Subcommittee unanimously voted to recommend the DEPFA bid for a seven-year term at a 0.28% annual cost. Details and the Approving Resolution were provided in Attachment A. **Chair Pitcher moved approval of the Approving Resolution. The motion was seconded by Regent Snow and adopted with the following vote:**

AYE: Jerry C. Atkin
 Daryl C. Barrett
 Bonnie Jean Beesley
 Katharine B. Garff
 James S. Jardine
 David J. Jordan
 Nolan E. Karras
 Trenton Kemp
 Jed H. Pitcher
 Sara V. Sinclair
 Marlon O. Snow

NAY: (None)

University of Utah – Authorizing Resolution for the Execution and Delivery of a First Amendment to Huntsman Cancer Institute Sublease Agreement (Tab F). Chair Pitcher explained that the proposed amendment was necessary because the State Building Ownership Authority had recently refunded some 1996 bonds, issued for the construction of the Huntsman Cancer Institute, in order to reduce debt service costs. The building was subleased to the University of Utah at a rate sufficient to cover debt service. The refunding issue reduced the lease amount needed to cover debt service by approximately \$40,000 per year over the next nine years. HCI revenue will cover the service costs, and the savings will remain with the institution; no state tax funds or student fees will be used. **Chair Pitcher moved approval of the Lease Amendment. The motion was seconded by Regent Snow and adopted unanimously by the Board.**

USHE – Fall 2004-2005 Enrollment Report (Tab G). Chair Pitcher reported that enrollment during Fall Semester 2004 grew by .82 percent FTE; head count grew by 2.8 percent. Budget-related enrollment decreased by 170 students. UCAT was precluded from this report because of its open-entry/open-exit, competency-based education. The report was provided for information and required no action.

UHEAA – Board of Directors Report on Utah Educational Savings Plan (Tab H). Chair Pitcher reported that Chair Karras has asked the committee to provide a report of “lessons learned” from the UESP audit. The Commissioner’s cover memo and attached documents were provided in response to that request. Chair Karras noted that the State Auditor concurred that the lessons learned were appropriate. Chair Pitcher said the Board was pleased with the appointment of Lynne Ward as the new Executive Director of UESP and is confident she will provide excellent direction. He noted that the UESP consistently has been ranked one of the top such savings plans in the nation.

USHE – Letter to the State Building Board Regarding the Q&P Process (Tab I). Chair Pitcher explained that the Commissioner had sent the letter to the State Building Board in response to questions raised at the joint meeting of the two Boards in September. A committee will be assigned to study the Q&P process and the new formula used by the State Building Board. Chair Karras wryly acknowledged that the Board had learned that the quantitative process is not as quantitative as previously thought; it is a numerical ranking process.

Academic, Applied Technology, and Student Success Committee

Policy R401, Approval of New Programs, Program Changes, and Discontinued Programs (Tab A). Chair Jardine noted the interplay between the policy itself and the moratorium on new programs during the past couple of years. Concerns had been expressed about the inefficiencies and flexibility of the policy, so the committee asked Associate Commissioner Stoddard and the Chief Academic Officers (CAOs) to work through the policy and recommend appropriate revisions. The committee approved the final revision of the policy.

Chair Jardine noted that UCAT had been included in the approval process. The committee determined that an institution would not be precluded from bringing forward more than one program if they were related, although each program would have to be considered on its own merit. The committee discussed ongoing challenges to this process. The Program Review Committee (PRC) and other Regents recognize that by the time programs come to the Regents for approval, they already have been reviewed rigorously by the institution, other institutions, the Commissioner’s staff, and the PRC. The committee discussed the need for institutions

to work together on the peer review process. The committee also discussed the Regents' challenge of the lack of funding for programs and the need for the Presidents to determine how resources will be allocated.

It was pointed out that the Regents' role includes looking at how the programs fit into the institutions and the role and missions of the institutions. Commissioner Kendell said his staff would be more involved in interacting with the institutions earlier in the process. Regents were advised that each institution has a planning process for new programs, and they need to consider the program proposals in that context.

Chair Jardine moved approval of Policy R401 as the program approval policy for the Utah System of Higher Education. The motion was seconded by Regent Beesley and adopted unanimously.

Utah Valley State College – Undergraduate Stand-Alone Minor in Deaf Studies (Tab B). Chair Jardine said the committee had learned that the University of Utah, Utah State University, and Salt Lake Community College also have significant programs in American Sign Language (ASL) or Deaf Studies. The committee asked the institutions to coordinate with the other schools and to be thoughtful in determining whether or not a higher level of education is needed. This item was provided for information only and required no action.

New Career-Oriented Websites (Tab C). Chair Jardine asked Assistant Commissioner Gary Wixom to report on the new developments. Dr. Wixom said Governor Walker had previously announced a new website at www.careers.utah.gov. This is the result of a partnership between the Governor's Office, the Department of Workforce Services (DWS), and the Utah System of Higher Education. Students can use this site to investigate careers as well as job opportunities and wages. There is also a direct link with www.utahmentor.org from this site. Another link is to the Utah Majors Guide (www.utahmajors.org), which is also linked to DWS, Dr. Wixom demonstrated www.utahmajors.org and www.utahcte.org, both of which can be accessed from the www.careers.utah.gov website. Chair Jardine said the committee had discussed ways to make this information available to the students and thought it was a great new tool. Dr. Wixom said the websites were developed as a partnership between DWS, public education, and higher education. He thanked Cyd Grua and Andrew Worthen for leading the effort from the Commissioner's staff

Committee Name Change (Tab D). Chair Jardine said Commissioner Kendell had requested a shorter, more succinct name for the committee. After much discussion and many suggestions, the committee was unable to decide on an appropriate name, so they charged Commissioner Kendell and Associate Commissioner Stoddard to come up with a shortened, inclusive name for the committee.

General Consent Calendar

On the motion of Regent Atkin and a second by Regent Pitcher, the Regents unanimously approved the following items on the General Consent Calendar:

- A. Minutes – Minutes of the Regular Board of Regents Meetings held September 9-10, 2004 at Weber State University in Ogden, Utah.
- B. Grant Proposals - (on file in the Commissioner's Office)
- C. Grants Awarded

1. University of Utah – National Science Foundation; “NRT: Collaborative Research: A Unified Experimental Environment for Diverse Network Technologies;” \$1,202,144. Frank J. Lepreau, Principal Investigator.
 2. University of Utah – Health and Human Services/National Institutes of Health/National Center for Research Resources; “Bioelectric Field Modeling, Simulation and Visualization;” \$1,149,054. Christopher Johnson, Principal Investigator.
 3. University of Utah – Health and Human Services/National Institutes of Health/National Institute for Neurological Disorders and Stroke; “Signal Transduction and Processing in Chemoreceptors;” \$1,178,594. Salvatore J. Fidone, Principal Investigator.
 4. University of Utah – Health and Human Services/National Institutes of Health/National Institute of Aging; Genetic Epidemiology of Aging in Utah Pedigrees; \$1,176,288. Steven C. Hunt, Principal Investigator.
 5. University of Utah – Health and Human Services/National Institutes of Health/National Institute for Neurological Disorders and Stroke; “Identification and Characterization of Novel Therapeutics for the Treatment and Prevention of Epilepsy;” \$1,603,737. H. Steve White, Principal Investigator.
 6. University of Utah – US Department of the Interior/National Park Service; “Assistance for the University of Utah Museum of Natural History;” \$2,963,000. Sarah B. George, Principal Investigator.
 - 7 University of Utah – Health and Human Services/National Institutes of Health/National Institute of Aging; “The Utah Study of Fertility, Longevity and Aging;” \$1,183,304. Ken R. Smith, Principal Investigator.
- D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held December 9, 2004, at the Board of Regents’ Offices in Salt Lake City, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Resolution in Support of Constitutional Amendment 2

Commissioner Kendell referred to Tab L and noted that this constitutional amendment had been sponsored in the last Legislative Session by Representative Greg Curtis. It has received strong bipartisan support from both houses of the Legislature. The Commissioner said passage of this amendment was essential to advance the research and development capacity of our two research universities. It was his opinion that it would be helpful for the Regents to approve a formal resolution in support of this amendment. An Editorial Opinion in the October 18 edition of *Salt Lake Tribune* supporting Amendment 2 was in the Regents’ folders, along with a commentary by Jim Macfarlane (UofU Trustee Chair) and Dinesh Patel (USU Trustee), published in the October 17 edition of the *Salt Lake Tribune*.

The commissioner said this proposed amendment was taken to the Constitutional Revision Committee for a lively discussion. USU President Kermit Hall is a member of that committee, but was out of town and unavailable for comment. However, Provost Stan Albrecht summarized President Hall's recommendations. President Young said this was an enormously useful amendment from the perspective of the research universities. It clarifies any legal doubts about the institutions' right to equity ownership in intellectual property. It also sends a signal that the universities have a role in bringing products to the market, stimulating the economy and improving lives. It also signals to the business community that the universities are interested in participating in ways to allow products to be developed and employees to be hired.

Regent Atkin moved adoption of the resolution. The motion was seconded by Regent Kemp and carried unanimously.

Discussion of Initiative 1

Commissioner Kendell referred to Tab M and said there were many views about Initiative 1. It covered the desirable issues of clean air, clean water, quality of life, etc. There is also the issue, however, of long-term capital debt which may be needed for higher education and other State needs. It was noted that institutions and municipalities have other mechanisms to raise money for specific projects. He asked Lynne Ward to respond to this proposed initiative from the Governor's perspective.

Ms. Ward said a Citizen's Initiative requires the signatures of 130,000 registered voters before it can be placed on the ballot. This initiative would increase sales tax by 1/20 of one percent (0.05%) for the purpose of issuing a bond for clean air, open space, and clean water. She explained the information in Tab M. In looking at the detail, Governor Walker was concerned about several issues. A press release citing her concerns was attached to Tab M. One of the Governor's concerns was the possible impact of a \$150 million debt on the State's AAA bond rating. This is a debt capacity issue because the State has already received a "red flag warning" because of its debt capacity. Other states have done this "budgeting by initiative" and the results have not always been positive. The State Constitution does not allow governments to pay property taxes to each other. Governor Walker concluded that this initiative did not make good policy sense.

Regent Jordan pointed out that if the Regents were to take a formal position, it may not be viewed in a positive light. He asked, "Is this really our fight?" Commissioner Kendell agreed and did not recommend a formal proposal or resolution. However, he added that everyone in higher education should know of the initiative and its potential implications. The Governor asked citizens to educate themselves and become informed voters. Ms. Ward noted that the Governor protects the State's general funds; this is her role. Regent Jardine suggested that the Commissioner let the editorial boards of the major newspaper know that the Regents think the citizens should be informed and realize the implications if this initiative passes.

Proposed 2005-2005 Budget Request

Commissioner Kendell reviewed the background of the budget information in Tab K. He recognized Associate Commissioner Spencer and his team for their work in preparing the Regents' budget request. There are many views on what constitutes a realistic budget for these times. Higher education needs a new compact with the State Legislature. State revenues will be limited, but it would be helpful to know what can be expected regarding funding from the Legislature. Utah statute requires the Regents to determine higher education's total need but to work within the State's ability to pay.

Associate Commissioner Spencer walked the Regents through the budget presentation. From State tax funds, the following amounts are recommended: \$35 million as a base budget, \$4.8 million in one-time increases, and \$12.8 million in supplemental increases.

Compensation. The Regents' top priority is compensation; a one percent salary increase would take a two percent increase in first-tier tuition. The increase in the tax funds/tuition ratio is largely due to the large increases in health and dental insurance premiums. The Legislature generally determines the compensation increases for State employees toward the end of the legislative session. Additional funds of \$3.75 million are requested which would be assigned to the Regents to retain key faculty and staff.

Regent Pitcher suggested that the increases projected for health and dental insurance premiums were still too low. Commissioner Kendell explained that they were based on State projections that would, in effect, set the standard for all State funding.

Infrastructure. The Regents' second priority is infrastructure (mandated costs). We did not have to worry about mandated costs in the past because O&M was funded by the State. Last year mandated costs were not funded and intent language was drafted to the effect that it not even be requested. However, these are actual costs which must be met. O&M costs for 2005 and 2006 are \$2.5 million and \$2.6 million, respectively. The accumulated deficit for fuel and power in the current year is \$14 million. Associate Commissioner Spencer pointed out that the institutions have documented efficiencies in the System, but the costs have increased and will continue to increase.

Initiatives. The third category shown on the supplementary material to Tab K was State strategic priorities. If the Engineering Initiative can be fully funded, it will be nearly completed. The Nursing Initiative is in its second funding year and has a match from industry. The Engineering Initiative only has a match from the institutions and some private sector funding.

Student Financial Aid. Regent Jardine suggested that with the increasing tuition, a proportionate increase in student financial aid should be stressed. Perhaps more can be done in this area. Commissioner Kendell said the State appropriation would be matched by one-half percent in the first tier of tuition for need-based grants. It was clarified that the first two years the Board proposed that one-half percent from first-tier tuition be set aside for financial aid, it was adopted. Last year the Legislature did not approve that plan; however, it will be proposed again next year.

Kimberly Henrie pointed out that in 2003-2004, 2400 students were helped through grants, work study, and scholarship programs. Associate Commissioner Spencer said a report was being developed on student financial aid which should respond to some of these questions.

New Century Scholarship. Associate Commissioner Spencer pointed out that the number of students who qualify and apply for the New Century Scholarship plan has increased, yet the amount of funding has not increased since its inception.

Access. Dr. Spencer said the fourth Regent priority this year is access. This is an effort to correct the imbalance between tuition and tax funding. These funds would be increased for SLCC, WSU, and UVSC, which are below the 65/35 percent ratio.

One-time Funding Requests. Associate Commissioner Spencer briefly reviewed the list of items in this category. Regent Beesley noted that in the most recent Governor's Forum, Dr. Lee Todd, President of the University of Kentucky, mentioned that Kentucky had a statewide contract for all libraries in the state, including college and university libraries. Dr. Spencer responded that the USHE has a consortium for libraries, which includes BYU and Westminster. The Pioneer Online Library is available to everyone through the Utah Education Network.

Supplemental Increases. Dr. Spencer said the items shown were the current-year deficits for fuel and power and the New Century Scholarship.

Chair Karras said he had reviewed the \$215 million list of total needs compiled by the Commissioner. The proposed budget represents a more realistic request. The Regents had a very productive session in Richfield with the Higher Education Appropriations Subcommittee. There appears to be more of a willingness to give the Regents a "trust fund" to incentivize behavior within the System.

Second-tier Tuition. Associate Commissioner Spencer said the Commissioner's goal was to avoid using second-tier tuition for mandated costs such as O&M and fuel and power. Commissioner Kendell noted the current method of paying infrastructure costs is to raid every other department to come up with the funds to meet these expenses. When a faculty member is not hired because the money is needed to pay an institution's power bill, quality is diminished. We are looking at a balance between tuition and State funding for salary equity and growth.

Regent Pitcher moved adoption of the proposed 2005-2005 budget request. The motion was seconded by Regent Atkin and carried unanimously.

Utah Education Network (UEN) Budget Request. Assistant Commissioner Wixom, Co-chair of the UEN Steering Committee, briefly explained the UEN budget request shown in Supplement 2 to Tab K. **Regent Barrett moved that the Regents endorse the UEN budget request. The motion was seconded by Regent Sinclair and carried unanimously.**

Student Health Care. Regent Jordan proposed an issue for later discussion. He had heard from some students at the University of Utah that as health care costs increase, many of the students are going uninsured, or perhaps a student is insured but not the spouse. He asked if this is becoming a serious problem for the institutions. Reportedly, many married students are having to make the choice between paying tuition and paying for health insurance. Chair Karras recommended that this issue be included in the report on financial aid. Regent Kemp reported that many single students also are not covered by health insurance. They are no longer covered under their parents' insurance, and they cannot afford to pay for their own premiums. President Millner acknowledged that this is a problem everywhere; students are having to choose between having a roof over their heads, food to eat, paying their tuition, or paying for health care.

Report of the Commissioner

UCAT Budget. Commissioner Kendell noted that the UCAT budget had not been included in the USHE budget request because their budget request is presented to the Legislature separately.

Governor's Forums. Commissioner Kendell said the topic of the first Governor's Forum was workforce preparation. The Commissioner expressed his concern that the Forum seemed to focus too heavily on college graduates meeting workforce needs, all of which were put into 60 management categories. He noted that higher education programs are much larger and much richer than the 60 categories presently used and address many needs in addition to workforce requirements of business and industry. There is already a tremendous amount of cooperation in responding to workforce needs. A comment was made during the Forum about the lack of communication between education and business and industry. Commissioner Kendell pointed out that there is a lot of communication in the form of college advisory councils and committees, but noted that specific meetings with Workforce Services are being planned.

The second Governor's Forum focused on economic development and stimulated a very provocative discussion. Investments in economic development have represented a \$2 billion investment in the K-12 system in Kentucky. Their "Bucks for Brains" campaign brought in millions of dollars. Now they are doing a "Bonds for Brains" which has also been successful, bringing \$20 million into four-year institutions to develop Centers of Excellence and other economic development programs. The University of Kentucky has abandoned its FTE funding approach and instead uses peer institutions for comparison purposes. Funds are targeted to compare favorably with peers.

Commissioner Kendell said he liked the idea of developing "trust funds" to provide incentives for our institutions. Some of the legislators believe it is possible to fund everything with existing money through better management. We know that there is not much money to be invested. The State needs to decide that higher education is one of the most strategic investments its citizens can make. Chair Karras said this would be brought back for further discussion in greater detail.

Notable Accomplishments. Commissioner Kendell noted the accomplishments of the institutions, which were summarized in the Regents' folders. He acknowledged that Governor Walker had awarded the Governor's Medal for Science and Technology to Dr. Lorris Betz at the University of Utah and congratulated him on this honor.

Position Statements. Both gubernatorial candidates had formulated their plans for higher education; copies were included in the Regents' folders.

Adjournment

The meeting adjourned at 12:40 p.m.

Joyce Cottrell CPS, Executive Secretary

Date Approved

R931, Holidays and Holiday Premium Pay

R931-1. Purpose

To prescribe the Commissioner's Office policy with respect to holidays and related pay practices and eligibility standards.

R931-2. References

2.1. Utah Code [§53B-1-106](#) (Appointment of Commissioner's Staff)

2.2. Policy and Procedures [R141](#), Duties of the Commissioner of Higher Education

2.3. Policy and Procedures [R901](#), Personnel Definitions

2.4. Policy and Procedures [R921](#), Hours of Work and Work Week and Overtime

R931-3. Policy

3.1. Standard Holiday Schedule - Subject to paragraph 3.2, Commissioner's Office salaried personnel employed for 30 or more hours per week are entitled to the following paid holidays:

New Year's Day 1st day in January

Martin Luther King/Human Rights Day 3rd Monday in January

Presidents' Day 3rd Monday in February

Memorial Day Last Monday in May

Independence Day 4th Day in July

Pioneer Day in July 24th Day in July

Labor Day 1st Monday in September

~~[Veterans' Day 11th day in November]~~

Thanksgiving 4th Thursday in November

Friday following Thanksgiving

Christmas 25th day in December

~~[One]~~ Two Annual Personal Preference Holidays ~~(~~[One]~~ Two individually selected holidays~~ for employee's personal use during each calendar year, subject to paragraph 3.4 below).

3.2. Variations from Standard Holiday Schedule

3.2.1. An additional holiday may be declared from time to time by the Commissioner.

3.2.2. A holiday falling on Sunday will be observed the following Monday.

3.2.3. A holiday falling on Saturday will be observed the previous Friday.

3.3. Days of Religious ~~[Observations]~~ Observance - The Commissioner's Office recognizes the existence of various days of religious observance or obligation. To be consistent with the Commissioner's Office policy of nondiscrimination and to provide flexibility for personal choice, ~~[one]~~ two personal preference holidays ~~[is]~~ are provided annually for personal use for any purpose selected by the employee. If an individual wishes to observe additional personal holidays, time off must be arranged in advance and will be deducted from the individual's accrued vacation. Supervisors are encouraged to make every effort to grant these requests.

3.4. Rules Relating to Personal Preference Holidays

3.4.1. Use of a personal preference holiday is at the discretion of the employee, provided that notice of the employee's election to take it is given to the employee's supervisor a reasonable time, but not less than five days, before the scheduled date. The notice need not state any reasons why the specified date was selected as a personal preference holiday.

3.4.2. An employee ordinarily shall have a right to take a personal preference holiday upon the date specified in the notice, unless the employee's supervisor determines that emergency or other highly unusual circumstances require the employee to work on that date in order to prevent serious interference with or substantial harm to Commissioner's Office business, property, personnel, programs, or activities.

3.4.3. Subject to the provisions of preceding paragraphs 1 and 2, an employee may schedule a personal preference holiday for the last working day immediately before, or the first working day immediately after, a vacation period.

3.4.4. An employee may take only ~~[one]~~ two personal preference holidays during each calendar year. Failure to use the personal preference holiday in any calendar year constitutes a waiver of the personal preference holiday privilege for that year, and any such unused holiday does not accumulate into the following calendar year. No payment is made upon termination for unused personal preference holiday time.

3.4.5. A new employee is not eligible to accrue a personal preference holiday until completion of the six month probationary period.

3.4.6. Actual use of personal preference holidays shall be reported on the official leave record, together with reporting of other data relating to time and attendance, in accordance with established Commissioner's Office procedures.

~~[3.5. Compensation or compensatory time for holidays worked]~~

3.5.1. ~~Nonexempt Salaried Personnel~~ ~~If a salaried person classified as nonexempt is required to work on a recognized Commissioner's Office holiday,~~

~~other than a personal preference holiday, the supervisor may compensate by scheduling another day off during the week within which the holiday falls. If such an adjustment is not possible, the staff member is entitled to receive regular compensation and additional payment of holiday pay. This amounts to double-time pay for the holiday.~~

~~**3.5.2. Exempt Salaried Personnel**—If a salaried person classified as exempt is required to work on a recognized Commissioner's Office holiday other than a personal preference holiday, the employee is entitled to take another day off during the next three months.~~

3.6. Holiday Compensation Policies

~~**3.6.1.** A person working less than 100 percent time but 75 percent or more is entitled to receive the same rate of compensation for a holiday that is normally paid to that employee for a regular working day.~~

~~**3.6.2.** Part time (i.e., less than 75 percent of full time) personnel are not eligible for holiday pay.~~

~~**3.6.3.** Payment for a holiday which occurs during a period of leave of absence without pay will be made only when the individual works at least one full day during the workweek in which the holiday occurs or otherwise receives compensation for a portion of that workweek by being on a sick leave or paid vacation status.~~

~~**3.6.4.** For purposes of holiday compensation, the personal preference holiday shall be treated identically to other scheduled holidays, except as provided in paragraph 3.5 above.]~~

3.5. Holiday Premium Pay

3.5.1. Full-time permanent and probationary staff employees who are required to work on designated holidays other than a personal preference holiday, will be paid, in addition to regular pay, a premium payment equal to one-half of their base hourly rate for such hours worked on these days.

3.5.2. Part-time permanent and probationary employees are eligible for holiday premium pay on a pro-rated basis.

3.5.3. Temporary employees are not eligible for holiday premium pay.

3.5.4. Payment for a holiday which occurs during a period of leave of absence without pay will be made only when the individual works at least one full day during the workweek in which the holiday occurs or otherwise receives

compensation for a portion of the work week by being on sick leave or paid vacation status.

3.6. Overtime

3.6.1. Holiday premium pay is paid in addition to any overtime payment due. Premium pay for holiday work will not be included in determining the regular hourly rate of pay for the purpose of calculating overtime payments.

3.6.2. Holiday hours are not considered as time worked in the computation of overtime.

3.7. Time Off for Holidays Worked - Equal time off (not to exceed 8 hours), at a mutual convenience of the employee and the employing unit, shall be given if permanent and probationary staff employees(exempt and non-exempt) are required to work on a holiday. The alternative holiday will be scheduled within the current fiscal year. Exception: If the employee terminates or management is unable or chooses not to reschedule the holiday time off, the eight hours will be paid as time at the base hourly rate.

3.8. Hire and Termination Dates - A holiday or weekend day normally will not be reported as a hire to termination date unless the individual is in work status that day.

(Approved July 19, 1983, amended October 13, 1986 and April 16, 1993. Proposed Amendment December 9, 2004.)

December 1, 2004

MEMORANDUM

TO: Utah State Board of Regents

FROM: Richard E. Kendell, Commissioner

SUBJECT: Progress Report - Salt Lake Community College/ Utah College of Applied Technology Strategic Alliance

Background

In June of 2004 the State Board of Regents approved a strategic alliance between Salt Lake Community College and the Utah College of Applied Technology. A copy of the Alliance Agreement and the proceedings of the June Board of Regents' meeting are included for your review.

I have invited the Presidents of Salt Lake Community College, the UCAT Salt Lake-Tooele Campus, and the Utah College of Applied Technology, along with their respective Board Chairs, to make a report on the progress that has been made over the last six months including issues and challenges that are not resolved.

Of specific interest is the outline of " Next Steps in Implementation" appended to the formal agreement.

Please note that the Presidents will make oral reports for this meeting. Each will be prepared to respond to questions and requests for additional information.

Recommendation

This is an information item only.

Richard E. Kendell, Commissioner

Attachments

**Strategic Alliance
Between
the Utah College of Applied Technology and Salt Lake Community College
to Jointly Provide Applied Technology Education Services
in the Salt Lake - Tooele Region**

In an effort to cooperatively meet the applied technology education needs of the citizens of the Salt Lake - Tooele Region to the fullest extent possible, to avoid any actual or implied unnecessary duplication of educational services, and to resolve several existing service delivery area concerns, Salt Lake Community College (SLCC) and the Utah College of Applied Technology (UCAT) hereby enter into this Cooperative Agreement on this 4th day of June, 2004.

This agreement is designed to enhance the services provided by both institutions, in cooperation with our secondary education partners, for the purposes of serving the education and training needs of students and meeting the interests of the business and industry community-at-large in the Salt Lake – Tooele Region. This agreement is provided to ensure an understanding of the complexities of providing these services and to outline a plan that will coordinate the efforts of all institutions involved. The component parts are as follows:

- 1. Maintain a presence for both Salt Lake Community College and the UCAT Salt Lake – Tooele Campus in the Salt Lake – Tooele Region.**
 - With the creation of this strategic alliance, there is a role for both Salt Lake Community College and the Utah College of Applied Technology in the Salt Lake – Tooele Region.
 - Representatives from Salt Lake Community College, the Utah College of Applied Technology, and the Office of the Commissioner of Higher Education will work together to more clearly define appropriate, complementary roles for each of the two institutions.
 - The focus of this strategic alliance is to develop an approach to the delivery of applied technology education for SLCC and the UCAT Salt Lake – Tooele Campus that avoids unnecessary duplication and that creates and sustains strong ATE programs that provide a continuum of educational opportunities with a variety of delivery options to the citizens of the region.

- 2. Evaluate all existing programs offered by the UCAT SLTATC and the Skills Center to identify unnecessary duplication and support potential partnership opportunities.**
 - Review budgets, cost, current and projected enrollment and business/industry demand.
 - Identify areas of unnecessary duplication and programs that could be the basis for future collaboration.
 - Upon completion of the review, where unnecessary duplication is found, make a determination regarding which program is stronger based upon the best objective data possible. Such data might include best fit with role and mission, enrollment, rate of completion, job placement, cost per student/membership hour, and business/industry support, consistent with the philosophy that whichever deliverer is providing the best program should continue to do so. The actual

determination of criteria will be established by separate agreement and approved by the Executive Review Committee (see #6). Agree upon which program will continue to operate. Construct agreements for these programs which allow both UCAT and Skills Center students to enroll. Skills Center students must meet the criteria of academically and or economically disadvantaged. UCAT students will be those not meeting these criteria. Under this plan, a single program could serve both populations of students or two programs could be justified with different student populations.

- Establish an agreement allowing UCAT and the SLCC Skills Center to contract for shared facilities, faculty and services for these programs, with reimbursement to the appropriate entity per the agreement. Such agreements will be reviewed and approved by the Executive Review Committee (see #6).
- Agreements concerning facilities shall be consistent with the provisions of H.B. 232.

3. Develop a cooperative/partnership approach to future instructional programming in the region.

- Develop a plan to allow for shared space and services in Tooele, e.g., USU Education Center, DWS facilities, hospitals, etc.
- Construct a plan for shared space and services at the Unity Center.
- Explore and pursue grants that provide the opportunity for partnerships and the development of collaborative certificate offerings between SLCC and the SLTATC, e.g. Youthbuild, Utah Electronic College, etc.

4. Develop bridge programs that articulate Skills Center and SLTATC certificate offerings with Salt Lake Community College associate degree programs.

- As required by statute, the SLTATC will focus on non-credit, competency-based ATE programming offered, to the extent possible, in an open-entry/open-exit environment and designed to meet the immediate employment needs of students and employers.
- For the period of this agreement, SLTATC will not offer the AAT degree in the Salt Lake – Tooele Region unless:
 - there is sufficient demand from students, business and/or industry for a specific AAT degree, and
 - such an effort is discussed and coordinated with Salt Lake Community College, with appropriate articulation with Skills Center certificate programs.
- As a general operating principle, SLCC will focus on credit ATE programs that result in technical degrees. As required by statute, the SLCC Skills Center will continue to serve academically and economically disadvantaged students by providing non-credit, competency-based, non-degree ATE programming offered, to the extent possible, in an open-entry/open-exit environment and designed to meet the needs of students and employers.

- In all instances, ATE programs will be coordinated between the SLTATC and SLCC and will be consistent with the terms of this Strategic Alliance.
 - Establish formal articulation agreements between Skills Center and SLTATC certificate programs to all appropriate SLCC Associate of Applied Science Programs.
5. **Develop a jointly administered approach to the Custom Fit Program that provides the opportunity for distribution of funds in a manner that is consistent with employer demand.**
- Review reports from both SLTATC and SLCC detailing and verifying the status of current, signed contracts, pending requests from employers for services, and a review of corporate contribution levels.
 - Develop a mechanism to distribute funds in an equitable manner in order to allow both participants to serve employers that have requested service and are waiting for funding to become available.
 - Develop a joint approach to requesting funding from the legislature based on a cooperative Custom Fit effort.
 - Participate in Custom Fit Council meetings to ensure appropriate representation and assist with coordinating Custom Fit efforts statewide.
6. **A Steering Committee, comprised of the President of SLCC, the President of UCAT, the Campus President of the Salt Lake – Tooele Campus, the Commissioner of Higher Education and the respective chairs of the SLCC Trustees, UCAT Trustees, and the Board of Regents will provide direction and oversight for this alliance. Key staff from SLCC and UCAT Salt Lake – Tooele will proceed immediately to accomplish the following tasks:**
- Review and approve new programs, discontinue programs that unnecessarily duplicate each other, propose joint efforts between SLCC and UCAT, etc.
 - Review the status of Custom Fit services and Custom Fit funding in the Region. Make recommendations for redistribution of Custom Fit funds or allocation of supplemental funds.
 - Review and recommend solutions to unresolved issues between SLCC and UCAT.
(See attachment)

All aforementioned items in this Strategic Alliance agreement between the Salt Lake-Tooele Campus of the Utah College of Applied Technology and Salt Lake Community College have been unanimously approved and recommended for implementation by all parties, adopted on this date, 14 May 2004.

David G. Thomas, Chair
Salt Lake Community College

Douglas R. Fannesbeck, Chair
UCAT Salt Lake-Tooele Campus Board of Directors

Judd H. Morgan, President
Salt Lake Community College

Linda Fife, Campus President
UCAT Salt Lake-Tooele Campus

Richard E. Kendell, Commissioner
Utah System of Higher Education

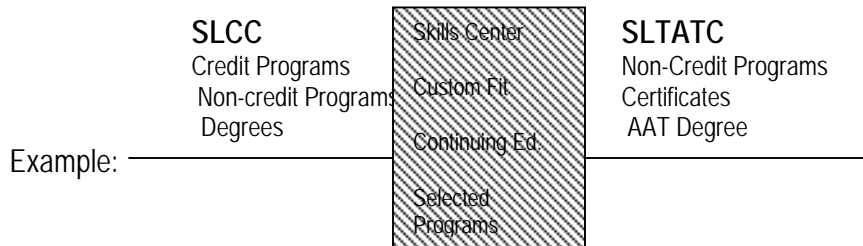
Gregory G. Fitch, President
Utah College of Applied Technology

Nolan E. Karras, Chair
Board of Regents

Norman H. Bangerter, Chair
Utah College of Applied Technology Board of
Trustees

SLTATC/SLCC Strategic Alliance
Next Steps in Implementation as Outlined in the Agreement

1. Representatives from Salt Lake Community College, the Utah College of Applied Technology, and the Office of the Commissioner of Higher Education will work together to more clearly define appropriate, complementary roles for each of the two institutions. In those instances of potential duplication of role and mission (highlighted by the box below) specific agreements will be made to ensure that programs are complementary to each other.



2. Evaluate all existing programs offered by the UCAT SLTATC and the Skills Center to identify unnecessary duplication and support potential partnership opportunities. The initial report should be prepared by the interim president of SLTATC and the Dean of the Skills Center (SLCC).
 - Review budgets, cost, current and projected enrollment and business/industry demand.
 - Identify areas of unnecessary duplication and programs that could be the basis for future collaboration.
 - Identify objective data elements to be used to determine, when unnecessary program duplication is found, which program is stronger. Examples:
 - Best fit with role and mission,
 - Percentage of enrollment growth, decline, over a specific period of time
 - Rate of completion,
 - Job placement,
 - Cost per student/membership hour,
 - Business/industry support
 - Construct agreements for these programs which allow both UCAT and Skills Center students to enroll. Skills Center students must meet the criteria of academically and or economically disadvantaged. UCAT students will be those not meeting these criteria. Under this plan, a single program could serve both populations of students or two programs could be justified with different student populations.
3. Establish an agreement whereby UCAT and the SLCC Skills Center will contract for shared facilities, faculty and services for these programs, with reimbursement to the appropriate entity

per the agreement. Such agreements will be reviewed and approved by the Executive Review Committee (see #6).

4. Develop a cooperative/partnership approach to future instructional programming in the region.
 - Construct a plan to pursue shared space and services in Tooele, e.g., USU Education Center, DWS facilities, hospitals, etc.
 - Construct a plan for shared space and services at the Unity Center.
 - Explore and pursue grants that provide the opportunity for partnerships and the development of collaborative certificate offerings between SLCC and the SLTATC, e.g. Youthbuild, Utah Electronic College, etc.
5. Establish formal articulation agreements between Skills Center and SLTATC certificate programs to all appropriate SLCC Associate of Applied Science Programs.
6. Develop a jointly administered approach to the Custom Fit Program that provides the opportunity for distribution of funds in a manner that is consistent with employer demand.
 - Review reports from both SLTATC and SLCC detailing and verifying the status of current, signed contracts, pending requests from employers for services, and a review of corporate contribution levels.
 - Develop a mechanism to redistribute funds in an equitable manner in order to allow both participants to serve employers that have requested service and are waiting for funding to become available.
 - Develop a joint approach to requesting funding from the legislature based on a cooperative Custom Fit effort.

May 26, 2004

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Salt Lake Community College/Utah College of Applied Technology Strategic Alliance

Background

The creation of UCAT has created some challenges for higher education, particularly in communities where both a UCAT and an existing higher education institution exist. Nowhere has this accommodation been more difficult than in the Salt Lake-Tooele Region which is also the home of Salt Lake Community College. Salt Lake Community College is not only a comprehensive community college with a clear mission of providing applied technology education programs, but it has the distinctive feature of a Skills Center which historically has served educationally and economically disadvantaged students by providing them with skill training required for employment. UCAT provides similar services to students with a delivery model that is open entry/open exit and competency measured, with limited emphasis given to credit or degrees. Both institutions want to serve students who desire applied technology programs, hence there have been long standing disagreements about how these students are best served and who should serve them. The history of determining appropriate roles for these two institutions and the many attempts to collaborate on ATE programming is far too long to reiterate here.

The issue can be reduced to a couple of choices. The first choice is to outline a cooperative plan to define and implement complementary roles for the two institutions. In theory this would have UCAT focusing on non-credit, non-degree programs where the purpose is immediate job placement. Typically this is done in an open entry/open exit delivery system that focuses on competencies rather than credits. UCAT is authorized to award an AAT degree but has agreed not to do so in the Salt Lake-Tooele Region unless there is a compelling need. By comparison, SLCC would focus on credit programs that transfer to other institutions and that commonly lead to degrees. This emphasis would diminish SLCC's current program offerings which include non-degree, non-credit programs.

Of particular importance to SLCC is the Skills Center which has a long history at the College and serves educationally and economically disadvantaged students with ATE programs. The Skills Center would remain at SLCC under the proposed agreement; however, to work properly a cooperative agreement will change existing roles and assignments. In effect the ATE "pie" needs to be divided along some lines and this will have

clear changes, especially for SLCC. It is important to emphasize that the role and mission definitions are a good beginning at dividing the work, but no definition or structure will completely solve the issue at hand. We are now at a point where structure must take a back seat to the good faith efforts of the participants. Regardless of whether or not there is a division of roles, the number of new students needing educational programs may well exceed what both institutions can do working together.

A second choice is to merge the programs of Salt Lake –Tooele UCAT into Salt Lake Community College. This would require the elimination of the UCAT campus and a change in legislation. One could argue that the value of choosing this option simplifies the management of these programs and eliminates the potential for unnecessary duplication of programs. It is not clear whether or not there would be Legislative approval for this change. Moreover, there are individuals, businesses and organizations in the region that support the Salt Lake-Tooele UCAT and believe its presence is essential in meeting their training needs.

Recommendation

For the last several months a small committee consisting of the SLCC president, the UCAT president, the Commissioner of Higher Education, the SLCC Trustee Chair, the UCAT Trustee Chair, and the Chair of the Board of Regents have been discussing a collaborative effort which is attached. This is an effort to accomplish the goals of the first option outlined above. The agreement bears the approval of the committee but in fairness to SLCC, they continue to have reservations about the collaborative option. Perhaps these concerns can be mitigated by working through the requirements of the plan and developing a true working partnership. The Steering Committee, as identified in the plan, will assist in approving agreements that are workable to all parties.

I believe that we are at an important juncture. It is time either to proceed with a collaborative plan or to merge institutions. I am recommending that the Board of Regents approve the collaborative plan as recommended by the small working committee and direct the presidents and other officers of the respective institutions to accomplish the tasks as outlined. This plan is being presented to SLCC Trustees, UCAT Trustees, and SLTATC Directors. I have been assured of their support.

Accomplishments should be reported at the end of the first year and an evaluation made. Two years may be required to give the collaboration a chance to prove results. Ultimately, future legislative appropriations of this arrangement may be the determining factor for continuation.

Richard E. Kendell, Commissioner

Attachments

Chair Jardine moved approval of SUU's proposed organizational restructuring. Regent Jensen seconded the motion, which carried unanimously.

Utah Valley State College – Art and Visual Communications Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts Degrees (Tab E). Chair Jardine said this proposal fit within the criteria for exceptions, based on cost savings and compelling need. The PRC agreed that this was a high institutional priority, and the committee was satisfied that there was substantial interest in this program and that it could be implemented with existing faculty. This may mean that more of UVSC's full-time faculty will teach upper-division classes and adjunct faculty will be used for lower-division classes. The committee approved this program for recommendation to the full Board. Associate Commissioner Winn noted that a report was requested in two years. **Chair Jardine moved approval of the proposed degree programs. The motion was seconded by Regent Jensen and carried unanimously.**

Salt Lake Community College/Utah College of Applied Technology Strategic Alliance (Tab F). Chair Jardine reported that a working committee had met several times to address the issue of providing ATE training to the residents of the Salt Lake-Tooele region. Commissioner Kendell said the creation of UCAT has required new thinking, particularly in an area where there is an existing institution of higher education. This has not been an easy process, especially in the Salt Lake County/Tooele region. As a comprehensive community college, SLCC has an historic role in credit and non-credit programs and open-entry/open-exit programs. Much coordination with UCAT has been necessary to make this work.

Commissioner Kendell pointed out that the Strategic Alliance was still a work in progress. It does not mean that SLCC will no longer offer non-credit programs. UCAT will focus on non-credit, non-degree programs which are competency-based rather than programs measured by credit hours. Both institutions will have open-entry/open-exit courses. The institutions have agreed to work together in this region so that they are not competing on every program. The intent is that UCAT will focus more on shorter training, non-credit, non-degree programs, and SLCC will focus on degrees while still having non-credit programs.

The steering committee consisted of President Judd Morgan, SLCC Trustee Chair Dave Thomas, President Greg Fitch, UCAT Trustee Chair Norm Bangerter, Regent Chair Nolan Karras, Regent Vice Chair George Mantes, and Commissioner Rich Kendell. The Commissioner recommended that the steering committee remain in place so that the institutions can come back to this group to resolve any problems which may arise. The participants will give a good faith effort. Dr. Kendell said UCAT will thrive as long as they can find a distinctive, unique role. UCAT needs to focus on students who are looking for training for actual jobs. A full plan will be presented to the Board in August for statewide delivery of UCAT programs. It may include collaborative partnerships with USHE institutions or it may end up with merged institutions. All options are open. Commissioner Kendell said he was not prepared to merge at this point and asked the two Presidents to work together in this partnership.

Regent Barrett moved that the Strategic Alliance be approved, with the caveat that there be a minimum of two years before a final decision is made. Commissioner Kendell acknowledged that it would take some time to see if this is going to work. Regent Mantes said he did not want to see the process restrained with a time limit. **Regent Barrett's motion died for lack of a second.**

Regent Beesley commended Commissioner Kendell and others on the steering committee, especially Judd Morgan as Interim President, for tackling this difficult problem. She pointed out that SLCC's role and mission as a comprehensive community college included ATE programs, open-entry/open-exit programs, liberal arts/transfer credit programs. She thought the Strategic Alliance was a perfect approach to dealing with the legislative creation of UCAT. President Fitch also applauded SLCC for what they are doing and commended President Morgan for stepping up to bring about the SLCC-UCAT Strategic Alliance. This will be a great partnership to provide services to students who have not been served.

Regent Barney said one of the reasons the State Board of Education fought the creation of the Utah College of Applied Technology so strongly was because the ATC Presidents were strongly opposed to it. They felt that they would eventually be constrained by all of the credit requirements and faculty credential requirements to which higher education must respond, which would limit their flexibility in responding to the job market.

Regent Beesley moved the Commissioner's recommendation:

... that the Board of Regents approve the collaborative plan as recommended by the small working committee and direct the presidents and other officers of the respective institutions to accomplish the tasks as outlined.

... Accomplishments should be reported at the end of the first year and an evaluation made. Two years may be required to give the collaboration a chance to prove results. Ultimately, future legislative appropriations of this arrangement may be the determining factor for continuation.

The motion was seconded by Regent Grant and carried.

Consent Calendar, Academic, Applied Technology, and Student Success Committee (Tab G).
On motion by Chair Jardine and second by Regent Beesley, the following items were approved on the committee's consent calendar:

1. Snow College – Culinary Arts – Fast Track
2. Utah Valley State College – Environmental Management Emphasis