

AGENDA

MEETING OF THE UTAH STATE BOARD OF REGENTS

March 18, 2005

**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
March 18, 2005

AGENDA

9:00 a.m. - COMMITTEE OF THE WHOLE
10:30 a.m. Board Room

- A. Welcome and Overview
- B. Administration of Oath of Office to Regent Janet Cannon
- C. Review of 2005 Legislative Session Tab A
 - 1. Budget
 - 2. Capital Facilities
 - 3. Transfer of Credit – Follow-up Report
 - 4. Measuring Utah Higher Education 2005

10:30 a.m. - MEETINGS OF BOARD COMMITTEES
12:00 noon

Academic, Career & Technical Education, and Student Success Committee ("Programs Committee")
Board Room

ACTION:

- 1. University of Utah – Master of Arts and Master of Science Degrees in Environmental Humanities Tab B
- 2. University of Utah – Master of Arts Degree in Teaching in the Department of Teaching Tab C
- 3. Southern Utah University – Associate of Arts and Associate of Science Degrees in General Studies Tab D
- 4. Utah Valley State College – Bachelor of Arts/Bachelor of Science Degrees in Physical Education and Tab E
Recreation Management Emphases in Exercise Science and Outdoor Recreation Management
- 5. Utah Valley State College – Bachelor of Science Degree in Physical Education K-12 Teacher Tab F
Education, Minor in Physical Education
- 6. Utah Valley State College – Bachelor of Science Degree in Community Health with Emphases in Tab G
Community Health Education, School Health Education, and Health Services Administration
- 7. Dixie State College – Associate of Applied Science Degree in Medical Radiography Tab H
- 8. Dixie State College – Updated Mission Statement Tab I

CONSENT:

- 9. Consent Calendar, Programs Committee Tab J
 - A. University of Utah
 - i. Reading and Literacy Center
 - ii. Center for Water, Ecosystems and Climate Science
 - iii. Graduate Certificate in Urban Planning

INFORMATION:

- 10. A. Information Calendar, Programs Committee Tab K
 - University of Utah –
 - i. Name Change: Ph.D. in Applied Linguistics to Ph.D. in Linguistics

- ii. Name Change: Master of Arts in Teaching in the Department of Languages and Literature
To Master of Arts in Language Pedagogy
- B. Utah Valley State College – Final Report on Baccalaureate Programs in Chemistry,
Mathematics and Physics Tab L
- C. Posters on the Hill – University of Utah and Utah State University Undergraduate Research
Posters at the Capitol Tab M

Finance, Facilities and Accountability Committee

4th Floor Executive Conference Room

ACTION:

- 1. USHE – Proposed Fee Increases for 2005-2006 Tab O
- 2. USHE – Proposed Revisions to Policy R710, *Capital Facilities* Tab P
- 3. USHE – Proposed Revisions to Policy R565, *Audit Committees*, and to Policies R550, R557,
and R567, which relate to Internal Audit Tab Q
- 4. University of Utah – Authorization for Increase in Differential Tuition for Pharmacy Tab R
- 5. University of Utah – Refunding Bond Resolutions for Hospital, Auxiliary and Campus Facilities
and Research Revenue Systems Tab S
- 6. Weber State University – Lease Approval Tab T
- 7. Salt Lake Community College – Property Purchase Tab U

CONSENT:

- 8. Consent Calendar, Finance Committee: Tab V
 - A. USHE – Capital Improvement Priorities for 2005-2006
 - B. USHE – Housekeeping Revisions to Policies R901-R962, Personnel Policies
 - C. UofU and USU – Capital Facilities Delegation Reports
 - D. Southern Utah University – Property Transaction with Iron County for Flood Control
 - E. Salt Lake Community College – Amendment to Lease with Museum of Utah Art and History
(MUAH)

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

LUNCHEON MEETINGS

STATE BOARD OF REGENTS (Executive Session)
4th Floor Executive Conference Room

Chief Academic Officers
Library

Chief Financial Officers
EdNet Room

Others
Board Room

1:30 p.m. - REGULAR BUSINESS MEETING AND COMMITTEE OF THE WHOLE
3:30 p.m. Board Room

- | | |
|--|-------|
| 1. USHE – 2005-2006 Tuition | Tab W |
| • Student Presentation | |
| • Results of Student Hearings on Second-Tier Tuition | |
| • Final Action | |
| 2. UHEAA – UESP Update | Tab X |
| 3. Reports of Board Committees | |
| Programs Committee (Tabs B - M) | |
| Finance Committee (Tabs O - V) | |
| 4. General Consent Calendar | Tab Y |
| 5. Report of the Commissioner | |
| 6. Report of the Chair | |

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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.

March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah - Master of Arts and Master of Science Degrees in Environmental Humanities

Issue

Officials at the University of Utah (U of U) request approval to offer Master of Arts and Master of Science Degrees in Environmental Humanities within the College of Humanities.

Background

The purpose of the proposed degree programs is to assist post-baccalaureate students throughout the region to further their understanding of environmental issues from an interdisciplinary and broad-based humanities perspective. The state of Utah offers a unique site in which to examine and explore the environment from a humanities perspective, learning about a sense of place, of more fully inhabiting a specific place by knowing its ecology, its human and nonhuman histories, its cultural traditions, and its environmental challenges. The program is designed to provide students with a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and with a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns.

Students who earn the Master's in Environmental Humanities can readily move into the increasing number of positions dealing with environmental impact, sustainability, policy and theory in business, law, government, media, non-profits, and universities. With its emphases on interdisciplinary and international concerns, this program will be designed to enhance marketability of its graduates in this expanding field while its breadth will effectively prepare these students for the dynamic evolution sure to accompany the field's multiple and complex applications. National interest in this program was evident when *The Chronicle of Higher Education* sent a reporter to the U of U campus last spring to learn more about it. Subsequently, the Chronicle ran a laudatory feature article in its August 13, 2004 issue.

No new resources are necessary to launch the proposed degree programs. Graduate fellowships have been designated and searches to fill faculty lines are focused in this area. In addition, the proposed program has become a fund-raising priority for donor and foundation support and external grant application.

#### Policy

No policy issues were raised by other USHE institutions. Snow College officials applauded the proposed program and supported the program's efforts to enrich the discussion by integrating humanities and environmental issues.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from the University of Utah to offer the Master of Arts and Master of Science Degrees in Environmental Humanities, effective Fall 2005. A report on the progress of the approved program should be provided to the Regents two years following the program's commencement.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment

PROGRAM COMMITTEE

Action Item

Request to Offer Master of Arts and Master of Science Degrees in Environmental Humanities

University of Utah

Prepared for:  
Richard E. Kendell  
by  
Phyllis C. Safman

March 9, 2005

**College of Humanities  
University of Utah**

**Section I: The Request**

The University of Utah (U of U) requests approval to offer Master of Arts and Master of Science Degrees effective Fall 2005. This program was approved by the Board of Trustees on January 10, 2005.

**Section II: Program Description**

**Complete Program Description**

The Master's Degree in Environmental Humanities is a two-year post-baccalaureate program that is designed to accommodate interdisciplinary demand and interest in a humanities perspective on environmental areas of scholarship. The state of Utah offers a unique site in which to examine and explore the environment from a humanities perspective. The program is designed to provide students with a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and with a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns. As such, the proposed program complements other graduate degrees offered in the western region which investigate environmental issues from social scientific, technical, and scientific perspectives.

The program meets the U of U's Graduate School's criteria for a Master's level degree. The program requires a minimum of 33 semester hours, of which a minimum of 24 hours is represented by coursework. A maximum of six credit hours may be transferred from another institution. Students will have three options for completing the degree: a thesis option, a project option, and a non-thesis option.

Students electing the thesis option are required to complete a minimum of 27 hours of course work and six hours of thesis credit. The student will prepare a thesis prospectus in consultation with his or her adviser and the supervisory committee. The final prospectus must be approved by the supervisory committee and be filed with the chair of the supervisory committee's home department. A public presentation and defense of the thesis is required.

Students who select the project option are required to complete at least 27 hours of course work and a creative or applied project. A minimum of six credit hours is awarded for the project. Students who select the project option are encouraged to combine internship experiences with their project. Students will prepare a project prospectus which must receive final approval of the supervisory committee. The prospectus meeting for the Master's project may be open to the faculty and graduate students at the discretion of the candidate and his or her supervisory committee. A bound copy of the project or a final professional practicum report must be filed with the chair of the supervisory committee's home department before the project hours are cleared. A public presentation and defense of the project is required.



Students who select the non-thesis option must complete a minimum of 33 semester hours of course work and pass a comprehensive examination administered by the supervisory committee. Election of the non-thesis option must be made and approved by the supervisory committee prior to the completion of 24 hours of course work. The comprehensive examination consists of a six-hour written examination and a two-hour oral examination or defense. The written examination will test the candidate's knowledge and understanding of: (1) the theoretical foundations of humanities-based inquiry of environmental phenomena, (2) the major methodological approaches in humanities-based research, and (3) the research literature in the candidate's area of specialization. A formal decision of "pass" or "fail" of the written examination will be made by the supervisory committee before proceeding with the oral examination. The oral examination will not be scheduled until the committee has agreed that the candidate has passed the written examination and the appropriate form is filed with the graduate office.

### **Purpose of Degree**

The purpose of the degree is to provide needed graduate work beyond the bachelor's degree. Currently, Bachelor Degrees in Environmental Studies are offered at the U of U and at other institutions in the Intermountain West; graduate degrees of the type proposed, however, are not. The proposed degree program complements other graduate degrees offered in the western region, which emphasize environmental issues from social scientific, technical and scientific perspectives. Post-baccalaureate students throughout the region will have the option to further their understanding of environmental issues from a broad-based humanities perspective, making them more marketable in their career choices. The Master's Degree program will serve an expanding need in business, education, government, industry, law, public policy, and community planning.

Students who earn the Master's in Environmental Humanities can readily move into the increasing number of positions dealing with environmental impact, sustainability, policy, and theory in business, law, government, media, non-profits, and universities. With its emphases on interdisciplinary and international concerns, this program of study will be designed to enhance marketability of its graduates in this expanding field while its breadth will effectively prepare these students for the dynamic evolution sure to accompany the field's multiple and complex applications.

Development of this unique degree will elevate significantly the stature of the College of Humanities and the U of U, making it a national model for how to study the environment from a truly interdisciplinary theoretical realm that has flexible and sustained practical applications. The proposed program will establish and build on linkages with the local community, institutions of higher learning throughout the State, and international foundations and consortia focused on educational issues of ecological sustainability. Furthermore, the new program will enhance the University's commitment to interdisciplinary study in an innovative fashion that thoroughly ties theory to practice.

### **Institutional Readiness**

The need and interest level of the proposed program for prospective students has been assessed and found to be high. Increasingly, faculty have been hired in the College with a scholarly and pedagogical concentration on environmental studies. This year, for example an environmental historian, a literary scholar in travel and nature writing, and an environmental ethicist will be hired. All of these are existing faculty lines which the Departments of History, English, and Philosophy, respectively, have reconceived

to meet this evolving interest in their disciplines. Graduate fellowships have been designated for some entering students with existing funds. No new resources are necessary to launch this proposed program, so institutional readiness is clear and without encumbrances.

### **Faculty**

In addition to the new faculty who will be hired this year, a number of faculty within the College of Humanities as well as in other colleges in the University have primary or secondary scholarly and teaching interests in environmental studies. Team teaching options that would promote interdisciplinarity are numerous and a number of existing courses can readily be brought into the curriculum.

### **Staff**

The College already has allocated staff to meet the demands of its many new interdisciplinary programs. No new resources are needed to launch this program.

### **Library**

The library holdings in environmental studies are adequate and will be enhanced with the Marriott Library's commitment to increase its documentary archive, some of which will deal with environmental issues. The Stegner Center, whose director is on the steering committee for the new program, is a unique resource for the students in this program.

### **Admission Requirements**

Applicants for admission to the degree program will be reviewed by an admission committee consisting of regular faculty serving on the Environmental Humanities Steering Committee (Appendix D). The proposed program requires the successful completion of a baccalaureate degree as a prerequisite for the Master's Degree. Admission requirements will conform to the requirements of the Graduate School, and will be competitive within the pool of applicants each year. The College's deadline for applying to the program is February 1. A thousand-word statement of personal and professional goals, undergraduate transcripts, Graduate Record Exam (GRE) results, TOEFL score (if applicable), three letters of recommendation, and a sample of creative or scholarly writing, such as a term paper are required. The interdisciplinary nature of the proposed program encourages applicants from wide variety of undergraduate programs, non-traditional students, and applications from traditionally represented groups are encouraged.

### **Student Advisement**

Upon admission to graduate study in the Environmental Humanities program, each student will be assigned a temporary or ad hoc advisor. Temporary advisors are assigned by the admissions sub-committee of the steering committee based on the individual student's interests and undergraduate background. The temporary advisor mentors students until they initiate a request for a supervisory committee. Supervisory committees are formally appointed by the dean of the Graduate School; however, each student participates fully in the selection of the committee. Moreover, each student is responsible for initiating the selection of his or her supervisory committee.

In consultation with the supervisory committee chairperson, the student selects additional faculty as potential members of his or her supervisory committee. The supervisory committee chair's department is responsible for recording and tracking the progress of students. The supervisory committee consists of at least three faculty members who are selected on the basis of their ability to contribute to the student's graduate program. The supervisory committee should be appointed no later than the second semester of graduate work. A program of study for each M.A. or M.S. student should receive preliminary approval by his/her supervisory committee before the completion of twelve hours of graduate credit. Upon completion of 75 percent of course work, the plan of study should receive formal approval.

The primary distinction between the two Master's degrees is that a Master of Arts Degree requires a "standard proficiency" in an approved language, while the Master of Science Degree requires students to complete two research methods courses approved by the student's committee. Any course work taken to reach proficiency in a language may not be counted toward degree course credit. Students may benefit from a degree that labels them in a certain way.

### **Justification for the Number of Credits**

An examination of existing M.A. and M.S. Degrees in the college was conducted. The credit hours required for the three options presented above are in keeping with College and University parameters, and meet the guidelines for new programs established by the Board of Regents R401 policy.

### **External Review and Accreditation**

The Master of Humanities Degree proposal has been reviewed by two external organizations (the Stegner Center and Round River Conservation Studies) who suggested and offered internship options for students. Internships are incorporated as an option in all three degree options (thesis, project, non-thesis). Faculty outside the College of Humanities have reviewed the proposal and support the degree program (Appendix D).

### **Projected Enrollment**

College officials anticipate enrolling a minimum of 15 new students per year in the two-year full-time program. Students currently enrolled in Master degree programs at the U of U, however, may apply.

**Table 1. Projected Enrollment Timeline**

|                          | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 5-year Total |
|--------------------------|---------|---------|---------|---------|---------|--------------|
| <b>1st Year Students</b> | 15      | 15      | 15      | 15      | 15      | 75           |
| <b>2nd Year Students</b> | 0       | 15      | 15      | 15      | 15      | 60           |
| <b>Total Enrollment</b>  | 15      | 30      | 30      | 30      | 30      | 135          |

## **Expansion of Existing Programs**

The Environmental Humanities degree program is comprised of existing courses from all six departments in the College of Humanities (Communication, English, History, Languages and Literature, Linguistics, and Philosophy). However, students will be encouraged to enroll in existing environmental courses offered in other Colleges in order to broaden and deepen their understanding and knowledge of particular concepts and issues. The steering committee for the program (Appendix D) is broadly interdisciplinary and inclusive. Current faculty and resources will support the new degree program. The U of U would be the only institution in the Intermountain West to offer such a degree.

### **Section III: Need**

#### **Program Need**

A graduate program in the Environmental Humanities would greatly enhance higher education efforts in the State. First, there is no graduate program in the Intermountain West that approaches the environment from a Humanities perspective. Such a program allows students to examine the West from a perspective other approaches do not systematically include. Currently, three baccalaureate programs exist in Utah. The U of U offers a Bachelor of Science Degree in Environmental Studies (63 majors in Fall 2004), and a Bachelor of Science in Environmental Earth Science (8 majors in Fall 2004). Utah State University (USU) also offers a major in environmental studies, with approximately 70 students enrolled in its courses. The programs are traditional in that they approach their curricula from a policy or resource orientation. Students in these programs have been polled, many of whom indicated their interest in enrolling in the proposed new Master's program. The proposed Master of Environmental Humanities degree offers students receiving degrees in these programs an opportunity to pursue a career in the environment, but with an increased marketplace advantage. The Master in Environmental Humanities curriculum expands on traditional undergraduate environmental studies and environmental earth science degrees, thus bringing additional perspectives to the more social scientific and/or scientific approaches to the environment. Whereas traditional programs may focus on issues such as water policies or sediment control in dams, a student in Environmental Humanities may examine water issues from an historical and cultural perspective, able to provide context in decision-making situations and a more nuanced understanding of the rhetorical issues accompanying such situations. Students pursuing this graduate degree will be poised to work in multiple contexts—business, education, government, industry, law, and urban planning.

Second, and equally important, Utah is noted for its landscape and national parks. It is also a state with a national profile in environmental issues. The former governor, Michael Leavitt, was head of the Environmental Protection Agency. Environmental issues such as water rights and nuclear waste often place Utah in the news. The state of Utah is a unique site in which to examine and explore the environment from a Humanities perspective. Among those who have done so are authors Terry Tempest Williams and Wallace Stegner.

The proposed program serves as a model for addressing environmental concerns at the national and international levels. Students engage and examine issues both locally and regionally. They would, for example, be able to participate in internships in a red-rock setting or work with scientists and social scientists to plan land usage at Red Butte Gardens or serve internships with the Smithsonian National Museum of Natural History, the Nature Conservancy, the Swaner Nature Preserve, Round River

Conservation Studies, the Murie Center, the Stegner Center, or the Terra Institute in Brazil. Arrangements are being formalized for internships with all of these organizations. This proposed graduate program is expected to draw students locally and from around the country.

### Labor Market Demand

Even though the U.S. Department of Labor Statistics does not include an occupation category for "Environmental Humanities," program graduates will have a broad-based understanding of social, cultural, ethical, historical, communication, and literary perspectives and a focus on how these humanities perspectives intersect with and influence public policy, scientific, legal, industrial, and corporate concerns. They will bring increased skills and new understandings that complement traditional environmental scientist and specialists skills and knowledge. As such, students are expected to find receptive employment in a small but significant proportion of many if not all of the occupations listed in Table 2 below. The table reports employment opportunities and projections for a number of fields in which students will likely find employment. For ease of presentation, the table lists employment projections for just five western states.

**Table 2: Western States Occupational Projections 2000-2010**

| Occupation                                 | State      | 2000 Empl. | 2010 Projected Empl. | Quantity Empl. Change | Ave. Annual Openings | % Empl. Change |
|--------------------------------------------|------------|------------|----------------------|-----------------------|----------------------|----------------|
| Environmental Scientists & Specialists     | California | 5000       | 6500                 | 1500                  | 340                  | 30             |
|                                            | Idaho      | 310        | 420                  | 110                   | 20                   | 34             |
|                                            | Montana    | 330        | 430                  | 100                   | 20                   | 30             |
|                                            | Nevada     | 330        | 430                  | 110                   | 20                   | 33             |
|                                            | Utah       | 640        | 870                  | 230                   | 50                   | 37             |
| Fine Arts                                  | California | 1100       | 1300                 | 200                   | 50                   | 18             |
|                                            | Idaho      | *          | *                    | NA                    | NA                   | *              |
|                                            | Montana    | 30         | 30                   | *                     | *                    | 10             |
|                                            | Nevada     | 90         | 120                  | 30                    | 10                   | 39             |
|                                            | Utah       | 340        | 480                  | 130                   | 20                   | 38             |
| Lawyers                                    | California | 70100      | 92400                | 22300                 | 2780                 | 32             |
|                                            | Idaho      | 1070       | 1390                 | 320                   | 40                   | 29             |
|                                            | Montana    | 4560       | 5520                 | 950                   | 130                  | 21             |
|                                            | Nevada     | 3660       | 4970                 | 1310                  | 160                  | 36             |
|                                            | Utah       | 3850       | 5200                 | 1360                  | 160                  | 35             |
| News Analysts, Reporters, & Correspondents | California | NA         | NA                   | NA                    | NA                   | NA             |
|                                            | Idaho      | 250        | 270                  | 20                    | 10                   | 10             |
|                                            | Montana    | 1170       | 1510                 | 340                   | 70                   | 29             |
|                                            | Nevada     | 460        | 540                  | 80                    | 20                   | 18             |
|                                            | Utah       | 420        | 490                  | 70                    | 20                   | 16             |
| Photographers                              | California | 7500       | 9000                 | 1500                  | 310                  | 20             |
|                                            | Idaho      | 200        | 240                  | 40                    | 10                   | 19             |
|                                            | Montana    | 680        | 780                  | 100                   | 20                   | 15             |
|                                            | Nevada     | 660        | 940                  | 280                   | 40                   | 43             |

| Occupation        | State      | 2000 Empl. | 2010 Projected Empl. | Quantity Empl. Change | Ave. Annual Openings | % Empl. Change |
|-------------------|------------|------------|----------------------|-----------------------|----------------------|----------------|
|                   | Utah       | 430        | 640                  | 210                   | 30                   | 49             |
| Writers & Authors | California | 5900       | 8000                 | 2100                  | 320                  | 36             |
|                   | Idaho      | 180        | 240                  | 50                    | 10                   | 30             |
|                   | Montana    | 1430       | 1670                 | 240                   | 50                   | 17             |
|                   | Nevada     | 190        | 260                  | 70                    | 10                   | 35             |
|                   | Utah       | 1260       | 1810                 | 550                   | 80                   | 44             |

Note: Percent change is shown with an (\*) if 2000 employment is less than 50. Numerical employment growth has been rounded to the nearest 50 and numbers less than 50 are identified with an (\*).

Average annual openings are rounded to nearest 10 and numbers less than 5 are identified with an (\*).

### Student Demand

Environmental Studies is a growing undergraduate major. Over the last two decades programs around the country have been firmly established. Yet, no current programs offer a graduate degree from a Humanities perspective. Because of its interdisciplinary richness and its flexibility for unique Humanities interests, coupled with its unique geographic location, this would be a popular degree, drawing students from, not only the State of Utah, but other regions of the country as well.

*The Chronicle of Higher Education's* article on the proposed program generated numerous inquiries from prospective students and faculty. Student queries have a local, national, and international flavor. In addition to numerous queries from students in Utah, the College has received requests for information from France, Romania, London, and Ontario. The students have diverse backgrounds and educations including Master's of Business Administration, English, Economics, Journalism, Law, and Urban Planning and Public Affairs.

Although published data are lacking, a questionnaire was recently sent to a sample of undergraduate students in Utah in Environmental Studies programs. As of the writing of this proposal, responses have been favorable. Within the first week the College received ten positive responses, with all ten commenting that they would be interested in pursuing such a degree. One person said that he was going out-of-state next year to pursue his advanced degree in Environmental Studies, but would have preferred staying in Utah for the proposed degree in Environmental Humanities. Another respondent, who has already graduated from the U of U, said that she had heard through a friend that the College of Humanities was developing a degree in Environmental Humanities, and requested that we keep her informed. It is believed that students with an interest in environmental studies from a Humanities perspective will seek out this program.

### Similar Programs

As stated earlier, no similar programs exist in the Utah System of Higher Education (USHE). USU offers interdisciplinary graduate degrees in Environmental Studies, with a clear emphasis on environmental management and sustainability. At the U of U, an interdisciplinary graduate program in Environmental Engineering is offered through the College of Engineering and the College of Mines and Earth Sciences, drawing from six of their departments. This degree, like the proposed Environmental

Humanities degree, aims to provide students a “broad-based educational experience, while retaining a focus on the students’ specific area of interest.” Students in the program take one core course and then pursue their area of interest in one of eight areas (e.g., geo-environmental, hazardous wastes, or air pollution).

### **Collaboration with and Impact on Other USHE Institutions**

The Master of Environmental Humanities offered through the College of Humanities at the U of U complements the above environmental and engineering degrees at USU and the U of U, adding a predominantly humanistic perspective to the more scientific, technical and social scientific perspectives offered by other programs.

### **Benefits**

Benefits to students, as stated above, include enhanced marketability in a rapidly growing field as well as better preparedness to be informed citizens and good stewards of the world they inherit and will pass on to their heirs. Benefits to the University include the capacity to launch a new direction of study in this field that will elevate the profile of the University as a trend-setter in interdisciplinary study that has global implications and that truly merges theory and practice. An additional benefit is the coalescence of existing faculty and student interest which currently is diffused throughout the campus, bringing concentration and focus without adding cost. By modeling an innovative, broadly inclusive, and practically relevant program such as this one, the University will further enrich itself as a flagship institution for the State and the nation.

### **Consistency with Institutional Mission**

The mission of the U of U is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the U of U strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence. It welcomes students who are committed to learning and who conform to high academic standards. The right of free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered.

The Environmental Humanities degree also fulfills the University’s strategic plan, which emphasizes interdisciplinary studies, preparing students to become citizens in a global culture and to interact with the larger community. The proposed program complements the institutional mission.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The program is not subject to a specific agency accreditation; however, in addition to the program reviews mandated by the graduate school, the steering committee will conduct an informal review of the program at the conclusion of each of the first five academic years of the program. Use of the

steering committee enables internal review by current U of U faculty and external advice and consultation.

### **Expected Standards of Performance**

Outcome standards established by the steering committee will be used to assess student learning, knowledge, and skills. Specific course requirements for the Master's degree are established on an individual basis for each student by his or her supervisory committee. Two courses must be successfully completed by all students: Humanities 6001 *Foundations of Environmental Humanities*, and Humanities 6002 *Foundations of Environmental Humanities II*. These two courses provide a core understanding of theoretical and research perspectives represented in the Environmental Humanities, as well as a needed cohort experience for interdisciplinary students. Prior to the appointment of a supervisory committee, the student should consult with his or her temporary adviser in selecting course work. Courses which meet the minimal degree requirements are not officially accepted until approved by the student's supervisory committee. Therefore, students are encouraged to consult with their supervisory committee as early as possible in planning their program. A list of courses which constitutes the student's formal program of study should be presented to the supervisory committee for its approval before 75percent of the student's course work is completed.

Students enrolled in the program are expected to manage their priorities to demonstrate good progress in meeting the requirements of their degree programs as well as to appropriately discharge all responsibilities of their assignments. Students must maintain a 3.0 grade average throughout their program. Further, grades lower than a "B-" will not be counted toward degree credit.

All work for the Master's degree must be completed within four consecutive calendar years. In rare cases deserving special consideration, the student's supervisory committee can petition the dean of the Graduate School for a time extension. However, students taking longer than the four-year period may be required to take additional course work or repeat the comprehensive examination.

### **Student Assessment**

All graduate students in the Master of Environmental Humanities program will be reviewed by the program faculty each year during Spring semester. The purpose of the review is to assess the overall progress of each student in the program, and to identify means by which the faculty can assist each student to achieve success in the program. Prior to the review, each student is responsible for meeting with his or her adviser to discuss particular concerns or areas of difficulty, and to provide information that can be usefully shared with the faculty at large during the review sessions. A report of the review deliberations, suggestions, and recommendations will be provided to each student.

### **Continued Quality Improvement**

The Steering Committee meets regularly and will continue to assist in the program's development, implementation, and continued quality monitoring. The faculty and professionals comprising the steering committee have academic training and "real world" experience that allow quality input to the program's continued improvement.



The quality of the program will also be assessed continually through surveys sent to the program's alumni. Information from the surveys will be discussed by the Steering Committee and will be used to modify the program as needed.

## Section V: Finance

### Budget

Because the proposed program is comprised of two new courses that will be team-taught by current faculty and the rest of the courses already exist, there is no need for new resources. The program will generate a sufficient revenue stream. A projected budget for the program is displayed in Table 3 below. Projected new revenue is determined by the number of incoming graduate students enrolled for nine credit hours. Allocation per student credit hour at the 6000 course level was used to calculate new revenue (the current state budget paradigm is \$105 per credit hour for 6000 level courses). Incoming enrollment each year is equivalent to the target goal (15 students per year), with an anticipated enrollment of 75 students over five years. The total increased revenue by the fifth year using the current budget paradigm is approximately \$255,150.

**Table 3: Projected Budget for Environmental Humanities**

| Program Year      | 2005-06  | 2006-07  | 2007-08  | 2008-09  | 2009-10  | 5 Year Total |
|-------------------|----------|----------|----------|----------|----------|--------------|
| Total Students    | 15       | 30       | 30       | 30       | 30       | 135          |
| Total New Revenue | \$28,350 | \$56,700 | \$56,700 | \$56,700 | \$56,700 | \$255,150    |

### *Funding Sources*

In addition to the revenue generated above, the program is already attracting external revenue sources. On November 4, 2004, the College sponsored a public event that promoted the Environmental Humanities program to the larger community. The College received funding totaling over \$180,000 from a variety of sources (Appendix E), to present "From the Arctic to the Red Rock," a program held in Libby Gardner Hall featuring arctic wilderness photographer Subhankar Banarjee, prominent *Field Guide to Birds* author David Allan Sibley, Terry Tempest Williams, and the Utah Symphony and Opera. During November and December, Banarjee's photographs were exhibited at the new Utah Museum of Art and History on Main Street as that museum's first exhibition. In addition to the funds reported above, \$14,000 raised from the \$20 ticket price from the sold out crowd of 700 will be applied to graduate fellowships in the new program.

Because of the multi-faceted nature of this inclusive program and the intense interest in the subject matter, numerous outside funding sources seem promising. Government and private foundations have been approached and many have expressed a keen interest in supporting such a program. Discussions are taking place with the Environmental Protection Agency, the National Science Foundation, and the National Endowment for the Humanities. Recently, the College established a partnership between the new Center for Endangered Languages and the Smithsonian Institute's National Natural History Program. In addition to internships and scholarly collaboration, this formal partnership permits the submission of joint grant proposals and to pursue endowments together. Locally, the Mariner Eccles Foundation and the Tanner Charitable Trust have expressed interest. Nationally, the Cummings Foundation and the Luce Foundation have shown an interest, with the Luce

Foundation placing the College on their top 12 national projects worth pursuing. These external funding opportunities will be used to support graduate assistantships, faculty hires, visiting scholars, lecture series, and pedagogical innovations.

### **Reallocation**

The proposed program relies on existing courses and professors. The program should generate new revenue without incurring new costs; thus, there should be no internal reallocation. The office of the dean of Humanities, however, will monitor the program for new and unforeseen costs. If costs do arise, they will be deducted from the revenue projected above before the revenues are redistributed to departments who teach the courses.

### **Impact on Existing Budgets**

As mentioned above, SCH generated by students in the program shall follow the instructors of courses in which that student enrolls. Therefore, the departments involved in the program will benefit. If all six departments contribute equally, and unforeseen costs do not arise, this innovative program has the potential to generate \$42,525 for each of the six departments over a five year period.

## Appendix A: Program Curriculum

### New Courses to be Added in the Next Five Years

Only one new course will be added to the curriculum. The course will be taught by existing faculty. The course will be designed to represent the major theoretical perspectives common to an environmental humanities approach within the departments comprising the College of Humanities

| Course # | Title                                      | Credits |
|----------|--------------------------------------------|---------|
| Hum 6001 | Foundations of Environmental Humanities    | 3       |
| HUM 6002 | Foundations of Environmental Humanities II | 3       |

### All Program Courses

Listed below is a sampling of courses appropriate for students seeking the Environmental Humanities degree within each department. The lists include an impressive number of courses that have a primary focus on environmental issues, as well as numerous courses that would augment student's individual interests and emphasis. The Graduate Language Study courses listed under the Department of Languages and Literature are included for students who need to establish language proficiency for the MA degree option.

#### Department of Communication

| Course #  | Title                                          | Credits |
|-----------|------------------------------------------------|---------|
| COMM 6000 | Issues in Communication                        | 3       |
| COMM 6350 | Ethical Practices in Communication             | 3       |
| COMM 6360 | Environmental Communication                    | 3       |
| COMM 6580 | Public Relations Issues & Campaigns            | 3       |
| COMM 6660 | Media Ethics                                   | 3       |
| COMM 6710 | Communication Research                         | 3       |
| COMM 6910 | Independent Study                              | 1-3     |
| COMM 7210 | Managing Environmental Conflict                | 3       |
| COMM 7330 | Historical & Critical Methods in Communication | 3       |
| COMM 7350 | Empirical Research Methodology                 | 3       |
| COMM 7460 | History of Rhetorical Movements & Situations   | 3       |
| COMM 6970 | Thesis Research: Master's                      | 3-9     |

#### Department of English

| Course #  | Title                            | Credits |
|-----------|----------------------------------|---------|
| ENGL 5020 | Studies in Nonfiction Prose      | 3       |
| ENGL 5080 | Studies in Environmental Writing | 3       |
| ENGL 5910 | Studies in Criticism & Theory    | 3       |
| ENGL 5920 | Intellectual Movements           | 3       |
| ENGL 5950 | Theories of Culture              | 3       |

| Course #  | Title                           | Credits |
|-----------|---------------------------------|---------|
| ENGL 5970 | Discourse Analysis              | 3       |
| ENGL 5990 | Folklore Method & Theory        | 3       |
| ENGL 6240 | Literature of the American West | 3       |
| ENGL 6350 | Composition Theory & Research   | 3       |
| ENGL 6910 | Individual Study: Master's      | 1-4     |
| ENGL 6970 | Thesis Research Master's        | 1-10    |

### Department of History

| Course #  | Title                                                                    | Credits |
|-----------|--------------------------------------------------------------------------|---------|
| HIST 6200 | Topics in World History                                                  | 3       |
| HIST 6271 | European Exploration, Imperialism, & Decolonization from 1750 to present | 3       |
| HIST 6290 | Colonies & Cultures                                                      | 3       |
| HIST 6820 | Pacific Histories                                                        | 3       |
| HIST 6910 | Special Studies in American History                                      | 3-10    |
| HIST 6940 | Directed Reading                                                         | 1-5     |
| HIST 7620 | Colloquium in History of the American West                               | 3       |
| HIST 7670 | Colloquium in Environmental History                                      | 3       |
| HIST 7800 | Historical Methods                                                       | 3       |
| HIST 7870 | Colloquium in the American West                                          | 3       |
| HIST 6970 | Thesis Research: MA                                                      | 3-10    |

### Department of Languages and Literature

| Course #   | Title                                                               | Credits |
|------------|---------------------------------------------------------------------|---------|
| ASL 7300   | Graduate Language Study                                             | 1-4     |
| CHIN 7300  | Graduate Language Study                                             | 1-4     |
| GREEK 7300 | Graduate Language Study                                             | 1-4     |
| LATIN 7300 | Graduate Language Study                                             | 1-4     |
| C LIT 6760 | Literary Theory & Criticism                                         | 3       |
| C LIT 6761 | Literary Theory & Criticism: Romanticism to Early Twentieth Century | 3       |
| C LIT 6762 | Literary Theory & Criticism: Contemporary                           | 3       |
| C LIT 6880 | Directed Reading                                                    | 1-3     |
| C LIT 6970 | Thesis Research: Master's                                           | 1-13    |
| FRNCH 7300 | Graduate Language Study                                             | 1-4     |
| GERM 7300  | Graduate Language Study                                             | 1-4     |
| ITAL 7300  | Graduate Language Study                                             | 1-4     |
| JAPAN 7300 | Graduate Language Study                                             | 1-4     |
| KOREA 7300 | Graduate Language Study                                             | 1-4     |
| LANG 7300  | Graduate Language Study                                             | 1-4     |
| PTGSE 7300 | Graduate Language Study                                             | 1-4     |
| RUSS 7300  | Graduate Language Study                                             | 1-4     |
| SPAN 7300  | Graduate Language Study                                             | 1-4     |

## Department of Linguistics

| Course #       | Title                                 | Credits |
|----------------|---------------------------------------|---------|
| LING 5043/6043 | Language Maintenance & Revitalization | 3       |
| LING 5981      | Special Topics in Linguistics         | 1-4     |
| LING 5991/6991 | Individual Studies/Perspectives       | 1-4     |
| LING 6041      | Bilingualism                          | 3       |
| LING 6077      | Studies in Discourse Analysis         | 3       |
| LING 6970      | Thesis Research: Master's             | 1-4     |

## Department of Philosophy

| Course #  | Title                                 | Credits |
|-----------|---------------------------------------|---------|
| PHIL 6005 | Proseminar in Ethics & Public Affairs | 3       |
| PHIL 6130 | History of Ethical Theory             | 3       |
| PHIL 6190 | Philosophy of ..... :Topic Varies     | 3       |
| PHIL 6350 | Topics in the Philosophy of Science   | 3       |
| PHIL 6480 | Philosophy of Language                | 3       |
| PHIL 6500 | Contemporary Ethical Theory           | 3       |
| PHIL 6510 | Applied Ethics                        | 3       |
| PHIL 6520 | Advanced Bioethics                    | 3       |
| PHIL 6700 | Advanced Political Philosophy         | 3       |
| PHIL 6750 | Advanced Philosophy of Law            | 3       |
| PHIL 6910 | Individual Research                   | 3       |
| PHIL 7700 | Seminar in Political Philosophy       | 3       |
| PHIL 7510 | Seminar in Applied Ethics             | 3       |
| PHIL 6970 | Master's Thesis Research              | 1-12    |

## Appendix B: Program Schedule

| Course #  | Title                                           | Credits   |
|-----------|-------------------------------------------------|-----------|
|           | <b>Year 1 - Fall</b>                            |           |
| HUM 6001  | Foundations of Environmental Humanities         | 3         |
| BIO 5420  | Advanced Ecology                                | 3         |
| ENGL 5080 | Studies in Environmental Writing                | 3         |
|           | <b>Total Credits</b>                            | <b>9</b>  |
|           |                                                 |           |
|           | <b>Year 1 - Spring</b>                          |           |
| PHIL 6130 | History of Ethical Theory                       | 3         |
| COMM 7210 | Managing Environmental Conflict                 | 3         |
| HIST 7670 | Colloquium in Environmental History             | 3         |
|           | <b>Total Credits</b>                            | <b>9</b>  |
|           |                                                 |           |
|           | <b>Year 2 - Fall</b>                            |           |
| HUM 6002  | Foundations of Environmental Humanities II      | 3         |
| COMM 7330 | *Historical & Critical Methods in Communication | 3         |
| LING 6077 | *Studies in Discourse Analysis                  | 3         |
|           | <b>Total Credits</b>                            | <b>9</b>  |
|           |                                                 |           |
|           | <b>Year 2 - Spring</b>                          |           |
| COMM 6970 | Thesis Research: Master's                       | 6         |
| PHIL 6510 | Applied Ethics                                  | 3         |
|           | <b>Total Credits</b>                            | <b>9</b>  |
|           |                                                 |           |
|           | <b>Total Credits for Degree</b>                 | <b>36</b> |

\* Note: These two courses represent the required methodology courses for a student seeking the Master of Science Degree option. Students seeking the Master of Arts Degree option would have to satisfy the University's language requirement.

### Course Descriptions

**BIO 5420      Advanced Ecology      3**  
 Prerequisite: BIOL 3410 or equivalent. Advanced treatment in central topics in modern ecology; population growth and regulation, competition, predation, herbivory, mutualisms, stability, and diversity of communities.

**COMM 7210      Managing Environmental Conflict      3**  
 Prerequisite: Graduate standing required. A critical examination of communication practices which have contributed to current environmental conflicts and strategies for managing environmental conflicts.

- COMM 7320 Seminar: Historical and Critical Research Methods in Communication 3**  
Philosophy and practice of critical and historical research; emphasis on approaches useful to study of mass communication and speech communication.
- ENGL 5080 Studies in Environmental Writing 3**  
Focused approaches to the genre of environmental literature.
- ENGL 6240 Literature of the American West 3**  
Prerequisite: Graduate Standing. A graduate-level readings course in the literature of the American West.
- HIST 7620 Colloquium in the History of the American West 3**  
A graduate-level readings course in the History of the American West.
- LING 6077 Studies in Discourse Analysis 3**  
An examination of ways of linking text linguistics and social theory, particularly within the framework of the emerging school of critical discourse analysis. Particular attention given to media discourse. Major topics include presupposition, implication, textual 'silences,' context, staging, framing, intertextuality, metaphor, and cultural models and myths.
- PHIL 6130 History of Ethical Theory 3**  
Prerequisite: Graduate standing required. Ethical thought of Plato, Aristotle, Epicurus, Augustine, Aquinas, Hume, Kant, Butler, Mill, et al.
- PHIL 6510 Applied Ethics 3**  
Prerequisite: Graduate standing required. Ethical and meta-ethical theories and their application to professional decision-making. The rational basis of moral judgments and policies.

## **Appendix C: Faculty**

Listed below are faculty in the College of Humanities who have a primary or secondary interest in environmental scholarship. Environmental Humanities degree students will also take classes from faculty outside the college.

### **COMMUNICATION**

- **Connie Bullis**, Ph.D. 1984 (Purdue University)
- **Julia Corbett**, Ph.D. 1994 (University of Minnesota)
- **Craig Denton**, M.A. 1977 (UU)
- **Nickieann Fleener**, Ph.D. 1977 (University of Wisconsin)
- **Glen Feighery**, Ph.D. 2004 (University of North Carolina, Chapel Hill)
- **Vicky Newman**, Ph.D. 1996 (Texas A & M University)
- **Tarla Peterson**, Ph.D. 1986 (Washington State University)

### **ENGLISH**

- **Margaret Brady**, Ph.D. 1978 (University of Texas)
- **Francois Camoin**, Ph.D. 1967 (University of Massachusetts)
- **Stuart Culver**, Ph.D. 1984 (University of California, Berkeley)
- **Brooke Hopkins**, Ph.D. 1970 (Harvard University)
- **Howard Horwitz**, Ph.D. 1984 (University of California, Berkeley)
- **Robert Newman**, Ph.D. 1982 (University of North Carolina)

### **HISTORY**

- **Robert Goldberg**, Ph.D. 1977 (University of Wisconsin)
- **Eric Hinderaker**, Ph.D. 1991 (Harvard University)
- **Rebecca Horn**, Ph.D. 1989 (University of California, Los Angeles)
- **Anne Keary**, Ph.D. 2001 (University of California, Berkley)

### **LANGUAGES AND LITERATURE**

- **Maria Dobozy**, Ph.D. 1979 (University of Kansas)
- **Mushira Eid**, Ph.D. 1977 (University of Minnesota)

### **LINGUISTICS**

- **Lyle Campbell**, Ph.D. 1971 (University of California, Los Angeles)
- **Mauricio Mixco**, Ph.D. 1971 (University of California, Berkley)

### **PHILOSOPHY**

- **Peggy Battin**, Ph.D. 1976 (University of California, Irvine)
- **Dean Chatterjee**, Ph.D. 1975 (University of Washington)
- **Leslie Francis**, Ph.D. 1974 (University of Michigan)
- **Bruce Landesman**, Ph.D. 1971 (University of Michigan)
- **Anya Plutynski**, Ph.D. 2001 (University of Pennsylvania)

### ***TANNER HUMANITIES CENTER***

- Annie Clark Tanner Fellow: **Terry Tempest Williams**, MS 1984 (UU)



## Appendix D: Program Steering Committee

- Mark Bergstrom, College of Humanities, Associate Dean
- Connie Bullis, Communication
- Holly Campbell, Tanner Humanities Center
- John Campbell, Honors Program
- Mushira Eid, Languages & Literature
- Marianna Di Paolo, Linguistics
- Leslie Francis, Philosophy
- Eric Hinderaker, History
- Bob Keiter, Director, Stegner Center, Law
- Dan McCool, Director, Environmental Studies, Political Science
- Fred Montague, Biology
- Vicky Newman, Communication
- Geoffrey Silcox, Chemical & Fuels Engineering
- Dennis Sizemore, Roundriver Conservancy
- Steve Tatum, English

## Appendix E: External Funding Sources

In 2004, over \$180,000 has been generated for the Environmental Humanities graduate initiative from the following donor constituency:

| Institutions                                                                                                                                                                                                                                                                                                                                                                                                                                      | Individuals                                                                                                                                                                                                                                                                                                                                                                                          | Other Partners                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Corporate Donors</b> <ul style="list-style-type: none"> <li>▪ Black Diamond Equipment</li> <li>▪ The Boyer Company</li> <li>▪ Deseret Morning News</li> <li>▪ The Ensign Group</li> <li>▪ Huntsman Corporation</li> <li>▪ Kennecott Land</li> <li>▪ O.C. Tanner Company</li> <li>▪ Paladin Development Partners</li> <li>▪ Sam Weller's Bookstore</li> <li>▪ Talisker Deer Valley</li> <li>▪ Utah Power</li> <li>▪ Vortex Backpacks</li> </ul> | <b>Large Gifts</b> <ul style="list-style-type: none"> <li>▪ Senator Robert F. Bennett</li> <li>▪ Elizabeth Colton</li> <li>▪ Jim &amp; GERALYN Dreyfous</li> <li>▪ Merline Leaming</li> <li>▪ Steve &amp; Lorna Matheson</li> <li>▪ John &amp; Anne Milliken</li> <li>▪ Wood Moyle</li> <li>▪ Rhoda Ramsey</li> <li>▪ Jennifer Speers</li> <li>▪ John Tempest</li> <li>▪ David Thomas, MD</li> </ul> | <b>Education &amp; Outreach Partners</b> <ul style="list-style-type: none"> <li>▪ Museum of Utah Art &amp; History</li> <li>▪ The Nature Conservancy</li> <li>▪ Salt Lake City Film Center</li> <li>▪ Sundance</li> <li>▪ Swaner Nature Preserve</li> <li>▪ Utah Symphony &amp; Opera</li> </ul> |
| <b>Foundation Donors</b> <ul style="list-style-type: none"> <li>▪ Bamberger-Allen Health &amp; Education Foundation</li> <li>▪ Willard L. Eccles Foundation</li> <li>▪ Mark &amp; Kathie Miller Foundation</li> <li>▪ Swaner Nature Preserve</li> <li>▪ Tanner Charitable Trust</li> </ul>                                                                                                                                                        | <b>Small Gifts</b><br>We currently have about 200 donors making gifts of \$20-\$100 to the Environmental Humanities program                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                  |
| <b>Association Donors</b> <ul style="list-style-type: none"> <li>▪ Rocky Mountain Elk Foundation</li> <li>▪ Utah Mining Association</li> </ul>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                  |

## Appendix F: References

- United States Department of Labor. Bureau of Labor Statistics. Available at [www.bls.gov](http://www.bls.gov)
- The Natural World. The Chronicle of Higher Education. Volume 50, Issue 49, page B15.

March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah - Master of Arts Degree in Teaching

Issue

Officials at the University of Utah request approval to offer a Master of Arts Degree in Teaching. The proposed program would reside in the Department of Teaching and Learning, College of Education.

Background

The proposed Master of Arts Degree in Teaching will enable students who already hold a bachelor's degree to earn licensure in elementary, early childhood, or secondary education while simultaneously earning a Master's Degree. This degree/licensure program would encompass a 36 hour (33 hour for secondary education) master's degree with nine additional hours of clinical experience, representing a solid and academically rigorous set of courses and experiences. Graduates of the program will earn a recommendation for their Utah Level One teaching license and will have passed the appropriate PRAXIS II content knowledge and pedagogical examinations that qualify them as "highly qualified educators" as defined by the federal "No Child Left Behind" law, Title II federal legislative requirements, and the Utah State Office of Education regulations. The twelve-month program (summer, fall, spring, summer) will allow participants to maintain their current independent employment status for three of the four semesters, and their recommendation for licensure will be completed after three semesters.

No new ongoing support is requested, and this program will be self-sustaining within one year of its implementation. Start-up funding (from unfilled department faculty lines) is available primarily to employ the clinical faculty early in the process, prior to the start of this program, and the few adjunct educators who will assist in full staffing until student tuition is received. Prior to the design of these programs, faculty engaged in an extensive examination of well-respected MAT programs from schools throughout the country. The proposed program, including coursework and clinical experience, is built on the amalgam of the Teaching and Learning Department's experience and expertise, and the knowledge gained from this investigation.

The proposed program offers to those with a bachelor's degree an opportunity to become educators in a timely fashion, to be prepared in an established and recognized program, and to participate in ongoing partnerships with school districts along the Wasatch Front.

Policy

No issues were raised.

Commission's Recommendation

The Commissioner recommends that the Regents approve the request by the University of Utah to offer a Master of Arts Degree in Teaching, effective Fall 2005. A report on the progress of the approved program should be provided to the Regents two years following the program's commencement.

\_\_\_\_\_  
Richard E. Kendell, Commissioner

REK/PCS  
Attachment

PROGRAM COMMITTEE

Action Item

Request to Offer a Master of Arts Degree in Teaching

University of Utah

Prepared for:  
Richard E. Kendell  
by  
Phyllis C. Safman

March 9, 2005

## **Masters of Arts in Teaching (MAT) in the Department of Teaching and Learning, College of Education**

### **Section I: The Request**

The University of Utah requests approval to offer a Master of Arts in Teaching (MAT) degree effective Summer, 2005. This program has been approved by the Institutional Board of Trustees on January 10, 2005.

### **Section II: Program Description**

#### **Complete Program Description**

The Department of Teaching and Learning proposes to launch a Masters of Arts in Teaching (MAT) for students with a bachelor's degree who wish to become elementary, early childhood, or secondary educators, within a model that reduces the time necessary to begin their teaching careers.

The Masters of Arts in Teaching (MAT) will offer the opportunity to earn licensure in elementary, early childhood, or secondary education and simultaneously obtain a Masters of Arts in teaching. This degree/licensure program would encompass a 36 hour (33 hour for secondary education) master's degree with nine additional hours of clinical experiences, representing a solid and academically rigorous set of courses and experiences. Graduates of the program will earn a recommendation for their Utah Level One teaching license and will have passed the appropriate PRAXIS II content knowledge and pedagogical examinations that qualify them as "highly qualified educators" as defined by the federal "No Child Left Behind" law, Title II federal legislative requirements, and the Utah State Office of Education regulations. The twelve-month program (summer, fall, spring, summer) will allow participants to maintain their current independent employment status for three of the four semesters, and their recommendation for licensure will be completed after three semesters.

#### **Purpose of Degree**

Many reasons exist to create this degree in all three concentration areas: elementary, early childhood and secondary education. First, large proportions (over 50 percent) of the University's secondary licensure students come with a bachelor's degree in their major (and frequently minor) subject areas. Similarly, the current early childhood cohort is comprised almost entirely of post-baccalaureate students. Many of these individuals are non-traditional licensure candidates, that is, they are returning adult learners. Thus, the Department's current licensure classes are complicated by having undergraduate and graduate students in them, resulting in differentiated assignments and complex time schedules that preclude a logical and timely sequence. Further, the Master in Education (M. Ed.) courses (in which these "initial licensure" post-baccalaureate students currently enroll as part of their graduate requirements) are also complicated by having experienced educators and pre-service learners in the same classes. In both cases students' needs are not the same and thus their educational experiences are somewhat compromised. Literature about adult learners' needs and perspectives has guided the Department to reconfigure these programs.

Second, the current undergraduate programs are compromised because the Department must give some very limited slots to graduate students. This has resulted in a lower number of undergraduate students becoming teachers in a timely fashion and exacerbates the current dilemma of meeting the demands of education undergraduates.

Third, due to a shortage of teachers, Utah currently has an 'alternative route to licensure' (ARL) policy (through the Utah State Office of Education). This ARL policy allows individuals to be hired on a letter of authorization from a school district without having any preparation to teach. Darling-Hammond (2001) noted problems with alternative licensure programs. "Among new teachers, those who enter with little teacher education and those who receive little mentoring leave the most quickly, overwhelmed by complexities that they are poorly armed to meet" (p. 12). A recent study showed that of those students who enter from a "short-term alternative" program, only 34 percent remain in classrooms after three years, while 84 percent of those who have a Bachelor of Arts Degree in a subject field and then an Master of Arts Degree in education are still teaching in the classroom after the same period of time (Darling-Hammond, 2003, p. 10). The proposed MAT program would provide an academically sound alternative to the current Utah Alternative Routes to Licensure (ARL) program that no other Utah teacher preparation institutions currently provide. A major goal of this new program is to increase new teacher retention rates through a quality program and with ongoing support through the first year of teaching (induction year). It is worth noting that many Research I institutions have had MAT programs for many years (e.g., Stanford, U. of Washington, U. of Michigan, U. of Georgia) and they have proven exceptionally successful. Some institutions use this model as their exclusive model for students to earn a teaching license.

Finally, the most recent statistics of critical need and teacher shortage from the American Association for Employment in Education (2003) demonstrated that there are no categories with a considerable surplus, many categories of a balanced need (most notably elementary areas), and several categories of some or severe shortage (mathematics, all science areas, and English as a second language). These statistics demonstrate that there will be a continual supply of students who desire to become educators, and the expectation that they will be able to find positions once they have their teaching licenses.

### **Institutional Readiness**

The impact of this program will be minimal on the Department of Teaching and Learning, and planning for it has occurred throughout the past two years. In addition, in July 2004, the Department hired a coordinator of teacher licensure so that the Department is now fully staffed and prepared for this program. The MAT program will not challenge the departmental or college structure in any way. Licensure at the undergraduate level is already provided in all three concentrations, and excellent relationships with all local school districts have been established. In conjunction with the clinical faculty and coordinator of teacher licensure, faculty have identified liaisons with each of four school districts, and these liaisons, paid employees of the districts for whom the Department contributes a portion of their salaries, assist in identifying and coordinating clinical placements for departmental students. The graduate classes offered to these students will be covered by one additional clinical faculty (for the new elementary MAT cohort). The secondary and early childhood MAT cohorts will each replace an existing undergraduate cohort that typically includes primarily post-baccalaureate students who until now have taken their courses at the undergraduate level.



The net gain of students will be approximately equal to one cohort. The Department will be able to reconfigure and correct the imbalance that currently exists. The most urgent pressure has been on admitting elementary students at the undergraduate level to the three cohorts, and now the Department will be able, by adding the MAT cohort, to accommodate 25 additional students per year. The impact on library, technological, and other resources is minimal.

The basic graduate level of these courses will permit funding without any budgetary challenges (refer to Budget). Given the nature of professional teacher preparation, it is not possible for this program to expand beyond the numbers allowed in each cohort although the numbers of individuals interested in this program has been extensive.

### **Faculty**

Due to the intense demand for admission to the elementary education program, and the enormous number of individuals wishing to become elementary educators who already have a baccalaureate degree, the Department will add one additional cohort for the MAT elementary program. One of the undergraduate cohorts will be replaced by a secondary MAT cohort and the early childhood cohort, 95 percent of whom are post-baccalaureate. The Director of Graduate Studies will be the program coordinator, and a new clinical auxiliary person is needed. The income generated by the additional student credit hour production at the graduate level, using the current formula, will fund this position.

### ***Staff***

The need for additional regular staff personnel is not anticipated; however, one work study student to assist with clerical work will be sought.

### **Library and Information Resources**

No impact on the general library or information resources is anticipated; however, the students use the Curriculum Library, which is funded by the College. The College of Education has a substantial technological infrastructure and the additional cohort of students and one clinical faculty member will not make a significant impact on these functions.

### **Admission Requirements**

Each program will require the same demonstration of readiness and qualifications to become an educator. These include:

*Graduate Record Examination:* All potential students for the MAT will take all three sections of the GRE to demonstrate preparation and readiness for graduate work.

*Undergraduate GPA:* Students will be expected to enter with a minimum undergraduate GPA of 3.0.

*PRAXIS II Content Test:* Each student will be required to take and pass the PRAXIS II (Professional Assessments for Beginning Teachers, developed by the Educational Testing Service, and used by over 80 percent of the states to verify competence of new educators). The exact tests have been determined by the Utah State Office of Education. Elementary students will take the Elementary Content Test and early childhood educators will take the Early Childhood Content Test. Secondary

students will be required to take content tests in all subject areas in which they request recommendation for licensure.

### **Student Advisement**

The Department of Teaching and Learning has two full-time advisors who serve licensure students. These experienced individuals are working in conjunction with a full-time Coordinator of Teacher Licensure, a new position that was established in July, 2004 to organize, advise, and shepherd the MAT. This position will also assist in coordinating placements for the MAT students in local schools.

### **Justification for Number of Credits**

The proposed program will require 36 hours for elementary and early childhood education majors and 33 graduate hours for secondary students. In addition, all three programs will require nine hours of student teaching for which students do not receive graduate credit. The number of credits required for each cohort comports with Regents' standards.

### **External Review and Accreditation**

The College of Education at the University of Utah has been preparing educators since 1869. At this time, the Department of Teaching and Learning is the identified entity that recommends candidates for licensure to the Utah State Office of Education (USOE), once they have satisfied all the requirements identified by the Department. In the past year the College has undergone an intensive review by the USOE based on state standards. All of the departments' programs successfully completed this review, which extends until 2009. Further, the College has identified the Teacher Education Accreditation Council (TEAC) as the national organization from which it will now seek accreditation. The application process will be completed before 2009. The Department is preparing for the accreditation review. The cost of application and the review process will be approximately \$4500 and will be paid for by the College.

### **Projected Enrollment**

The Department estimates that the proposed program will be completely filled as soon as it is authorized. Currently, there are seven cohorts (three elementary, three secondary, and one early childhood) which comprise approximately 175 students who earn licensure each year. Each one of these cohorts routinely receives more than double the number of qualified applications than space available. More than 200 calls have been received by individuals who already hold baccalaureate degrees and are interested in becoming teachers and earning a graduate degree. This past year a hybrid program was launched to allow individuals to seek a secondary license in a compressed manner while beginning their M.Ed. Degree. With no publicity and within approximately two months, the Department received over 50 applications, accepted 28 students, and this hybrid is working extremely well.

## **Expansion of Existing Program**

The MAT is not an expansion of an existing program. Instead, it is developed in a compact manner that was created for working adults to maintain their employment for over half of the twelve month program while they pursue licensure.

### **Section III: Need**

#### **Program Need**

Three compelling reasons exist for the implementation of the proposed program at this time. First, graduate students seeking licensure take seats from undergraduate licensure students, and the undergraduate cohorts are not self-sustaining. Each year the Department admits 75 elementary, 75 secondary and 25 early childhood education students. Approximately 50 percent of secondary students, 90 percent of early childhood students and 35 percent of elementary students enter at the post-baccalaureate level. These numbers have continuously increased as more individuals have chosen to enter the teaching profession and return to school to earn licensure. Due to the nature of teacher preparation and the current funding formula, undergraduate education costs more than the Department can recoup. However, if post-baccalaureate students can be educated at the graduate level, financial issues can be resolved. The graduate programs will produce income and become self-supporting within one year, and simultaneously resolve a significant challenge to assist the non-traditional candidates as they transition into the teaching profession. One elementary cohort will be added while maintaining the other two concentrations for undergraduate and graduate programs at the same number of students and faculty. The MAT will meet the goal of insuring that the undergraduate teacher licensure programs are able to continue in a robust manner. More undergraduates can be accommodated in their own cohorts while post-baccalaureate students are being prepared to teach in the schools.

Second, there is an urgent need expressed by the community: Utah is facing an enormous increase in the student population in K-12 schools, and meeting the demands for a significant increase in teachers is a continuous problem for all school districts.

Finally, potential candidates who have a baccalaureate degree typically are required to invest two to three years to earn the initial Utah teaching license (slightly longer for elementary education), and many students simply give up their goal to become educators. Moreover, the licensure structure does not differentiate between undergraduate and graduate students. Graduate classes, designed for practitioners, are similarly complicated by having seasoned and novice teachers together; graduate students seeking licensure take undergraduate licensure classes and to complete a masters program, enroll in traditional M.Ed. classes. In both cases students' needs are not the same and their educational experiences are somewhat compromised. Statistics accumulated on adults asking for a post-baccalaureate licensure program indicate that over 130 are interested in the secondary and over 100 are interested in the elementary/early childhood programs. The proposed program will be able to serve approximately 25 students in each of the three concentrations every year.

Based on these data and an investigation of other state institutions' programs (that have consistently had to turn away qualified students), University officials are confident that the MAT programs will be fully enrolled well into the 2020 decade. Moreover, the program is designed so that working adults will

be able to keep working for part of their MAT experiences. They will have only evening classes in the summer, evening classes in the fall (but required to do 15 hours of field experience per week), and their second summer will have evening classes. Their student teaching semester will require a full-time commitment (i.e., five day a week, 7:30 AM to 3:30 PM).

### **Labor Market Demand**

Utah is facing considerable increases in the student population in its K-12 schools, and meeting the demands for a significant increase in teachers is a continuous problem for all school districts. Moreover, these teachers must be “highly qualified” as defined by the Federal No Child Left Behind (NCLB) law. The MAT will guarantee a continuing stream of highly qualified educators (exit requirements will insure that each teacher leaving the MAT programs will be qualified under this law). The Utah State Office of Education reported that school enrollment rose by 1.2 percent last school year (2003-04) and projects that Utah schools will take in another 180,000 new students through 2015. At the present rate, it is estimated that that a continual shortfall of dozens of teachers will occur each year just in the districts along the Wasatch Front. Little doubt exists that new schools will be built and new teachers will be in demand for many years to come. The MAT will guarantee a continuing stream of highly qualified educators.

### **Student Demand**

Within the field of education, there is a consistent pool of candidates who pursue undergraduate degrees and later determine they would like to become teachers. As mentioned, the Department had been gathering names and contact information from individuals inquiring about a post-baccalaureate licensure program. In the six months since names have been collected, a list of 200 interested individuals has been generated. Given the expected need for new teachers in Utah and throughout the country, the proposed program is likely to be in demand.

### **Similar Programs**

Currently, no other public institution in Utah offers the MAT degrees, although the MAT is widely respected and offered at most major Research One institutions throughout the United States. Other institutions do offer licensure programs at the graduate level, however they do not use the cohort model and are not designed to be completed within a year. The Department of Teaching and Learning has never sought to be the institution that produces the largest number of graduates; rather it has always strived to be known as a program that produces highly qualified teacher candidates.

### **Collaboration with and Impact on Other USHE Institutions**

The Department of Teaching and Learning at the University of Utah currently recommends approximately 175 teacher candidates to the USOE for licensure. A majority of the other Utah programs send more. This is a small number in relation to the size of the institution and compared to other large state institutions. The proposed program is not expected to have any impact on other teacher preparation programs in Utah.

## **Benefits**

The students who want to be licensed will now be able to complete that goal in a graduate program that acknowledges their unique characteristics as working adults. The Department's other students will benefit because the graduate and undergraduate licensure classes will be separated, and the traditional M.Ed. students will be able to focus on classes that are designed solely for them. The University will meet the needs of its constituents, both the larger needs of Utah, as well as the needs of its students.

## **Consistency with Institutional Mission**

The mission of the University of Utah is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence.

The College of Education is committed to expand the diversity of educators in Utah public schools and believes it has the responsibility to support the professional development of educators through traditional and other licensure models. This program encourages those with significant content knowledge to enter the field of teaching and is the highest priority of the College of Education

## **Section IV: Program and Student Assessment**

### ***Program Assessment***

The MAT program will be assessed in a variety of ways. The College conducts formal evaluations every year on each of its programs; the MAT will become part of that process. The evaluation process includes gathering data through student, alumni, employers, and community member surveys, focus groups, and interviews. These data are analyzed and compiled, and then compared to previous results over time. A series of faculty meetings is devoted to discussion of the results of the evaluation. Any trends or issues are quickly addressed. More importantly, the entire program will undergo accreditation by TEAC within the next five years.

### **Expected Standards of Performance**

The students admitted to the proposed program will have earned a 3.0 GPA in their undergraduate work, passed the Graduate Record Examination with superior scores, and successfully passed the PRAXIS II test in content knowledge for their area of concentration. They will be expected to maintain a minimum of a 3.0 GPA in their graduate studies in the MAT.

### **Student Assessment**

Students in any licensure program are assessed in multiple ways. Collected are data from individual coursework and field-based evaluations of performance by cohort leaders and supervisors. In addition,

each teacher candidate has one or more designated site teacher educator who regularly evaluates the candidate's performance on multiple measures. The Utah State Office of Education also has mandated that students, as part of an Early Years Enhancement program (EYE) develop and maintain a teaching portfolio. The development of the artifacts that populate this portfolio will also be evaluated by the MAT program coordinators. Finally, as a summative assessment tool, each student will be required to take the PRAXIS II Principles of Teaching and Learning (PLT) for the appropriate grade level. The Utah State Office of Education has mandated that all teachers take and pass this test within three years of licensure. The Department of Teaching and Learning will require students to take and pass this test as an exit and licensure requirement.

### Continued Quality Improvement

The faculty and chair of the Department will closely monitor the outcomes and responses to the MAT from students, site teacher coordinators, local administrators, and graduates' employers to insure that the students are appropriately prepared for their new teaching responsibilities. Revisions in the curriculum and specific course requirements will be assessed every Spring in anticipation of a new cohort. The accreditation process will provide opportunities for program analysis prior to 2009 and every five years subsequent to that time.

## Section V: Finance

### Budget

Budgets for the College of Education are decentralized. The budget numbers presented are for the specific MAT program implementation over the next five years. Currently, the College is searching for six tenure track faculty and a portion of some of these hires' responsibility will be to assist with the MAT program. Thus, salaries and benefits are pro-rated by the number of courses expected to be taught.

Table 1: Faculty Requirements

| Faculty Classification                  | 05-06       | 06-07       | 07-08       | 08-09       | 09-10       |
|-----------------------------------------|-------------|-------------|-------------|-------------|-------------|
| 3 Tenure Track Faculty@ .25             | .75         | .75         | .75         | .75         | .75         |
| 3 Auxiliary Faculty FTE/Persons @ 1 FTE | 3.          | 3.          | 3.          | 3           | 3.          |
| <b>Total FTE Faculty</b>                | <b>3.75</b> | <b>3.75</b> | <b>3.75</b> | <b>3.75</b> | <b>3.75</b> |

Note: The start-up costs are only for the Elementary MAT, a new cohort. The other two MAT cohorts are reallocation of existing lines and resources

### Expected Revenue/Costs per Cohort

| Budget Item                               | 05-06           | 06-07          | 07-08           | 08-09           | 09-10           |
|-------------------------------------------|-----------------|----------------|-----------------|-----------------|-----------------|
| Start-up costs (divided among 3 cohorts)* | \$12,000        |                |                 |                 |                 |
| Total Students                            | 20              | 20             | 25              | 25              | 25              |
| Total Revenue                             | \$88,200        | \$88,200       | \$110,250       | \$110,250       | \$110,250       |
| Total Expenses                            | 80,000          | 80,000*        | 90,000          | 90,000          | 90,000          |
| <b>Total (deficit) or income</b>          | <b>(\$3800)</b> | <b>\$8,200</b> | <b>\$20,250</b> | <b>\$20,250</b> | <b>\$20,250</b> |

### Funding Sources

Expenditures are offset by the expected enrollment of approximately 25 graduate student credit hours (SCH) for three semesters, and a change from undergraduate to graduate credit of approximately 50

students per semester. These changes will allow the program, in all three concentrations, to support itself at the graduate level. The Vice-President for Academic Affairs has also pledged support for the elementary licensure program, and offered funding to maintain three undergraduate elementary cohorts. The budget is built on the assumption that there may be only 20 well-qualified teacher candidates in each of the three concentration areas for the first two years, although it is entirely probable that these cohorts will be full at 25 students each.

### **Reallocation**

Three types of reallocation of resources are represented in the budget for the MAT program. First, funding for the new cohort leader will come directly from the addition of one cohort of 25 graduate students for the one year program. Second, new and existing faculty will participate in some of the teaching of the MAT students. Adjunct faculty will teach a few of the licensure classes, specifically to blend theory and practice for the students. Finally, the reallocation of university resources can be implied by the “productivity” funding, which is awarded annually based on the number of student credit hours at the graduate level that a department generates.

### **Impact on Existing Budgets**

The primary impact on existing budgets is the addition of one cohort leader, an auxiliary faculty member. The cost of this will be covered by the students of the new cohort. Most important, the Department of Teaching and Learning has been planning for this change for almost two years and is prepared for additional students and new course requirements.

### **References:**

- Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership*, 58(8), 12-17.
- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, What leaders can do. *Educational Leadership*, 60(8), 6-13.

## Appendix A: Master of Art in Teaching

This program, as a licensure and graduate program, must comply with requirements from the Utah State Office of Education and the national accreditation body, TEAC. The three areas of concentration are of necessity slightly different. Each includes a nine credit hour student teaching experience that does not count as graduate credit, since it is a “credit/noncredit” option only.

### Program Curriculum: Secondary Education Concentration

#### Required, core courses

| Course    | Title                                        | Credits   |
|-----------|----------------------------------------------|-----------|
| TL 6410   | Curriculum & Assessment                      | 3         |
| TL 6411   | Instruction & Mgmt.                          | 3         |
| TL 6490   | Teaching Practices in Public Schools         | 3         |
| TL 6941   | Action Research/Seminar                      | 3         |
| TL 6126   | Content Area Literacy                        | 3         |
| TL 6741   | Integration of Educational Technology        | 3         |
| SpEd 6011 | Inclusive Classrooms                         | 3         |
| EdPs 6080 | Lifespan Development & Learning              | 3         |
| ECS 6632  | Issues & Research in Multicultural Education | 3         |
|           | <b>Required Graduate Courses</b>             | <b>27</b> |
|           | <b>Elective Graduate Hours</b>               | <b>6</b>  |
|           | <b>Total Graduate Hours</b>                  | <b>33</b> |

#### Two electives from following courses

| Course  | Title                                              | Credits |
|---------|----------------------------------------------------|---------|
| TL 6800 | Teaching Theory & Practice                         | 3       |
| TL 6400 | Learning & Instruction                             | 3       |
| TL 6831 | School Change & Reform                             | 3       |
| TL 6610 | Teacher Development: Novice & Experienced Teachers | 3       |
| TL 6620 | Dynamics of Classroom Interaction                  | 3       |
| TL 6700 | Constructing Knowledge                             | 3       |

#### Non-Graduate credits

|          |                                                             |   |
|----------|-------------------------------------------------------------|---|
| TL 5495  | Student Teaching – Secondary                                | 9 |
| Variable | Method class in major (and minor if licensure is requested) | 3 |

### Program Curriculum: Elementary Education Concentration

#### Required, core courses

| Course  | Title                                   | Credits |
|---------|-----------------------------------------|---------|
| TL 6210 | Classroom Org. & Mgmt.                  | 3       |
| TL 6711 | Foundations of Reading1                 | 3       |
| TL 6260 | Mathematics Curriculum & Instruction    | 3       |
| TL 6490 | Teaching Practices in Public Schools    | 3       |
| TL 6750 | Social Studies Curriculum               | 3       |
| TL 6713 | Early Literacy Theory & Instruction     | 3       |
| TL 6723 | Special Topics in Mathematics Education | 3       |
| TL 6732 | Science Methods                         | 3       |
| TL 6714 | Comprehension Theory & Instruction      | 3       |



| Course               | Title                                        | Credits |
|----------------------|----------------------------------------------|---------|
| SpEd 6011            | Inclusive Classrooms                         | 3       |
| ECS 6632             | Issues & Research in Multicultural Education | 3       |
| FCS                  | Integrated Curriculum Methods (Arts, PE)     | 3       |
| Total Graduate Hours |                                              | 36      |

#### Non-Graduate credits

|         |                               |   |
|---------|-------------------------------|---|
| TL 5395 | Student Teaching – Elementary | 9 |
|---------|-------------------------------|---|

### *Program Curriculum: Early Childhood Education Concentration*

#### Required, core courses

| Course               | Title                                            | Credits |
|----------------------|--------------------------------------------------|---------|
| TL 6210              | Classroom Org. & Mgmt.                           | 3       |
| TL 6220              | Reading Instruction PreK-3                       | 3       |
| TL 6260              | Mathematics Curriculum & Instruction             | 3       |
| TL 6490              | Teaching Practices in Public Schools             | 3       |
| TL 6280              | Early Childhood Natural & Social Science Methods | 3       |
| TL 6713              | Early Literacy Theory & Instruction              | 3       |
| TL 6741              | Integration of Educational Technology            | 3       |
| TL 6260              | Early Childhood Math Curriculum & Instruction    | 3       |
| TL 6120              | Children's Literature                            | 3       |
| SpEd 6011            | Inclusive Classrooms                             | 3       |
| ECS 6632             | Issues & Research in Multicultural Education     | 3       |
| FCS                  | Integrated Curriculum Methods (Arts, PE)         | 3       |
| Total Graduate Hours |                                                  | 36      |

#### Non-Graduate credits

|              |                                           |   |
|--------------|-------------------------------------------|---|
| TL 5295-5296 | Student Teaching – Primary & Kindergarten | 9 |
|--------------|-------------------------------------------|---|

### **New Courses to be added in the Next Five Years**

We do not anticipate any new classes at this time, for our department. The one new course, necessary by summer 2006, is an "Integrated Curriculum" course. The College of Family and Consumer Science has agreed to create, at the graduate level, a course that parallels their current undergraduate course on Integrated Curriculum.

## Appendix B

### *Secondary Concentration Schedule*

| Course                                | Title                                                    | Credits    |
|---------------------------------------|----------------------------------------------------------|------------|
| <b>Summer #1</b>                      |                                                          |            |
| TL 6741                               | Integration of Educational Technology                    | 3          |
| SpEd 6011                             | Inclusive Classrooms                                     | 3          |
| EdPs 6080                             | Lifespan Development & Learning                          | 3          |
| ECS 6632                              | Issues & Research in Multicultural Education             | 3          |
| TL 6126                               | Content Area Literacy                                    | 3          |
| <b>Fall</b>                           |                                                          |            |
| TL 6490                               | Teaching Practices in Public Schools                     | 3          |
| TL 6410                               | Curriculum & Assessment                                  | 3          |
| TL 6411                               | Instruction & Mgmt.                                      | 3          |
|                                       | Methods Class – Various depending on Content Major/Minor | *3         |
| <b>Spring</b>                         |                                                          |            |
| TL 6495                               | Student Teaching: Secondary                              | *9         |
| TL 6941                               | Action Research/Seminar                                  | 3          |
| <b>Summer #2</b>                      |                                                          |            |
|                                       | Elective                                                 | 3          |
|                                       | Elective                                                 | 3          |
|                                       | Required Graduate Courses                                | 33         |
| <b>Required Undergraduate Courses</b> |                                                          | <b>*12</b> |

(Note: Some students take their required methods courses before entry into the program, thus it is impossible to pre-determine which will be required to take these, or how many methods courses they will choose to take)

### Elementary Concentration Schedule

| Course                                | Title                                        | Credits   |
|---------------------------------------|----------------------------------------------|-----------|
| <b>Summer #1</b>                      |                                              |           |
| TL 6210                               | Classroom Org. & Mgmt.                       | 3         |
| TL 6711                               | Foundations of Reading1                      | 3         |
| TL 6260                               | Mathematics Curriculum & Instruction         | 3         |
| TL 6750                               | Social Studies Curriculum                    | 3         |
| <b>Fall</b>                           |                                              |           |
| TL 6490                               | Teaching Practices in Public Schools         | 3         |
| TL 6713                               | Early Literacy Theory & Instruction          | 3         |
| TL 6723                               | Special Topics in Mathematics Education      | 3         |
| TL 6732                               | Science Methods                              | 3         |
| <b>Spring</b>                         |                                              |           |
| TL 5395                               | Student Teaching: Elementary                 | *9        |
| TL 6714                               | Comprehension Theory & Instruction           | 3         |
| <b>Summer #2</b>                      |                                              |           |
| SpEd 6011                             | Inclusive Classrooms                         | 3         |
| ECS 6632                              | Issues & Research in Multicultural Education | 3         |
| FCS                                   | Integrated Curriculum Methods (Arts, PE)     | 3         |
|                                       | Required Graduate Courses                    | 36        |
| <b>Required Undergraduate Courses</b> |                                              | <b>*9</b> |

## Early Childhood Concentration Schedule

| Course       | Title                                            | Credits |
|--------------|--------------------------------------------------|---------|
|              | <b>Summer #1</b>                                 |         |
| TL 6210      | Classroom Org. & Mgmt.                           | 3       |
| TL 6220      | Reading Instruction PreK-3                       | 3       |
| TL 6260      | Mathematics Curriculum & Instruction             | 3       |
| TL 6280      | Early Childhood Natural & Social Science Methods | 3       |
|              | <b>Fall</b>                                      |         |
| TL 6490      | Teaching Practices in Public Schools             | 3       |
| TL 6713      | Early Literacy Theory & Instruction              | 3       |
| TL 6260      | Early Childhood Math Curriculum & Instruction    | 3       |
| TL 6741      | Integration of Educational Technology            | 3       |
|              | <b>Spring</b>                                    |         |
| TL 6295/6296 | Student Teaching: Primary & Kindergarten         | 9       |
| TL 6120      | Children's Literature                            | 3       |
|              | <b>Summer #2</b>                                 |         |
| SpEd 6011    | Inclusive Classrooms                             | 3       |
| ECS 6632     | Issues & Research in Multicultural Education     | 3       |
| FCS          | Integrated Curriculum Methods (Arts, PE)         | 3       |
|              | Required Graduate Courses                        | 36      |
|              | Required Undergraduate Courses                   | *9      |

## Appendix C

### *Tenure Track faculty directly involved in this program*

#### **Lynne Schrum, Ph.D.**

- Ph.D., 1991, University of Oregon. Educational Technology, Distance Learning, Curriculum and Instruction
- MA, 1976, University of Evansville. Education and Learning Disabilities
- BS, 1968, Southern Illinois University. Elementary Education
- Interests: Teacher Preparation and Technology Integration; Online Pedagogy and Distance Education, Qualitative Research Methods

#### **Don Kauchak, Ed.D.**

- Ed.D., 1973, Washington State, Curriculum and Instruction
- M.S., 1970, Indiana University, Secondary Education, Science Education
- B.A., 1968, Indiana University, Zoology, Chemistry, Bio-Anthropology
- Interests: Instructional Theory, Teacher Education

#### **Suzanne Wade, Ed.D.**

- Ed.D., 1984, Harvard, Department of Human Development and Reading
- M.A., 1969, University of New York at Albany, Modern European History
- B.A., 1967, University of New York at Albany, History and German
- Interests: Reading in the Content Areas, Reading and Learning Strategies, Inclusive Education

#### **Janice Dole, Ph.D.**

- Ph.D., 1977, University of Colorado, Reading, Curriculum and Instruction, Educational Psychology
- M.A., 1974, University of Colorado, Reading, Psychology
- B.A., 1969, University of Massachusetts at Boston, Honors in Psychology
- Interests: Comprehension and Instruction Research, Instructional Quality of Textbooks

#### **Lauren Liang, Ph.D.**

- Ph.D., 2004, University of Minnesota, Curriculum and Instruction, Literacy Education
- M.A., 1998, University of California-Berkely, Education - Cognition and Development
- B.A., 1996, University of Notre Dame, English and American Studies, Magna Cum Laude
- Interests: Reading Comprehension, Adolescent Literature and Development, School Based Research

#### **Nancy Winitzky, Ph.D.**

- Ph.D., 1987, University of Maryland, College Park
- M.Ed., 1985, University of Oregon
- B.S., 1973, University of Oregon, Secondary Teaching Certificate, General Science (Chemistry & Biology)
- Interests: Teacher Education, Teacher Thinking, Cooperative Learning, School Improvement and Change

### **Auxiliary Faculty directly involved in this program**

#### **Mary D. Burbank, M.Ed.**

- M.Ed., 1994, Washington State University, Educational Psychology
- B.S., 1987, University of Utah, Special Education, Behavior Disorders
- B.S., 1986, University of Utah, Psychology
- Interests: Action Research Teaming between Preservice and Inservice Teachers, Urban Education, Instruction for Multilingual Students, Historical and Theoretical Underpinnings of Preservice Teacher Supervision.

**Peggy McCandless, M.Ed..**

- M.Ed., 1991, University of Utah, Teacher Education
- B.S., 1985, University of Utah, Elementary Education
- Interests: Developing Curriculum for Elementary Social Studies, Preservice Teacher Socialization, Technology in Methods Classes.

**Cathi Allen, M.Ed.**

- M.Ed, 1998, University of Utah, Teacher Education
- B.S., 1975, University of Utah, Elementary Education
- Interests: Inclusive Practices in Classrooms, Collaborative Literacy Projects in Developing Nations.

**Emily Swan, Ph.D.**

- Ph.D., 1998, University of Maryland, Educational Psychology
- M.Ed., 1994, University of Utah, Teaching & Learning Strategies, Literacy Emphasis
- B.S., 1993, University of Utah, Elementary Education
- B.S., 1989, University of Utah, Speech Communication; Marketing and Advertising
- Interests: Reading Acquisition and Comprehension, Motivation, Integration and Classroom Contexts that Promote Literacy Development.

## Memorandum

March 9, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University - Associate of Science (AS) and Associate of Arts (AA) Degrees in General Studies effective July 1, 2005. – Action Item

### Issue

Officials at Southern Utah University request approval to offer Associate of Science (AS) and Associate of Arts (AA) degrees in General Studies effective July 1, 2005

### Background

Consistent with SUU's mission and role under Regents' Policy R312, SUU provides specific undergraduate instruction and has a delineated role of a community college within the University. The proposed AA/AS Degrees in general studies, patterned after a similar degree program at Weber State University (WSU), will allow students to receive a credential after two years of general education study at SUU. The AA/AS degrees will benefit students who wish to transfer with an award completion. Currently, when students complete general education requirements and then transfer, a letter is forwarded certifying completion of general education requirements. These letters are accepted at USHE institutions but not BYU, Westminster, and out-of-state institutions. No completion occurs, therefore, students are penalized with requirements for additional general education coursework. With the proposed AA/AS degree, a completion would occur, and a degree award would be given to the student and recognized by the receiving institution.

The proposed AA/AS Degrees are designed around the current curriculum. No new courses are required to offer this degree option to students, and no additional resources are requested. SUU's general education curriculum of 37 credits (described in the 2004-05 catalog) will be required for the proposed AA/AS Degree. In addition to general education requirements, students will select the remaining 21 credits needed for the degree from other courses in the University's existing curriculum.

### Policy Issues

When the Program Review Committee approved the Letter of Intent for this proposal they asked SUU to respond to the following questions.

1. **When did SUU eliminate the AA/AS and why? Why does SUU want to offer the AA/AS degrees again?** Research back to 1970 found that SUU has not offered the AA/AS degrees.
2. **Are these degrees comparable with other institutions near SUU?** These degrees are similar to AA/AS degrees at Dixie, WSU, Snow, and CEU. These transfer degrees engage articulation among and between USHE institutions. But more importantly for students, they are also recognized by BYU and out-of-state institutions. However, letters of completion are only recognized by USHE institutions, disadvantaging students transferring to BYU or out-of-state institutions.
3. **How many students from SUU transfer to other institutions after their first two years?** The IPEDS graduation rate report for 2002-03 summarizes the 1997 cohort of entering students. From that cohort, 116 students transferred from SUU. Although the report does not indicate when the students transferred, many students transfer before beginning coursework in the major.
4. **How many letters of General Education completion have been provided for students who transfer?** Since January 2004, 66 letters of completion have been issued to transferring students. The letters are acceptable at other USHE campuses but not at BYU or out-of-state institutions.

The PRC is correct in its judgment that SUU is differentiating itself with an emphasis on developing professional master's degrees and suitable bachelor's degrees. However, SUU administration and staff also recognize a need to benefit transferring students with a formal degree completion—acceptable at campuses elsewhere—after two years of study; hence this proposal for an AA or AS degree.

No USHE institution expressed opposition to this proposal.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request by Southern Utah University to offer Associate of Science (AS) and Associate of Arts (AA) Degrees in General Studies effective July 1, 2005.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment

**Academic, Applied Technology and Student Success Committee**

**Action Item**

**Request to offer Associate of Science (AS) and Associate of Arts (AA) Degrees in General  
Studies effective July 1, 2005**

Southern Utah University

Prepared for  
Richard E. Kendell

By  
Gary Wixom  
Andrea Worthen

March 9, 2005



## **Section I: The Request**

Southern Utah University (SUU) requests approval to offer Associate of Science (AS) and Associate of Arts (AA) degrees in General Studies effective July 1, 2005. This program has been approved by the SUU Board of Trustees on January 30, 2004.

## **Section II: Program Description**

### **Complete Program Description**

The proposed AA/AS degrees in general studies, patterned after a similar degree program at Weber State University (WSU), will allow students to receive a credential after two years of general education study at SUU. The AA/AS degrees will benefit students who wish to transfer with an award completion. Currently, when students complete general education requirements and then transfer, a letter is forwarded certifying completion of general education requirements. These letters are accepted at USHE institutions but not BYU, Westminster, and out-of-state institutions.

The proposed degrees would officially attest that students have completed general education requirements. An associate's degree does not compete with similar degrees at other Utah System of Higher Education (USHE) institutions, but is merely a benefit to students who, after two years of studies at SUU, may wish to transfer to another college or university in or out of state. An associate's would save students time and money in repeating general education coursework.

*"Students transferring to a non-state school would be greatly benefited with an associate's degree, because we don't recognize letters of completion." Transfer evaluator, Brigham Young University (BYU).*

Specifically, the proposed degree would be structured as follows:

### **Program Requirements**

1. A minimum of 60 credits.
2. A minimum of 20 hours in residence (for transfer students).
3. At least a 2.0 (C) overall grade point average.
4. Completion of SUU general education requirements.

### **Associate of Arts Language Requirement**

1. Completion of SUU foreign language course 1020 with a grade of "C" or higher, or comparable transfer credit.
2. Completion of any SUU foreign language course at a level beyond the first year with a grade of "C" or higher, or comparable transfer credit.

### **Associate of Science Mathematics & Science Requirement**

Completion of an additional three-hour course in mathematics or approved science discipline as described in the University's catalog.

## **Purpose of the Degrees**

Consistent with SUU's mission and role under Regents' Policy R312, SUU provides specific undergraduate instruction and has a delineated role of a community college within the University. The proposed AA/AS degrees in general studies, patterned after a similar degree program at Weber State University (WSU), will allow students to receive a credential after two years of general education study at SUU. The AA/AS degrees will benefit students who wish to transfer with an award completion. Currently, when students complete general education requirements and then transfer, a letter is forwarded certifying completion of general education requirements. These letters are accepted at USHE institutions but not BYU, Westminster, and out-of-state institutions. No completion occurs, therefore, students are penalized with requirements for additional general education coursework. With the proposed AA/AS degree, a completion would occur, and a degree award would be given to the student and recognized by the receiving institution.

The proposed AA/AS degrees are designed around the current curriculum. No new courses are required to offer this degree option to students, and no additional resources are requested. SUU's general education curriculum of 37 credits (described in the 2004-05 catalog) will be required for the proposed AA/AS degree. In addition to general education requirements, student will select the remaining 21 credits needed for the degree from other courses in the University's existing curriculum.

## **Institutional Readiness**

SUU already offers all the courses for this degree. All support elements for the degrees are in place.

## **Faculty and Staff**

The proposed AA/AS degrees can be delivered with existing faculty and staff resources. Additional faculty members, beyond natural growth in undergraduate enrollments, are not requested. Additional staff positions are not requested.

## **Library and Information Resources**

The proposed AA/AS degrees can be delivered with existing library resources. Additional library resources are not requested.

## **Admission Requirements**

Admission requirements to the University satisfy admission requirements for the proposed degree.

## **Justification for the Number of Credits**

Credit or clock hours do not exceed the normal guidelines for the AA or AS degree.

### **External Review and Accreditation**

No external review or accreditation impact was conducted. No special accreditation is sought now. The degrees will become subject to standards of the Northwest Commission on Colleges and Universities.

### **Projected Enrollment**

All students are required to take general education courses. Approximately 2,200 students complete general education and additional hours (an AA/AS degree equivalent) and/or transfer each year.

### **Expansion of Existing Program**

The request does not expand an existing program. The proposal adds a credential mechanism for students completing general education and 60 credits.

### **Section III: Need**

#### **Program Necessity**

The proposed AA/AS degrees are transfer degrees, and as such an articulation tool. As a credential, it will help students who wish to transfer after completing 60 credits at SUU. It is substantive and more appropriate than a certifying letter and will be more helpful to students in the job market or enrolling at another institution of higher education.

According to the Registrar's staff, "by formally awarding an AA or AS degree in general studies, students wishing to transfer to another institution would no longer be required to specifically request a letter of completion be sent to the accepting institution on their behalf. A formal degree would be more readily accepted by out-of-state institutions and would be acceptable at BYU. With the number of students who attempt to transfer to those places not accepting our current method, a formal degree would be a great thing."

#### **Labor Market Demand**

An AA/AS credential receives better recognition in the market than a letter, and students would be prepared for a variety of positions that require a two-year degree in general studies. However, this request is made primarily for transfer purposes.

### **Student Demand**

Students have requested that a formal credential be provided for better recognition of their work and a completion of two-years of college.

### **Similar Programs**

All institutions in the state, except U of U, offer an associate degree. The proposed program is patterned after a similar degree offered by WSU.

### **Collaboration With and Impact on Other USHE Institutions**

There has been no collaboration or anticipated impact on other USHE institutions. Indeed, the request may help other institutions because a completion would be available to students who may transfer.

### **Benefits**

The request benefits students with a completion credential they can transfer/carry with them.

### **Consistency with Institutional Mission**

The request is consistent with the mission and role set forth by R312 and will document the delineated community college function of the University as well as its regional service role and mission.

## **Section IV: Program and Student Assessment**

### **Program and Student Assessment**

The National Survey of Student Engagement (NSSE), and the College Outcomes Survey (COS) augmented by e-portfolios and periodic focus groups provide assessment of general education. Each course also has course embedded assessment activities.

### **Expected Standards of Performance**

Standard learning outcomes for general education and grade point minimums are established in general education and in the requested degree program.

### **Continued Quality Improvement**

The general education curriculum is annually reviewed by the University Undergraduate Curriculum Committee. The committee reviews syllabi, course proposals, and findings of assessment

activities on a regular basis and makes changes as needed. Assessment findings are also reported to academic departments and colleges.

#### **Section V: Finance**

##### **(Budget, Funding Sources, Reallocation, Impact on Existing Budgets)**

The request can be implemented with current resources. Funding is from tax dollars and dedicated credits. No internal reallocation is planned to support this request. No additional funding is requested and no impact on existing budgets is expected.

## Appendix A: Program Curriculum

### New Courses to be Added in the Next Five Years

None specific to this request.

### All Program Courses

See the 2004-05 SUU catalog. General Education program of 37 hours of core skills and knowledge area courses would be the curriculum for the AA/AS degree. Students would also take 23 (minimum) elective credits.

## Appendix B: Sample Program Schedule

| Course    | Title                             | Credits   | Course    | Title                               | Credits   |
|-----------|-----------------------------------|-----------|-----------|-------------------------------------|-----------|
|           | <b>First Year, Fall Semester</b>  |           |           | <b>First Year, Spring Semester</b>  |           |
| ENGL 1010 | Intro to Academic Writing         | 3         | ENGL 2010 | Intermediate Writing                | 3         |
| MATH 1050 | College Algebra                   | 4         | ART 1010  | Intro to Art                        | 3         |
| CSIS 1000 | Intro to Computers                | 3         | PSY 1010  | Intro to Psychology                 | 3         |
| LM 1010   | Information Literacy              | 1         | COMM 1010 | Intro to Comm. (lecture)            | 1         |
| UNIV 1000 | Student Success                   | 1         | COMM 1011 | Intro to Comm. (seminar)            | 2         |
| HIST 1700 | American Civilization             | 3         | Elective  | Gen. Ed. Knowledge Area             | 3         |
|           | <b>Total</b>                      | <b>15</b> |           | <b>Total</b>                        | <b>15</b> |
|           | <b>Second Year, Fall Semester</b> |           |           | <b>Second Year, Spring Semester</b> |           |
| BIOL 1030 | General Biology (lecture)         | 3         | CHEM 1210 | Chemical Principles I (lecture)     | 3         |
| BIOL 1040 | General Biology (lab)             | 1         | CHEM 1220 | Chemical Principles I (lab)         | 1         |
| ENGR 1020 | Engineering Fundamentals          | 3         | Electives |                                     | 11        |
| Electives |                                   | 8         |           |                                     |           |
|           | <b>Total</b>                      | <b>15</b> |           | <b>Total</b>                        | <b>15</b> |

## Appendix B: Representative Faculty (2004-05)

- **Terry D. Alger**, '81, prof. of chem. & division head of chem. BS '62, PhD '66, U of Utah (UU)
- **Tod Amon**, '99, assoc-prof. of comp. sci. & division head of comp. sci. BS '85, U of Col.; PhD '93, U of Wash
- **Kay L. Andersen**, '97, assoc-prof. of dance. BA '84, SUU; MA '87, NY U
- **Brent Anderson MAJ**, '01, assist-prof. of military sci. BS '95, SUU
- **Verlinda Angell**, '98, assoc-prof. of read. ed. BS '68, MA '73, U of New Mex. (UNM); EdD '82, U of Nev.-Reno
- **Seth A. Armstrong**, '01, assist-prof. of math. BS '90, MS '92, BYU; PhD '96, Utah St. U (USU)
- **James M. Aton**, '80, prof. of Eng. BA '71, Spring Hill Coll.; MA '76, U of Kentucky; PhD '81, Ohio U
- **John T. Ault**, '89, prof. of psy. BS '68, Our Lady of the Snows Sch.; MA '72, U of Houston; PhD '78, U of Houston
- **Idir Azouz**, '96, assoc-prof. of eng. & division head of eng./physics. BS '80, MS '84, PhD '94, U of Tulsa
- **Said Bahi**, '01, assist-prof. of math. BS '79, MS '80, Universite de Montpellier, France; PhD '93, Mich. St. U
- **Joe G. Baker**, '97, prof. of managerial econ. BS '72, MS '74, PhD '77, UU
- **Jeffrey N. Barnes**, '86, assoc-prof. of acc. BS '83, SUU; MAcc '84, BYU; CPA
- **Chet E. Barney**, '03, professional-in-residence, ISys applications. BA '01, USU; MIS '03, BYU
- **Steve T. Barney**, '98, assoc-prof. of psy. BS '88, WSU; MS '93, PhD '97, U of Wyo
- **Matthew H. Barton**, '01, assist-prof. of comm. BS '95, SUU; MA '98, UNLV; PhD '02, U of Neb.-Lincoln
- **Luciane A. Berg**, '97, assoc-prof. of psy. BS '89, U of Pitt.; MS '94, PhD '97, Penn. St. U
- **Bonnie Kay Bishop**, '69, assoc-prof. of fam. & cons. sci. BS '65, MS '70, USU
- **Kyle W. Bishop**, '02, lecturer of Eng. comp. BA '98, BYU; MA '00, UU
- **Katherine Black**, '01, assoc-prof. of acc. BS '77, MAcc '78, USU; JD '84, UC-Davis Sch. of Law; LLM '89, McGeorge Sch. of Law
- **Terry M. Blodgett**, '73, prof. of German. BA '68, USU; MA '71, BYU; PhD '81, UU
- **Curtis Bostick**, '95, assoc-prof. of hist. BA '78, Wayland Baptist U; MA '83, Auburn U; PhD '93, U of Az
- **Helen Chuang Boswell**, '99, assoc-prof. of bio. BA '94, PhD '99, St. U of NY-Buffalo
- **Gerald Bowler**, '95, assist-prof. of elem. ed. & dept. of elem. ed. chair BS '74, SUU; MEd '93, USU; EdD '01, U of Wyo
- **Rhead S. Bowman**, '78, prof. of managerial econ. & chair of dept. of econ. & finance. BS '64, PhD '75, UU
- **James E. Bowns, Jr.**, '65, prof. of forestry & range mgmt. BS '61, MS '63, PhD '73, USU
- **Joann S. Bowns**, '65, prof. of zoology. BS '59, MS '60, UU; PhD '65, U of Mich
- **David Braegger**, '65, assoc-prof. of bio. BS '65, MS '67, USU
- **Arlene V. Braithwaite**, '78, assoc-prof. of art. BFA '74, MEd '77, UU
- **Stephanie Breinholt**, '03, assist-prof. of thea. design. BA '94, MFA '99, BYU
- **Henry Brimmer**, '00, assist-prof. of graphic design. BA '68, UC-Berkley; BA '79, Sonoma St. U; MFA '80, Academy of Art Coll.-San Francisco

- **DeAnn R. Brown**, '02, assist-prof. of nursing. MSN '93, UNLV; CNM '97, UU
- **Eric A. Brown**, '95, assist-prof. of art & chair of art dept. BA '74, SUU; MFA '77, Drake U
- **Vik G. Brown**, '83, assoc-prof. of libr. sci., dept. chair, coll. devel. librarian. BA '72, USU; MEd '74, USU
- **John C. Bryner, Jr.**, '00, assist-prof. of instr. tech. ed. BA '92, UU; MLS '98, N.C. Central U
- **Richard D. Bugg**, '90, assoc-prof. of thea. arts. BA '85, BYU; MFA '88, Nat'l Thea. Cons
- **Gerald E. Calvasina**, '00, prof. of mgmt. BBA '75, MBA '78, PhD '83, U of Mississippi
- **Ronald D. Cantera**, '97, assist-prof. of comm. AB '59, MA '75, Wayne St. U
- **Arthur T. Challis Jr.**, '87, assoc-prof. of comm. BA '72, SUU; MA '93, EdD, '98, UNLV
- **Bryce J. Christensen**, '01, assist-prof. of Eng. comp. BA '78, MA '80, BYU; PhD '84, Marquette U
- **David Christensen**, '98, prof. of acc. & dept. of acc. & ISys. chair, BS '73, UU; MAcc '79, USU; PhD '87, U of Neb
- **Randall O. Christensen**, '72, assoc-prof. of libr. sci. & technical serv. librarian. BA '71, M.L.S. '72, BYU
- **Shawn L. Christiansen**, '03, assoc-prof. of fam. & cons. sci. BS '91, MS '93, BYU; PhD '97, U of Del
- **Mark R. Colberg**, '01, assist-prof. of geol. BS '83, MS '89, Auburn U; PhD '01, U of Ga.
- **Gregory S. Colf**, '96) assist-prof. of ISys applications. BS '95, SUU; MBA '98, USU
- **Kay K. Cook**, '89, prof. of Eng. & chair of dept. of Eng. BA '68, MA '72, Lamar U; PhD '91, U of Col
- **Laura A. Cotts**, '94, laboratory lecturer, physics & astronomy, phys. sci. MS '66, New Mex. St. U, (NMSU)
- **Richard K. Cozzens**, '01, professional-in-residence in CAD/CAM eng. BS '89, BYU
- **Rex Kim Craft**, '96, assoc-prof. of managerial econ. BS '84, MS '85, BYU; PhD '96, UC-Davis
- **Margaret M. Cramer**, '01, assoc-prof. of special ed. BA '78, Col. Christian U; MEd '84, U of Charleston; PhD '97, Vir. Polytechnic Inst. & St. U
- **Kathy Croxall**, '02, assist-prof. of fam. & cons. sci. & fam. & cons. sci. div. head BS '75, BYU; MS '98, NMSU; PhD '02, USU
- **Thomas H. Cunningham**, '94, assoc-prof. of ISys & teacher ed. BA '84, MA '86, BYU; PhD '94, USU
- **Daniel Dail**, '88, assoc-prof. of agr. sci. & dept. of app. sci. chair BS '71, Cal. St. Poly. U-Pomona; MS '73, U of Conn
- **Karla Dalley**, '04) assoc-prof., chief nurse administrator. BS '73, BYU; MS '84, BYU; PhD '03, USU
- **Benjamin Davidson**, '79, assoc-prof. of phys. ed. BA '72, SUU; MS '73, Ind. St. U
- **Dru L. DeLaet**, '01, assist-prof. of chem. BS '81, Kearney St. Coll.; PhD '87, Purdue U
- **Margaret E. Dixon**, '93, assoc-prof. of special ed. BS '67, UU; MEd '71, BYU; PhD '83, U of Az
- **L. Danielle Dubrasky**, '90, assist-prof. of creative writing. BA '85, BYU; MA '89, Stanford U; PhD '00, UU
- **Heath D. Earl**, '02, assist-prof. of psy. BS '94, WSU; MS '00, NM Highlands U; PhD '02, BYU
- **Shelly Ebert**, '03, assist-prof. of nursing. BSN '96, WSU; MS '02, BYU
- **Richard Eissinger**, '02, assoc-prof. of libr. sci. & instr. serv. librarian. BA '69, Cal. St. U; MLS '90, U of Tenn
- **Merlene Ellington**, '93, clinical instr. of early childhood ed. BS '66, BYU; MEd '92, No. Ga. Coll
- **Wade Esplin**, '01, lecturer of automotive tech. A.S. '94, BS '01, SUU
- **Stephen T. Evans**, '94, assoc-prof. of finance. BS '67, MBA '72, UU; PhD '79, Az. St. U
- **Robert L. Eves**, '88, prof. of chem. & geol. & chair of dept. of phys. sci. BS '84, SUU; MS '86, PhD '91, Wash. St. U



- **John Eye**, '01, assist-prof. of libr. sci. & web librn. BS '90, MS '96, St. Cloud St. U; EdS '00, EdD '03, U of So. Dakota
- **Walter Faucette**, '00, assist-prof. of math. BA '64, Adams St. Coll.; MA '69, Az. St. U
- **Boyd E. Fife**, '93, assist-prof. of construction mgmt. BS '77, MEd '97, SUU
- **Kirk Fitzpatrick**, '03, assist-prof. of philosophy. BA '90, UU; MA '93, PhD '99, Claremont Grad. U
- **Carl J. Franklin**, '03, assist-prof. of criminal justice. BA '86, JD '89, U of Ok.
- **Eric Freden**, '97, assoc-prof. of math. BA '88, Reed Coll.; MS '90, Portland St. U; PhD '94, BYU
- **Christine A. Frezza**, '01, assist-prof. of thea. arts. BMus '69, MFA '72, U of Victoria; PhD '82, U of Pitt
- **Susan Gardner**, '01, assist-prof. of nursing. BS '74, UU; MS '83, BYU
- **Hector N. Garza**, '02, assist-prof. of Spanish. Licenciatura en letras espanolas, '94, Universidad Autonoma de Nuevo Leon; MFA '99, U of Tx; PhD '02, Tx Tech U
- **John Gerlits**, '91, instr. of criminal justice & dir. of state crime lab. BS '85, UC-LA; MS '87, U of Ill.-Urbana
- **Artis Grady**, '90, assoc-prof. of fam. & cons. sci. BS '73, BYU; MEd '94, USU; Dietetics Cert., Rhode Island Hosp
- **Lionel A. Grady**, '87, assoc-prof. of comm. BA '73, MA '79, BYU; PhD '85, U of Tenn
- **Michael J. Grady**, '01, assist-prof. of comp. sci. MA '89, PhD '92, UC-Santa Barbara
- **Kathryn W. Grandison**, '95, assoc-prof. of bio. & chair of dept. of bio. BA '75, WSU; PhD '84, USU
- **Gwen Grimes**, '82, artist-in-residence & artistic dir. of American Folk Ballet
- **John D. Groesbeck**, '93, assoc-prof. of managerial econ. BA '86, Boise St. U; MSS '88, PhD '93, USU
- **Mark C. Grover**, '03, assist-prof. of bio. BS '89, MS '92, BYU; PhD '96, U of Vir
- **Rea Gubler**, '78, assoc-prof. of fam. & cons. sci. BS '77, SUU; MEd '87, USU
- **Ward H. Gubler**, '92, clinical instr. of sec. ed. BS '61, MS '67, UU; Ed.S. '75, UNLV
- **Stanford P. Gwin**, '01, prof. of comm. BS '61, MS '63, U of So. Mississippi; PhD '68, U of Fl.
- **Holly A. Haddad**, '01, assist-prof. of mus./woodwinds. BM '93, No. Cal. Sch. of Arts; MM '95, Ohio U
- **Alan Hamlin**, '81, prof. of mgmt. & chair of dept. of mgmt. & marketing. BS '70, Cal. St. Polytechnic U; MBA '72, Ore. St. U; PhD, '87, BYU
- **Leo Scott Hansen**, '00, assist-prof. of tech. BS '96, MS '97, No. Az. U; PhD '00, U of Wyo
- **Tabandeh Harraf**, '03, instr. of comp. sci. BS '83, MS '88, USU; MS '01, Embry-Riddle U
- **Genell H. Harris**, '03, assist-prof. of elem. ed. BS '77, MS '81, Ok. St. U; PhD '93, U of Ill
- **Kurt W. Harris**, '01, lecturer of Eng. comp. BA '94, Ind.-Purdue U-Fort Wayne; MA '97, U of Tenn.-Knoxville
- **Susan D. Harris**, '96, assoc-prof. of art. BA '69, U of Ill.; MFA '90, USU
- **James Harrison**, '76, prof. of Ger. & dept. of foreign lang. & hum. chair, Tanner Ctr. dir. BA '64, MA '71, UU; PhD '76, U of N.C.
- **Steven D. Harrop**, '99, lecturer of finance. BS '72, BYU; MM '73, NW U
- **Elizabeth A. Hatfield**, '02, instr. of nursing. BSN '79, Wichita St. U
- **Jennifer Hedrick**, '94, lecturer & adviser & field placement supervisor, psy. BS '94, SUU; MS '00, USU
- **Brian L. Heuett**, '98, assoc-prof. of comm. BA '93, MA '95, PhD '98, Wash. St. U
- **Judy Higbee**, '97, assoc-prof. of sec. ed. BS '76, MS '94, PhD '98, USU
- **Deborah Hill**, '00, assist-prof. of sec. ed. BS '76, MA '78, U of Col.-Boulder; PhD '00, U of N.C.-Greensboro
- **Wayne K. Hinton**, '68, prof. of hist. BA '62, MS '64, USU; PhD '74, BYU

- **Brian Hoover**, '95, assoc.-prof. of art. BFA '88, Kutztown U; MFA '90, St. U of NY-Buffalo
- **Bruce R. Howard**, '02, assist.-prof. of chem. BA '93, SUU; PhD '99, U of Ore
- **Chin Hu**, '01, assist.-prof. of soc. BA '90 Nat'l Taiwan U; MA '97, MS '98, PhD '99, Syracuse U
- **L. Paul Husselbee**, '00, assoc.-prof. of comm. BA '85, SUU; MA '94, BYU; PhD '99, Ohio U
- **Lydia Johnson**, '94, lect. of art & dir. of Braithwaite muse. & gall. BA '91, BYU; MA '00, Cal. St. U-Dominguez Hills
- **Roy B. Johnson**, '99, assoc.-prof. of mgmt. BA '80, MBA '84, JD '84, BYU; PhD '91, U of N.C.-Chapel Hill
- **Kevin R. Jones**, '00, assist.-prof. of sec. ed. BA '90, MA '92, MA '96, PhD '04, USU
- **Leslie N. Jones**, '69, prof. of psy. & chair of dept. of psy. BS '68, SUU; MS '71, EdD '78, BYU
- **R. Lamar Jordan**, '95, assoc.-prof. of criminal justice. BA '68, BYU; MEd '72, Vir. St. U
- **Suzanne Julian**, '93, prof. of libr. sci. & serials & database librarian. BA '85, MLS '86, BYU; MEd '99, USU
- **William Prentiss Klag**, '98, assoc.-prof. of elem. ed. & dir. of ed. grad. studies & field serv. office. BS '80, MS '84, USU; EdD '90, U of No. Col
- **Rick B. Lambson**, '99, assist.-prof. of phys. ed. BS '72, BYU; MS '83, USU; EdD '87, BYU
- **Scott Lanning**, '97, assoc.-prof. of libr. sci. & public serv. librarian. BA '82, M.L.S. '84, No. Ill. U
- **Martha, Marty) Ann Larkin**, '89, assoc.-prof. of math. BS '73, WSU; MS '75, So. Conn. St. Coll.; EdD '83, BYU
- **Paul R. Larson**, '94, assoc.-prof. of GIS/geography. BS '72, MS '75, BYU; PhD '96, UU
- **Suzanne Larson**, '85, prof. of comm. BA '71, USU; MA '73, Western Wash. U; PhD '92, U of Ore
- **Kenneth H. Laundra**, '99, assist.-prof. of soc. BS '90, Mich. St. U; MA '95, Central Mich. U; PhD '99, USU
- **Elise C. Leahy**, '93, assist.-prof. of French. BA '85, U of Tx-Arlington; MA1987, PhD '00, U of Wis.-Madison
- **Timothy B. Lewis**, '85, prof. of acc. BS '76, JD '79, BYU
- **Donna Lister**, '91, assoc.-prof. & dept. chair of nursing dept. BSN. '81, UU; MSN '94, BYU
- **C. Frederick Lohrengel**, '86, prof. of geol. BS '62, U of Kansas City; MA '64, U of Mo.; PhD '68, BYU; pro. geologist
- **E. Jean Lopour**, '91, prof. of phys. ed. BS '73, Westchester St. U; MS '76, Penn St. U; PhD '82, BYU
- **David M. Lund**, '99, assoc.-prof. of reading ed. BA '86, MEd '90, WSU; PhD '95, Purdue U
- **Chris Lusk**, '01, assist.-prof. of thea. arts & assoc. dept. chair. BA '95, W.Tx A&M U; MFA '00, U of New Orleans
- **Britton L. Mace**, '99, assoc.-prof. of psy. BS '92, Cal. St. U; MS '97, PhD '99, Col. St. U
- **Linda Marriott**, '90, clinical instr. of elem. ed. BS '74, WSU; MEd '89, USU
- **Ronald M. Martin**, '96, assoc.-prof. of bio. BS '85, BYU; MS '89, USU; PhD '94, UC-Davis
- **Don E. Massengale**, '92, assoc.-prof. of mus. BA '67, Arkansas Tech U; MM '70, D.A. '78, U of Mississippi
- **Patricia Matteson**, '00, assist.-prof. of Eng. BA '76, MA '88, PhD '96, U of Col.-Boulder
- **David Maxwell**, '97, lecturer & GIS/GPS lab dir. BS '96, SUU
- **Blair J. McDonald**, '01, assoc.-prof. of eng. BS '83, MS '90, PhD '96, UU; registered professional engineer
- **Michael T. McGarvey**, '95, assoc.-prof. of tech. BS '76, MA '78, Eastern Kentucky U; EdD '96, Spalding U
- **Edward McNicoll**, '01, lecturer of Eng. comp. MA '75, M.Phil. '78, PhD '82, Columbia U

- **Shauna Mendini**, '93, assoc.-prof. of dance & dept. chair of thea. arts & dance dept. BS '79, USU; MA '86, U of Az
- **Joseph Merrill**, '94, assoc.-prof. of acc. BS '61, UU; MBA '66, PhD '67, U of Wis.-Madison
- **James Mills**, '72, prof. of French. BA '69, MA '72, BYU; PhD '80, UU
- **Bonnie Lynn Mitchell**, '01, assist.-prof. of soc. BA '77, MEd '81, MA '82, BYU; PhD '94, U of Tx-Austin
- **Carol Ann Modesitt**, '93, assoc.-prof. of mus. BA '68, USU; MM '73, Eastern Kentucky U
- **Douglas D. Molash**, '01, assoc.-prof. of thea. arts. BA '71, Mankato St. Coll.; MFA '89, Mankato St. U
- **Lee Montgomery**, '89, prof. of sec. ed. & assoc. dean of Coll. of Ed. & chair of dept. of sec. ed. BA '72, Cameron U; MEd '75, East Central Ok. St. U; PhD '81, U of No. Tx
- **S.S. Moorthy**, '75, prof. of Eng. MA '66, U of Delhi, India; PhD '75, UU
- **Eric Morrow**, '95, lecturer in Eng. comp. BA '93, WSU; MA '95, USU
- **Earl Mulderink**, '95, assoc.-prof. of hist. & chair of dept. of soc. sci. BA '78, NWU; MA '82, PhD '95, U of Wisc-Madison
- **Matthew Nickerson**, '90, prof. of libr. sci. & spcl proj. libr. BA '86 BYU; MFA '88, Nat'l Thea. Cons.; MLIS '90, BYU
- **Constance W. Nyman**, '70, assoc.-prof. of ISys applications. BS '60, MS '77, USU
- **Louie C. Ocampo**, '03, assist.-prof. of dance. BS '84, U of East; MFA '03, Ohio St. U
- **Patricia Paystrup**, '95, assoc.-prof. of comm. BA '74, MA '76, BYU; PhD '93, Purdue U
- **Jane G. Peacock**, '02, assist.-prof. of Spanish. BS '70, Ind. St. U; MM '72, Manhattan Sch. of Mus.; MA '79, U of N.C.; MAT '85, U of S.C.; PhD '98, U of Ga.
- **Alan Pearson**, '01, assist.-prof. of nursing. BS '93, SUU; BS '94, Creighton U; MS '01, UU
- **Charlotte Pedersen**, '03, assist.-prof. of bio. BS '94, MS '96, Royal Veterinarian & Agr. U; PhD '03, U of Minn
- **Cynthia Pena**, '03, assist.-prof. of Span. BA '94, U Autonoma de Nuevo Leon; MFA '99, U of Tx-El Paso; PhD '02, Tx Tech U
- **Desmond Penny**, '83, prof. of eng. & physics. BS '71, U Coll. Cork; MS '72, U Coll. Cork; PhD '75, UU; reg. prof. eng
- **James Petersen**, '02, adjunct prof. of eng. BS '93, MS '95, BYU
- **Todd R. Petersen**, '01, assist.-prof. of Eng. BA '91, U of Ore.; MA '96, No. Az. U; PhD '01, Ok. St. U
- **Joy Peterson**, '76, assoc.-prof. of phys. ed. BS '66, USU; MS '69, BYU
- **Susan Peterson**, '93, lecturer of math. BS '88, SUU
- **Larry Ping**, '89, prof. of hist. BA '69, U of Ore.; MA '72, Purdue U; PhD '94, U of Ore
- **Arthur L. Porter**, '87, assoc.-prof. of mgmt. BA '67; MBA '70, Stanford U
- **Gregory J. Powell**, '93, assoc.-prof. of mgmt. BA '90, SUU; MBA '91, USU
- **William F. Pratt**, '03, assist.-prof. of eng. BS '70, United States Military Academy; M.E.M. '89, PhD '99, BYU
- **Jory Ty Redd**, '90, prof. of chem. BS '87, SUU; MS '89, PhD '96, BYU
- **Robert Reed**, '03, assist.-prof. of bio. BA '91, UC-Berkeley; MS '95, Az. St. U; PhD '01, Auburn U
- **David A. Rees**, '85, prof. of acc. BS '72, BYU; MS '77, USU; PhD '82, Tx Tech U
- **Stephen Roberds**, '98, assoc.-prof. of poli. sci. BA '75, U of Mo.-St. Louis; MA '97, U of Wis.-Madison; PhD '97, U of Mo.-St. Louis
- **Wayne A. Roberts, Jr.**, '01, assoc.-prof. of marketing. BS '72, MBA '75, U of Wash.; PhD '89, Az. St. U
- **Robert Robertson**, '01, prof-in-res of ISys app. & div. head of ISys app. BA '93, Portland St. U; MBA '97, U of Portland

- **Kevin L. Robinson**, '90, assoc.-prof. of elem. ed. BS '75, SUU; MEd '83, USU; EdD '01, Tx A&M
- **Ceeyavash, Jeff) Salehi**, '00, assist.-prof. of eng. BS '94, MS '97, UNM
- **Hussein A. Samha**, '01, assist.-prof. of chem. BS '84, An-Najah Nat'l U; MS '87, U of Jordan; PhD '94, NMSU
- **Matthew C. Schmidt**, '01, assist.-prof. of fam. & cons. sci. BS '98, SUU; MS '01, UU
- **Janet B. Seegmiller**, '88, assoc.-prof. of libr. sci. & special coll.s librarian. BA '65, UU; MA '99, U of Az
- **J. Barton Shanklin**, '90, prof. of mus. & chair of dept. of mus. BM '74, Union U; MM '80, Fl. St. U; DMA '00, Az. St. U
- **Howard A. Shorthill, Jr.**, '00, lecturer of Eng. comp. BA '89, MA '93, UU
- **Julie Simon**, '94, assist.-prof. of Eng. & dir. of writing ctr. BA '75, U of No. Dakota; MS '89, USU; PhD '02, NMSU
- **James P. Smart**, '03, instr. of mus. /dir. of bands. BM '97, U of Mich.; MME. '03, Az. St. U
- **Jon Smith**, '89, assoc.-prof. of comm. & chair of dept. of comm. BA '83, MA '89, BYU; PhD '97, U of Tenn.-Knoxville
- **Derek A. Snow**, '95, professional-in-residence in marketing. BA '86, MBA '88, BYU
- **Brent A. Sorensen**, '83, assoc.-prof. of physics. BS '72, SUU; MS '83, Wichita St. U
- **Benjamin R. Sowards**, '01, artist in residence. BFA '01, BYU
- **G. Michael Stathis**, '91, prof. of political sci. BS '71, MA '76, UU; PhD '95, UU
- **Emmett Steed**, '03, assist.-prof. of hotel, resort, & hospitality mgmt. BA '74, USU; MBA '75, Thunderbird, Am. Grad. Sch. of Int'l Mgmt.; PhD '03, UNLV
- **Virginia Stitt**, '77, assoc.-prof. of mus. BS '69, U of Ill.; MA '70, U of No. Col.; MM '74, Mich. St. U; DMA '79, U of Iowa
- **Xun Sun**, '01, assist.-prof. of mus. & dir. of orchestral activities. BA '93, Wuhan Cons. of Mus.; MM '00, U of Mo. Cons. of Mus., (Perf.)-Kansas City; MM '02, U of Mo. Cons. of Mus., (Conducting)-Kansas City
- **Jill Talbot**, '03, assist.-prof. of Eng. & dir. of comp. BSE '92, Baylor U; MA '95, PhD '99, Tx Tech U; MA '03, U of Col
- **John R. Taylor**, '02, instr. of bio. BS '98, SUU; MS '02, BYU
- **Richard R. Tebbs**, '65) prof. of math. BS '62, MS '64, BYU
- **Lee D. Trepanier**, '01, assist.-prof. of political sci. BA '95, Marquette U; MA '00, PhD '01, Louisiana St. U
- **David R. Tufte**, '01, assoc.-prof. of econ. BA '85, MA '87, PhD '92, St. U of NY-Buffalo
- **Jessica Tvordi**, '03, assist.-prof. of Eng. BA '91, So. Conn. St. U; MA '95, U of Wyo.; PhD '02, U of Az
- **James A. Vlasich**, '81, prof. of hist. BA '67, So. Ill. U; BA '75, Fort Lewis Coll.; MA '77, PhD '80, UU
- **Dennis L. Vredenburg**, '92, assoc.-prof. of marketing. BS '66, Colo. St. U; MA '72, PhD '75, U of No. Colo
- **John M. Walser**, '96, lecturer of criminal justice. BA '68, BYU
- **David Alvin Ward**, '85, assoc.-prof. of electronics tech. BS '76, M.I.E. '82, BYU
- **Robert Warden**, 1LT, '03, instr. of military sci. BS '95, MEd '98, SUU
- **Janet E. Warner**, '02, assist.-prof. of nursing. MSN '96, U of Phoenix
- **Kim H. Weaver**, '00, assist.-prof. of chem. BS '89, BA '89, SUU; PhD '95, UC-Riverside
- **Andreas J. Weingartner**, '99, assist.-prof. of math. MS '94, U of Salzburg; PhD '98, BYU
- **Terry West**, '95, assoc.-prof. of comm. & dir. of forensics. BS '77, MA '85, SW Missouri St. U; PhD '94, So. Ill. U
- **Lynn H. White**, '97, assoc.-prof. of psy. BA '90, Bishops U; MA '93, PhD '97, McGill U

- Cheryl Whitelaw, '99, instr. of math. & comp. sci. BS '69, MS '73, USU; BS '95, SUU
- Wayne D. Williams, '99, assist-prof. of criminal justice. BIS '84, BYU; MEd '98, SUU
- Dean L. Winward, '90, assoc-prof. of agr. & program & resource coordinator. BS '79, MS '81, USU
- Peggy L. Wittwer, '02, clinical instr. of elem. ed. BS '91, MEd '97, SUU
- Richard L. Wittwer, '88, assoc-prof. of tech. & auto. & chair of dept. of app. tech. BS '78, SUU; MS '82, USU
- Lee G. Wood, '00, assist-prof. of agr. BS '87, MS '03, USU
- Cynthia Wright, '81, prof. of fam. & cons. sci. & dean of sch. of app. sci. & tech. BS '75, MS '81, BYU; PhD '99, USU.

## Memorandum

March 9, 2005

TO; State Board of Regents

From: Richard E. Kendell

SUBJECT: Utah Valley State College Bachelor of Science/Bachelor of Arts Degree in Physical Education and Recreation Management with Emphases in Exercise Science and Outdoor Recreation Management

### Issue

Officials at Utah Valley State College (UVSC) request approval to offer a Bachelor of Science/Bachelor of Arts Degree in Physical Education and Recreation Management with Emphases in Exercise Science and Outdoor Recreation Management

### Background

This proposed degree is unique in the higher education system in Utah because the degree offers emphases in both Exercise Science and Outdoor Recreation Management. The degree is broad, both in offerings and in career opportunities. Students entering this program will pursue education that leads to careers in allied health and fitness, clinical exercise physiology, outdoor recreation management, outdoor leadership, camp management guide services, tourism, and other related occupations.

In addition to providing career opportunities for students at the BA/BS level, this degree has been designed carefully to meet requirements of other like degrees at other USHE institutions. This careful structuring facilitates student transferability as well as mobility as students either transfer or enter graduate programs of study. The Department will, at the same time, maintain strong two-year emphases that stress health, fitness, and recreation skills as well as Integrated Studies emphases. These emphases flow seamlessly into the baccalaureate degrees.

Market demand data for all emphases are strong. The U.S. Department of Labor cites overall employment of recreation and fitness workers as growing faster than average for all occupations in these categories through 2010; yearly growth is estimated at about 20%. Additionally, Utah data show a growth in the fitness industry of approximately 43% by 2010.

High interest in these degrees is reflected in data drawn from student surveys and from numbers of students who are currently either pre-majors or enrolled in Integrated Studies. For example, of 147 athletes alone, 52 are Physical Education and Recreation Management pre-majors.

The faculty are qualified with extensive professional and academic experience. Eight have doctoral degrees, and all other contract and adjunct faculty have at least master's degrees. Although the ratio of contract to adjunct faculty appears high, approximately 50% contract to 50% adjunct for credit hours produced and 30% contract to 70% adjunct by sections, this ratio is comparable to both national and State data reflected in these degrees. As a result of a change in a core general studies requirement, both faculty and budget are currently in place and therefore neither new faculty nor new budget is needed.

### Policy

The institutional Board of Trustees has approved this proposal. One concern has been expressed from one institution questioning the student need, market demand, and possible loss of students at their institution.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request from Utah Valley State College to offer a BA/BS Degree in Physical Education and Recreation Management with Emphases in Exercise Science and Outdoor Recreation Management.

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Richard E. Kendell, Commissioner

REK/LS  
Attachment

**Academic, Applied Technology and Student Success Committee  
Action Item**

***Request to offer an a Bachelor of Science Degree and Bachelor of Arts Degree  
in Physical Education and Recreation Management with emphases in Exercise  
Science and Outdoor Recreation Management***

Utah Valley State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom  
Andrea Worthen

March 9, 2005



## SECTION I: The Request

Utah Valley State College requests approval to offer a Bachelor of Science Degree and Bachelor of Arts Degree in Physical Education and Recreation Management with emphases in Exercise Science and Outdoor Recreation Management effective Fall, 2005. This program was approved by the UVSC Board of Trustees on June 10, 2004. The Letter of Intent was approved by the USHE Board of Regents Program Review Committee on November 22, 2004.

## SECTION II: Program Description

### *Complete Program Description*

The Physical Education and Recreation Department provides a broad discipline approach for optimal promotion of physical activity, recreation, and/or exercise for rehabilitation, health, fitness, and athletic performance. The proposed degree emphasizes theory and application, and offers comprehensive course work in Exercise Science, Recreation and Outdoor Recreation Management. This program is rigorous and establishes and maintains high academic and professional standards for students pursuing an undergraduate degree (BS/BA) in Physical Education and Recreation Management with emphases in either Exercise Science or Outdoor Recreation Management.

The proposed program has been carefully designed to meet the requirements of similar degrees or emphases at other USHE institutions, and to facilitate transferability as well as the mobility of students to enter post-graduate programs of study. In addition, the Department will continue to offer strong two-year degrees while integrating a four-year degree option that stresses sought-after health, fitness, and recreation skills and knowledge. Graduates from this program will be specifically qualified to pursue careers in allied health and fitness promotion, clinical exercise physiology, outdoor recreation management, outdoor leadership, camp management, guide services, tourism, etc. Additionally, students may pursue graduate study in a variety of disciplines including, but not limited to, exercise science, kinesiology, biomechanics, sports psychology, health promotion, nutrition, athletic training, medicine, outdoor leadership, outdoor recreation management, and resource management.

Courses taken may be applied toward the current two-year Associate in Science or Arts with an emphasis in Physical Education or Recreation, or the Integrated Studies Bachelor of Science or Arts with an emphasis in Physical Education or Outdoor Recreation. The new four-year degree offering includes a Bachelor of Science or Arts in Physical Education and Recreation Management with an emphasis in either Exercise Science or Outdoor Recreation Management.

The curriculum is designed to be rigorous (see above) at both the lower and upper-division levels. It is expected that coursework in lower and upper-division areas, including, math, chemistry, anatomy, physiology, kinesiology, clinical and exercise physiology, and motor learning, will effectively challenge all students engaged in this program. Students will also be exposed to foundational principles within the discipline, principles in ethics, research methodology, and experiential learning.

|                     |                                    |            |
|---------------------|------------------------------------|------------|
| Bachelor of Science | General Education and Distribution | 35 credit  |
|                     | Discipline Core                    | 14 credits |

|                                        |                                 |                    |
|----------------------------------------|---------------------------------|--------------------|
| Exercise Science Emphasis              | Specialty Core                  | 42 credits         |
|                                        | Specialty Electives             | 29 credits         |
| Outdoor Recreation Management Emphasis | Specialty Core                  | 39 credits         |
|                                        | Specialty Electives             | 29 credits         |
|                                        | Open Electives                  | 3 credits          |
|                                        | <b>Total</b>                    | <b>120 credits</b> |
| Bachelor of Arts Option                | Take Foreign Language electives | 18 credits         |

### ***Purpose of the Degree***

UVSC has a long-standing need for a four-year degree in Physical Education and Recreation Management. Data collected from questionnaires targeting students within the Physical Education and Recreation Department, as well as high school students across the state indicate strong interest in the program. Market analyses demonstrate considerable demand for individuals with training and bachelor level education in the areas of exercise science (kinesiology, biomechanics, exercise physiology, clinical exercise physiology, and sports medicine). The same is true for recreation (outdoor recreation and management, outdoor leadership, guide services, and tourism industries). The proposed baccalaureate degree in Physical Education and Recreation Management addresses these issues by offering a unique program to Utah students.

The four-year program progressively moves students through courses that are aimed at promoting core proficiencies within the discipline. The proposed program effectively meets the students' needs and provides them with outstanding service, education, and promotes life-long learning.

### ***Institutional Readiness***

The Department of Physical Education and Recreation is in an appropriate state of readiness to offer the four-year degree. Comprehensive analyses of resources including faculty, staff, administration, budget, and facilities indicate that no new funding will be required to offer this baccalaureate degree. This is largely due to strategic planning and hiring across the past several years and to the fact that strong and popular Physical Education and Outdoor Recreation emphases in the Integrated Studies bachelor degree are in place.

### ***Faculty***

The Department of Physical Education and Recreation at UVSC has eight highly qualified, full-time, doctoral faculty and excellent physical resources and facilities within the department. UVSC feels that this results in an appropriate state of readiness to support a four-year Physical Education and Recreation Management degree.

Recent restructuring of curriculum (the addition of an alternative option to Fitness for Life for the General Education requirement) has increased faculty availability for the new degree by reducing demands on current full-time faculty for that General Education PE course. It is anticipated that 16 fewer sections per semester of the Fitness for Life G.E. will be needed in light of this change. Comparisons with other USHE institutions indicate that UVSC is in-line with Southern Utah University and Weber State University with similar faculty to adjunct faculty ratios: Current (Fall, 2004) ratios indicate that 30% of UVSC daytime PE/R classes are taught by contract faculty and 70% are taught by hourly adjuncts. Data taken from the WSU web site, catalog, and class schedules indicate that 10-15 contract faculty members teach courses while 34-40 adjunct instructors teach courses. This ratio represents a 23-27% contract faculty to 73-77% adjunct instructor teacher ratio. From similar sources it appears that SUU has 4 contract faculty to approximately 16 adjunct instructors, or a 20% to 80% ratio, respectively. Physical Education programs often have high adjunct to contract faculty ratios. All faculty members at UVSC have extensive academic and practical training and experience in physical education or recreation. Refer to Appendix C for detailed faculty vitae and proposed upper division courses matched with faculty qualified to teach them.

### **Full-Time Faculty**

- **Galloway, Shayne** - PhD in Leisure Behavior, Indiana University, 2003
- **Jones, Christopher D.** - PhD in Recreation, Parks and Tourism Management, West Virginia University, 1998
- **Makasci, Kemal** - PhD in Education-Administration, Curriculum & Instruction, with a Specialization in Physical Education Teacher Education, University of Nebraska-Lincoln, 2000
- **McGhie, Shaunna** - Ed.D. in Physical Education, Brigham Young University, 1988
- **Miner, M. Vinson** - PhD in Adult Education and Technology/Post Secondary Education, University of Wyoming, 2001; M.A. in Recreation/Physical Education Administration, Brigham Young University, 1975
- **Perkins, Thomas M.** - Ed.D. in Physical Education, Brigham Young University, 1989
- **Slack, Jason** – ABD – Defense scheduled Jan. 26, 2005 (degree was delayed due to service in Iraq). Degree in Exercise and Sport Science, University of Utah, 2005
- **Vener, Jamie** - PhD in Exercise and Sport Science, University of Utah, 2003

### **Adjunct Faculty Preparedness**

The Department of Physical Education and Recreation at UVSC benefits from the fortunate opportunity to draw on a large number of experienced fitness and recreation professionals who live in Utah Valley and are interested in helping the department with part-time teaching. PE Skill classes are taught by adjunct instructors who have expertise in their respective sports. All of the PES 1300 Fitness for Life adjunct instructors hold Masters Degrees, at minimum.

Full-time faculty will teach the large majority of the upper-division courses. Current full-time and adjunct faculty will continue to cover the majority of lower-division classes. Efficient scheduling of upper- and lower-division courses will provide the small number of new course offerings needed for the degree during each semester of the first five years of program implementation.

### *Staff*

The department employs a full-time administrative assistant who supports secretarial and other office needs of the department. A full-time Department Chair (a faculty member that has assigned administrative time and is teaching one course) oversees the department administrative functions and faculty. Program coordinators (faculty with 1/4 re-assigned time) oversee the Recreation program and Distance and Concurrent Education supervision. Advising is provided by a faculty member with re-assigned time (see Student Advisement below). There is an additional budget allowance for part-time office help if needed.

### *Library and Information Resource*

#### **UVSC Library Physical Education Materials - December 23, 2004**

The library materials related to physical education are current, meeting the needs of the Physical Education curriculum. Library materials are selected by a subject specialist librarian in collaboration with faculty to best support present and future curricula. Physical Education collections are housed primarily in the "GV" area using the Library of Congress classification system, including resources in areas related to the specific subject area, such as physical training, sports philosophy, athletics, sports by name, etc.

#### **Books**

The UVSC Library has approximately 1650 books and media items related to physical education and recreation, with 741 titles specific to the physical education subject area (GV). The reference collection includes approximately 67 physical education and related data bases. Books are selected in collaboration with the faculty to best support current and future classes at UVSC. The library has been very helpful in obtaining needed books. No request made by the Department has been turned down.

#### **Periodicals**

Currently the library owns approximately 122 periodical titles dealing with physical education directly, with additional resources in related areas of general education, medicine and sociology. Students and faculty may request copies of any article that is not full-text through the UVSC, Illiad, Interlibrary Loan (ILL) service. This free service provides UVSC faculty and students with faxed or electronic copies of journal articles and is available from the library homepage.

#### **Periodical Indexes & Abstracts**

UVSC belongs to the Utah Academic Library Consortium (UALC). That membership provides access to a number of indices, many of which contain full-text articles. Currently, no specific indices for physical education exist in the UVSC library. Even so, the following important indices offer physical education resources; Academic Search Premiere, Alt-Health Watch, Education Abstracts Full Text, ERIC, Exceptional Child Index, Health Source/Nursing Academic, LexisNexis Academic, Professional Development Collection, PsyARTICLES, Psychology and Behavioral Sciences Collection, and the Sociological Collection.

### **Audio/Visual Materials**

UVSC Library has approximately 33 video titles dealing with physical education.

### **Other Resources**

The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including BYU and Westminster. If books are not available in-state, or if students cannot physically go to another library, books can be ordered through ILL. The ILL web form can also be accessed from the Library Homepage. The Library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship.

The Library is committed to supporting the physical education programs. With active participation from the faculty, the collection will continue to grow in quality and quantity. The Physical Education/Recreation Department has no separate library budget. The library staff, however, is very agreeable to purchase almost all requests made to support Physical Education and Outdoor Recreation Management curriculum.

### **Facilities, Computers, Laboratory and Other Equipment, Including Plans for Equipment Maintenance and Replacement**

Facilities for the department: The Physical Education Building (i.e., PE 142, PE 144, PE 125, PE 134, PE 222, PE 225), adjacent workout rooms (PE 111, PE 112, PE 113, PE 153 and PE 153J), and nearby classrooms are scheduled on a continuing basis. Most of these rooms can be scheduled from 7:00 a.m. till 9:00 p.m., Monday through Friday. UVSC has several workout rooms and gym spaces available to students, faculty and staff on a daily basis.

### ***Admission Requirements***

Acceptance into the program will be based on passing, with a cumulative grade point average of C- or better, the core General Education requirements, and the following classes: PES 1300 (Fitness for Life), ZOOL 1090 (Introduction to Human Anatomy and Physiology), MATH 1050 (College Algebra), BIOL 1010 (General Biology), CHEM 1110 (Elementary Chemistry for Health and Science) and PES 2700 (Foundations of Physical Education and Recreation). In addition, students will be required to write a short essay describing their motivation for pursuing a degree in Physical Education and Recreation Management. A committee of faculty members within the department will make admission decisions. Unfavorable decisions may be appealed through a written request to the department chair followed by a formal School appeal if necessary.

### ***Student Advisement***

Academic counselors are available to assist all students in determining and achieving their general educational goals through the college-wide Academic Advising and Counseling Center. The Department provides a part-time faculty advisor with re-assigned time (1/4 load) who gives guidance to department majors on specific degree requirements, course sequence and other specific advising questions. Other Physical Education and Recreation faculty are also well versed in giving advisement

to majors in their respective courses. Students may also receive additional guidance on internships, and employment opportunities from the College Career and Student Employment office.

### *Justification for Number of Credits*

The credit hours for the proposed degree are within the Regents' definition for a bachelor degree. (See Appendix A for Program Curriculum.)

### *External Review and Accreditation*

Utah Valley State College will undergo Northwest Accreditation review in April, 2005. The Department of Physical Education and Recreation has submitted the required unit self-study relative to their current Associate and Integrated Studies degree offerings as part of the institutional review process. Specific accreditations for Exercise Science programs are not available at this time. The department has utilized relevant existing accreditation standards and higher education academic recommendations (NASPE, NCATE, and recommendations put forth by the Association of American Colleges and Universities) in its program design and will assess the program accordingly on an ongoing basis. Recreation will be seeking accreditation from the Association of Experiential Education (AEE) for the Outdoor Recreation Management emphasis (Fall, 2006). Recreation currently meets their requirements for application. This area will later seek National Recreation and Park Association (NRPA) accreditation after the program has matured. Very rarely do programs across the nation start out being accredited in their first year of offering a degree. Furthermore, UVSC already has courses titled Program Planning, Recreation Administration, Risk Management, and Park Management that lecture on the topics of marketing, finance, human resource management, facility design, evaluation and policy. Thus, when this degree is approved the program will be eligible for accreditation reviews from NRPA.

### *Projected Enrollment*

Table 1. FTE Summary for Exercise Science

| Year                       | 1     | 2     | 3    | 4     | 5     |
|----------------------------|-------|-------|------|-------|-------|
| FTE Students               | 10    | 16.0  | 18.5 | 20.00 | 20.00 |
| Faculty FTE                | .6    | .9    | 1    | 1     | 1     |
| Faculty FTE –Student ratio | 16.67 | 17.77 | 18.5 | 20    | 20    |

Table 2. FTE Summary for Outdoor Recreation Management

| Year                       | 1   | 2     | 3    | 4     | 5     |
|----------------------------|-----|-------|------|-------|-------|
| FTE Students               | 2.0 | 10.0  | 10.5 | 12.50 | 12.50 |
| Faculty FTE                | .1  | .6    | .6   | .6    | .6    |
| Faculty FTE –Student ratio | 20  | 16.67 | 17.5 | 20.83 | 20.83 |

### *Expansion of Existing Program*

Table 3 summarizes enrollment growth in majors for the past 5 years.

**Table 3. Number of Majors Served by the Department**

|                    | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|--------------------|---------|---------|---------|---------|---------|
| Number of Students | 25      | 70      | 96      | 125     | 131     |

## **SECTION III: Need**

### *Program Need*

UVSC is requesting that the Board of Regents consider this degree program based on the following: 1) compelling need<sup>1</sup>; 2) institutional preparedness<sup>2</sup>; and 3) the absence of additional funding necessary to initiate this program<sup>3</sup>. A sustainable student demand for a four-year degree in Physical Education and Recreation is supported by various data, from both current and prospective UVSC students. The Department of Physical Education and Recreation has 337 students enrolled in Physical Education and Recreation courses at the 2000 level and higher (Fall, 2004). Evidence supports strong prospective and current student demand for a four-year Physical Education and Recreation Management degree and positive market demand for graduates from a UVSC Physical Education and Recreation Management four-year program. This degree is specifically designed to meet the current student demand and address current market demand. Offering emphases in exercise science and outdoor recreation management provides the students with broad exposure to current concepts, theories, skills, and applications in the health, fitness, and recreation management arenas that facilitate vocational readiness for today's job market.

### *Labor Market Demand*

Statewide, according to Utah Metro Occupational Projections<sup>4</sup>, in the year 2000, 4,120 individuals were employed in the fitness industry. It is projected that this number will grow by approximately 43% by the year 2010 to 5,920 employees statewide (see Tables 3 and 4). Health care and education sectors are key providers of employment opportunities for students with backgrounds and training in exercise science. In the state of Utah, Intermountain Health Care and educational

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<sup>1</sup> From a college-wide questionnaire, numerous student requests were made to offer a Bachelor degree in Physical Education and Recreation. Not only is there significant demand for a four-year Physical Education and Recreation degree at UVSC, key surveys indicate unacceptable levels of student and athlete attrition without the degree. Also, according to the U.S. Department of Labor, "...overall employment of recreation and fitness workers is expected to grow faster than average for all occupations through 2010, as increasing numbers of people spend more time and money on leisure and fitness services"; see Student and Market Demand Sections.

<sup>2</sup> Faculty, staff, and facilities are currently in place to support the four-year degree. See Institutional Readiness in Section II.

<sup>3</sup> Budget analyses project net increased revenues with the addition of the four-year program. See Budget Section.

<sup>4</sup> <http://jobs.utah.gov/wi/pubs/outlooks/metro/metrotables/metrogroups/METROGROUPSpersonalcare.pdf>

institutions are among the top employers of the state suggesting good employment potential for graduates from this program<sup>5</sup>.

Market analyses of recreation-related industries are especially positive. In fact, offering an emphasis in outdoor recreation management addresses both economic and geographic perspectives. According to the Utah Department of Workforce Services<sup>6</sup>, the leisure and hospitality industry in the state of Utah is estimated to provide over 100,000 jobs (approximately 5% of the state's labor force), increasing with the addition of natural resource recreation (i.e., park management, and resource interpretation and communication). Local opportunities are provided by numerous commercial outfitters including Sundance, Walk About, and Second Nature. With millions of acres of national forests, state parks, and BLM lands located locally and regionally, opportunities for state and local employment and internship experiences are excellent. A recent (April, 2004) article published in the Provo *Daily Herald* indicated that jobs in the leisure and recreation arenas are among the fastest growing jobs in the Western region with growth in 2000 estimated at 19.3%.

**Table 4. Utah Metro Occupational Projections 2000-2010**

| Occupation                                           | Employment |      | Annual Job Openings |              |       | Hourly Wage |           | Training          |
|------------------------------------------------------|------------|------|---------------------|--------------|-------|-------------|-----------|-------------------|
|                                                      | 2000       | 2010 | Growth              | Replacements | Total | Entry       | Average   |                   |
| Recreation & Fitness Studies Teachers, Postsecondary | 100        | 150  | 10                  | 0            | 10    | \$29,220*   | \$48,690* | Master's Degree   |
| Recreation Workers                                   | 2320       | 3170 | 90                  | 50           | 140   | \$6.00      | \$8.10    | Bachelor's Degree |
| Recreational Therapists                              | 310        | 420  | 10                  | 10           | 20    | \$8.30      | \$13.50   | Bachelor's Degree |
| Tour Guides                                          | 70         | 90   | 0                   | 0            | 0     |             |           | Moderate OJT      |
| Travel Guides                                        | 230        | 290  | 10                  | 10           | 20    |             |           | Long-Term OJT     |

\* Annual Wage / Source: Utah Department of Workforce Services, June 2003.

**Table 5. Utah Non-Metro Occupational Projections 2000-2010**

| Occupation                                           | Employment |      | Annual Job Openings |              |       | Hourly Wage |          | Training          |
|------------------------------------------------------|------------|------|---------------------|--------------|-------|-------------|----------|-------------------|
|                                                      | 2000       | 2010 | Growth              | Replacements | Total | Entry       | Average  |                   |
| Recreation & Fitness Studies Teachers, Postsecondary | 90         | 130  | 10                  | 0            | 10    | \$36670*    | \$50670* | Master's Degree   |
| Recreation Workers                                   | 930        | 1330 | 40                  | 20           | 60    |             |          | Bachelor's Degree |

<sup>5</sup> <http://governor.utah.gov/dea/ERG/ERG2003/07.EWLaborForce.PDF>

<sup>6</sup> <http://jobs.utah.gov/wil/statewide/statefacts.pdf>



|                         | Employment |     | Annual Job Openings |    |    | Hourly Wage |         |                   |
|-------------------------|------------|-----|---------------------|----|----|-------------|---------|-------------------|
| Recreational Therapists | 40         | 60  | 0                   | 0  | 0  | \$7.40      | \$11.60 | Bachelor's Degree |
| Tour Guides             | 360        | 480 | 10                  | 10 | 20 | \$7.70      | \$10.50 | Moderate OJT      |
| Travel Guides           | 120        | 170 | 10                  | 0  | 10 |             |         | Long-Term OJT     |

\* Annual Wage / Source: Utah Department of Workforce Services, June 2003.

According to the U.S. Department of Labor<sup>7</sup>, Overall employment of recreation and fitness workers is expected to *grow faster than average* for all occupations through 2010, as increasing numbers of people spend more time and money on leisure and fitness services."

This proposed emphasis will also meet the needs of increased recreation employment in Wasatch and Summit Counties by servicing students who choose to attend UVSC's Wasatch Campus. From this perspective, this program represents an important program of interest for participation by the Wasatch campus. It is anticipated that these students will be able to complete the Outdoor Recreation Management emphasis on the Wasatch Campus in future years. The recreation market demand in these two counties is steadily growing. In 2002-2003 the growth rate for recreation employment in Wasatch County was 14% and in Summit County was 6%<sup>8</sup>.

Overall, UVSC students enrolled in Physical Education and Recreation Management classes show strong and continued interest in a four-year degree in Physical Education and Recreation Management at UVSC. Current data from high school students and community colleges also exist that indicate strong interest statewide for this new degree. Market analyses suggest strong growth in the health, fitness, and recreation industries. Taken together, these data strongly support the proposed degree offerings outlined in this document.

### *Student Demand*

The UVSC Physical Education Department currently serves thousands of students each semester. An increasing number of students have expressed interest in Physical Education courses including more extensive offerings in exercise science, and recreation and outdoor recreation management. In the 2003-2004 UVSC Institutional Research Report on number of associate degree majors in specific areas, Physical Education and Recreation showed a marked increase from Fall 1994 (25 students) to Fall, 2003 (131 students). Course enrollment in Foundations classes has grown from an average enrollment of 14 in 1999 to 24 in Fall, 2004. Students taking the ACT who request scores be sent to UVSC represent potential students with self-expressed interest in UVSC. ACT data indicate that from the years 2002-2004, 248 students have expressed interest in attending UVSC in pursuit of a Physical Education/Recreation or Secondary Education degree in Physical Education K-12 Teacher Education.

From a department-wide questionnaire (Spring 2001) involving 1,122 randomly sampled students enrolled in Physical Education and Recreation classes, 134 students (11.9%) reported interest

<sup>7</sup> <http://www.bls.gov/oco/ocos058.htm>

<sup>8</sup> <http://jobs.utah.gov/we/Regions/mountainland>

in majoring in Physical Education and Recreation Management, while 168 (15%) stated that they were interested in obtaining a minor in Physical Education and Recreation Management (Table 6a). When asked if they were interested in enrolling in the program as soon as it started, all students who indicated interest in the major or minor stated that they were interested in pursuing the degrees as soon as they were offered, suggesting that students are anxious for the degree offerings.

Ongoing support was evidenced by a Fall, 2004 survey. Out of 337 General Education students enrolled in Fitness for Life (a General Education course) who were polled, 320/337 (94.9%) agreed that UVSC should offer a four-year program in Physical Education and Recreation. Polling students in Physical Education and Recreation Management pre-major classes documented considerable student interest. From these classes, of 154 students polled, 130/154 (84.4%) students who were pre-majors in Physical Education and Recreation Management students said they would either have to, or prefer to stay at UVSC to complete the degree if offered (Table 6b).

**Table 6a. Summary of UVSC PE Degree Survey 2001 (N=1122)**

| 2001 UVSC PE Survey Question Indicator                                             | Number & % of Students |
|------------------------------------------------------------------------------------|------------------------|
| Students who plan to major in PE & Recreation Management                           | 134/1122 & 11.9%       |
| Students who plan to minor in PE & Recreation Management                           | 168/1122 & 15.0%       |
| Students interested in enrolling in PE & Recreation Management major when approved | 134/1122 & 11.9%       |
| Students interested in enrolling in PE & Recreation Management minor when approved | 168/1122 & 15.0%       |

**Table 6b. Summary of UVSC PE Degree Survey Fall 2004 (N = 525; n=337 G.E. students, n=154 PE students)**

| 2004 UVSC PE and Fitness for Life (General Ed Student) Survey Question Indicator       | Number & % of Students |
|----------------------------------------------------------------------------------------|------------------------|
| GE students agree a four-year PE/REC degree should be offered                          | 320/337 & 94.9%        |
| PE students who would have to, or need to, stay if UVSC offered a 4-year PE/REC degree | 130/154 & 84.4%        |

Surveys within the Athletic Department indicate that the lack of a four-year Physical Education and Recreation Management degree has had (and will likely continue to have) negative consequences to the recently established NCAA Division I athletic program at Utah Valley State College. A survey conducted in the Fall of 2003 (the first semester of UVSC Division I competition participation) revealed that a considerable number of athletes at UVSC are Physical Education and Recreation Management pre-majors. Five coaches surveyed indicated that of approximately 147 athletes, 52 are Physical Education and Recreation Management pre-majors. This represents over 1/3 of athletes surveyed. Of these, 11-12 stated that they would transfer in the next two years in order to pursue Bachelor degrees in PE or Outdoor Recreation. Additionally, coaches surveyed stated that 11-12 athletic *recruits* decided not to attend UVSC for the 2003-2004 academic year because there was no Physical Education and Recreation Management degree offered.

In addition to program interest stemming from students and athletes currently enrolled at UVSC, a considerable interest exists in a four-year degree in physical education from high school students within the State of Utah. In a survey conducted in association with the Utah Valley State College 2003 High School Tour, 149 students indicated they would be interested in enrolling in a four-year PE program at UVSC<sup>9</sup>.

UVSC also anticipates serving other USHE institution students transferring from two-year community colleges to UVSC to complete this Bachelor degree in Physical Education and Recreation Management. Salt Lake Community College has already expressed their enthusiastic support of this new degree, especially in the Exercise Science emphasis (see Collaboration section below).

### *Similar Programs*

The proposed bachelor degree program is unusual to the Utah College system in that it offers emphases in both Exercise Science and Outdoor Recreation Management. Similar Physical Education programs at other USHE institutions (Utah State University, University of Utah, Southern Utah University, and Weber State University) do not offer these two emphases together.

### *Collaboration with and Impact on Other USHE Institutions*

UVSC has pursued feedback regarding the program from other USHE institutions and communications with individuals from other USHE institutions has been valuable and excellent suggestions for the development of the proposed program have been offered. A detailed summary of this collaboration is on file in the Commissioners Office.

### *Benefits*

The proposed degree benefits UVSC and the USHE from a variety of important perspectives. It meets the needs of the students as outlined in the Student Demand section. The degree also provides educational avenues for two-year college transfers seeking this degree. Another important benefit is the provision of critical local, regional, and state human resources aimed at supporting the growing market in Physical Educational and Recreation oriented industries and services.

### *Consistency with Institutional Mission*

According to the Institutional Mission, "The lower-division embraces and preserves the philosophy and mission of a comprehensive community college, while the upper-division consists of programs leading to baccalaureate degrees in areas of high community demand and interest." Thus, in conjunction with the existing associate in science, associate in art, and four-year integrated studies

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<sup>9</sup> UVSC High School Relations Orientation: collected data on number of students who mark interest in PE and/or Recreation programs at UVSC during the 2003 Utah Council Secondary and Post-Secondary Education tours to local high schools.

degrees, the addition of a baccalaureate degree in Physical Education and Recreation Management supports the mission of Utah Valley State College and demonstrates its commitment to providing students with both lower and upper division opportunities in a broad range of academic offerings with excellent career potential.

Also in the Mission Statement is the following: "The Community We Serve - We honor the trust placed in us by the community to respond to its educational needs. We take pride in developing partnerships that contribute to the development of the individual and the local, state, and global community. We recognize the obligation to prepare an educated citizenry and a skilled workforce." In support of this, a variety of rewarding career paths is available to students with degrees in Physical Education and Recreation Management that emphasize service to the community. Employment in this arena encourages service and recreation aimed at promoting physical activity, recreation, and holistic health and wellness for diverse populations at the community, national, and international levels.

## **SECTION IV: Program and Student Assessment**

### ***Program Assessment***

The Physical Education Department has utilized relevant existing accreditation standards and academic recommendations (NASPE, NCATE, and recommendations put forth by the Association of American Colleges and Universities) in its program design and will assess the Exercise Science emphasis arm of the program accordingly on an ongoing basis. With regard to the Outdoor Recreation Management emphasis, the department is seeking accreditation from the Association of Experiential Education (AEE) for the Outdoor Recreation Management emphasis (Fall, 2006). Program standards put forth by these accrediting bodies will serve as a basis for program assessment.

The program has been designed from an integrated perspective that considers goals and outcomes, curricular design, pedagogy and implementation, and assessment. The program has been designed to be rigorous and meet the needs of the students in the context of Physical Education offerings and Recreation Management offerings that address contemporary curriculum and course content, as well as current market demand. A primary source of rigor can be found in the proposed prerequisites of the degree (please refer to proposed curriculum below). Looking beyond the proposed prerequisites for the degree, a curriculum has been outlined that incorporates recommendations from the Association of American Colleges and Universities and is intended to expose students to critical concepts in exercise science and/or outdoor recreation management uphold rigorous standards.

The program has been designed to encourage purposeful, engaging, coherent, integrative learning through the application of effective program design guided by the factors or variables outlined above. This design mandates that, within the curriculum, students are challenged; goals are clearly defined, critical thinking skills are emphasized, and cumulative, integrated, deeper learning is promoted. These perspectives have been carefully considered in the curriculum and program design.

Assessment will be ongoing with assessment summaries compiled each semester. Tools for the assessment will include student polls, questionnaires, relevant statistical data acquisition and analysis, and comprehensive internal and external reviews.

### *Expected Standards of Performance*

Student learning outcomes outlined and emphasized by relevant accrediting bodies (NCATE, NASPE, AEE, and NRPA) will guide the assessment and outcome process. In general, critical thinking skills, problem solving skills, collaborative skills, communicative skills, qualitative and quantitative analytical and research skills, and practical and applied skills will be emphasized. Specific student learning outcomes and goals that have been identified include:

#### **Exercise Science Emphasis**

1. Students will gain knowledge and experiential learning in sport skills (activity and coaching classes), foundational principles of physical education (PES 2700, PES 3850, PES 3750), personal fitness, and health and wellness promotion principles (PES 1300, PES 3270, PES 4100, PES 4400), exercise science (PES 3500, PES 3550, PES 3700, PES 3730), sports medicine and clinical exercise physiology (PES 2500, PES 2510, PES 3700, PES 4000), and research and application skills (PES 4900, PES 4950 capstone experience).
2. Students will graduate in a timely manner with a BA/BS Degree in Physical Education and Recreation Management with an emphasis in Exercise Science that affords them occupational readiness or preparation for continued studies (i.e., certifications, alternative degrees, and/or baccalaureate and graduate study).
3. Students will experience a variety of learning environments and pedagogical techniques aimed at providing optimal learning experiences supported by outstanding professionals in the field. Faculty in the department will be experienced, sensitive to various learning styles, possess strong teaching and interpersonal skills, and maintain currency in the discipline.

#### **Outdoor Recreation Management Emphasis**

1. Students will gain knowledge and experiential learning in the principles and foundations of recreation (PES 2700, PES 3850), organizational concepts in recreation and principles of teaching and leadership (land and water skills courses, REC 4000, REC 4200) marketing, finance, human resource management, facility design, evaluation, policy, and management in recreation (REC 1800, REC 3100, 3400, REC 3500, REC 3700, REC 4400, REC 4500) and research and application skills (REC 4950 capstone experience, REC 482R).
2. Students will graduate in a timely manner with a BA/BS degree in Physical Education and Recreation Management with an emphasis in Outdoor Recreation Management that affords them occupational readiness or preparation for continued studies (i.e., certifications, alternative degrees, and/or baccalaureate and graduate study).
3. Students will experience a variety of learning environments and pedagogical techniques aimed at providing optimal learning experiences supported by outstanding professionals in the field. Faculty in the department will be experienced, sensitive to various learning styles, possess strong teaching and interpersonal skills, and maintain currency in the discipline.

Tools for the assessment will include selected pre- and post- course exams, student polls, questionnaires (queries time to graduation, employment options, strengths and weaknesses within the department), relevant statistical data acquisition and analysis, and comprehensive summative and formative course and instructor evaluations. The department has compiled an extensive assessment and outcome packet that addresses the 2002-2004 academic years and outlines assessment and outcome plans for the 2004-2006 academic years. These efforts are aimed at the synthesis and

assessment of student progress and the effectiveness of the program. In exercise science and outdoor recreation management, PES 4950, and REC 4950 represent capstone experiences where student achievement and growth will be assessed and fully integrated.

A key factor in meeting the educational goals and outcomes will be ongoing assessment. The UVSC institution effectiveness program aggressively stresses the importance of assessments and outcomes within each department and supports this endeavor. The department recognizes that the assessment and outcome process is critical to delivering excellence as it moves forward with the degree.

## SECTION V: Finance

### *Budget*

Comprehensive budget analyses indicate that the additions necessary for a four-year program in Physical Education and Recreation Management at UVSC will not require additional state funds for the first five years. Preparations for the four-year degree in past years have resulted in some of the costs being anticipated and built in during the planning stage. Current staff in the Physical Education and Recreation Department is able and prepared to complete the general administrative duties associated with a four-year program. The salaried faculty base is currently in place for this program (see Appendix B). This budget reflects the costs of shifting these faculty from teaching some lower division courses to some upper division courses and paying adjunct faculty to teach the equivalent of the new, additional students. Tuition revenue can be allocated from the new enrollments to fund additional adjunct faculty time, and the new degrees. The budget for the program is detailed in Tables 7 and 8.

**Table 7. Budget Summary for Exercise Science**

| Expenses                       | 1        | 2        | 3        | 4        | 5        |
|--------------------------------|----------|----------|----------|----------|----------|
| Total Hourly Salaries & Wages  | \$8,934  | \$13,937 | \$16,105 | \$16,749 | \$17,419 |
| Total Benefits                 | \$947    | \$1,477  | \$1,707  | \$1,775  | \$1,846  |
| Current                        | \$1,000  | \$1,500  | \$1,500  | \$1,500  | \$1,500  |
| Travel                         | \$500    | \$500    | \$500    | \$500    | \$500    |
| Capital                        | \$0*     | \$0      | \$0      | \$0      | \$0      |
| Library                        | \$500    | \$500    | \$500    | \$500    | \$500    |
| TOTAL                          | \$11,881 | \$17,914 | \$20,312 | \$21,025 | \$21,766 |
| FTE Students                   | 9.33     | 16.0     | 18.33    | 20.00    | 20.00    |
| Tuition per FTE                | \$2,372  | \$2,372  | \$2,372  | \$2,372  | \$2,372  |
| Total Tuition Revenue          | \$22,141 | \$37,952 | \$43,479 | \$47,440 | \$47,440 |
| DIFFERENCE<br>Revenue/Expenses | \$10,250 | \$20,038 | \$23,167 | \$26,415 | \$25,674 |

**Table 8. Budget Summary for Outdoor Recreation Management**

| Expenses               | 1       | 2       | 3       | 4        | 5        |
|------------------------|---------|---------|---------|----------|----------|
| Total Salaries & Wages | \$1,489 | \$9,291 | \$9,663 | \$10,050 | \$10,452 |
| Total Benefits         | \$158   | \$985   | \$1,024 | \$1,065  | \$1,108  |

| Expenses                               | 1              | 2               | 3               | 4               | 5               |
|----------------------------------------|----------------|-----------------|-----------------|-----------------|-----------------|
| Current                                | \$1,000        | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Travel                                 | \$500          | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Capital                                | \$0            | \$0             | \$0             | \$0             | \$0             |
| Library                                | \$500          | \$500           | \$500           | \$500           | \$500           |
| <b>TOTAL</b>                           | <b>\$3,647</b> | <b>\$12,776</b> | <b>\$13,187</b> | <b>\$13,615</b> | <b>\$14,059</b> |
| FTE Students                           | 2.0            | 10.0            | 10.5            | 12.50           | 12.50           |
| Tuition per FTE                        | \$2,372        | \$2,372         | \$2,372         | \$2,372         | \$2,372         |
| Total Tuition Revenue                  | \$4,744        | \$23,720        | \$24,906        | \$29,650        | \$29,650        |
| <b>DIFFERENCE<br/>Revenue/Expenses</b> | <b>\$1,097</b> | <b>\$10,944</b> | <b>\$11,719</b> | <b>\$16,035</b> | <b>\$15,591</b> |

### *Funding Sources*

UVSC relies less on state tax funds as a percentage of total institutional budget than any other USHE institution. This obviously is a serious problem for Utah Valley State. But it has had one unforeseen advantage. UVSC is able to fund new program requests from tuition more easily than other USHE institutions since student tuition revenue comprises 52% of the institution's total revenue. In addition, those revenues buy more faculty teaching load than at the USHE universities.

### *Reallocation*

None committed. The Department of Physical Education and Recreation, however, has requested the extra tuition dollars generated by this program as a permanent budget increase to bring up the new courses necessary for these emphases.

### *Impact on Existing Budgets*

The relatively small number of additional students (most new degree-seeking students will be continuing students ) brought to UVSC because of this new degree will be comfortably absorbed in general growth with no significant impact on other departments.

### *Summary*

Given current student demand, and considering national and local market analyses previously presented, this program is positioned well to address student needs, and local and national needs relevant to the health, fitness, and recreation industries. In addition to its solid design, there are a number of compelling reasons that this degree should be offered:

1. Student attrition and demand. The deleterious effects on current enrollment and projected student demand for this program combine to afford compelling motivation for the provision of a four-year

Physical Education and Recreation Management degree at UVSC. (See Market and Student Demand).

2. Job demand. Data provided in this proposal indicate significant job demand both locally and nationally. The proposed degree prepares students for the demanding and heterogeneous job market in a variety of fields (see Market and Student Demand).
3. Faculty in place. The Physical Education and Recreation Department does not require further qualified full-time faculty or staff to offer the program. The proposed degree will be presented to students by qualified and knowledgeable faculty with extensive professional and academic experience in physical education and recreation management.
4. Courses in place. The department currently has courses supporting the Integrated Studies emphasis that support the proposed four-year degree. Careful program development assures an efficient implementation, as minimal course additions are needed each semester to complete the curriculum.
5. Structure. The baccalaureate program in Physical Education and Recreation Management allows students to work towards a four-year degree that fits their individual needs without losing credits and/or time.



## Appendix A: Program Curriculum

### *New Courses to be Added in the Next Five Years*

| Number                                        | Name                                         | Credits |
|-----------------------------------------------|----------------------------------------------|---------|
| <b>Exercise Science Emphasis</b>              |                                              |         |
| PES 3730                                      | Biomechanics                                 | 3       |
| PES 3850                                      | Ethical Concepts in PE and REC               | 3       |
| PES 4000                                      | Exercise Testing and Prescription            | 3       |
| PES 4100                                      | Fitness Across the Lifespan                  | 3       |
| PES 4300                                      | Research Methods in PE and REC               | 3       |
| PES 4400                                      | Physical Activity Promotion in the Community | 3       |
| PES 4900                                      | Exercise Science Senior Practicum            | 2       |
| PES 4950                                      | Senior Seminar                               | 2       |
| <b>Outdoor Recreation Management Emphasis</b> |                                              |         |
| REC 3500                                      | Recreation Administration                    | 3       |
| REC 4400                                      | Park Management                              | 3       |
| REC 4500                                      | Visitor Behavior                             | 3       |
| REC 4950                                      | Senior Seminar                               | 3       |
| REC 482R                                      | Senior Internship                            | 2 - 4   |

### *All Program Courses*

#### **Required Course Work**

Complete the general education courses and requirements listed for graduation. Specific courses are suggested in many areas due to differences in emphases requirements. Recommendations include MATH 1050 (College Algebra), ZOOL 1090 (Introduction to Human Anatomy and Physiology), and BIOL 1010 (General Biology). All students seeking a four-year degree in Physical Education and Recreation Management must maintain a GPA of 2.0 or better. Discipline core and specialty core requirements for each Physical Education and Recreation Management four-year degree emphasis are included in the following summary information:

### *Description of New Courses*

#### **Exercise Science Emphasis**

**PES 3730      Biomechanics** **3**

Pre-Req: ZOOL 1090; PES 3500. Extends the anatomical and structural basis of human movement covered in PE-S 3500 (Kinesiology) and emphasizes the application of engineering principles and technology in sports performance through interdisciplinary methodologies. Emphasizes human gait analysis, locomotion, trunk biomechanics, computer modeling, and tissue biomechanics.

**PES 3850      Ethical Concepts in PE and REC** **3**

Pre-Req: ENG 1010. Surveys applied concepts of ethical codes and legal liability. Explores systems used by community and adventure education programs for aspects protective of participants, staff, and the institution.

- PES 4000 Exercise Testing and Prescription 3**  
Pre-Req: MATH 1050; ZOOL 1090; PES 1300. Class emphasizes information and skills related to exercise testing and prescription in healthy and clinical populations.
- PES 4100 Fitness Across the Lifespan 3**  
Pre-Req: ZOOL 1090; PES 3270. Addresses key issues relative to fitness and across the lifespan including, fitness in youth, adult fitness, aging, physical activity program design and implementation, attrition, behavior modification, and the role of exercise in disease prevention and/or management.
- PES 4300 Research Methods in Physical Education and Recreation 3**  
Pre-Req: PES 3500; PES 3850. Exposes students to key research in their field. Emphasizes analytical and interpretive skills. Develops scientific writing skills. Promotes design and utilization of comprehensive research methodologies commonly applied in Physical Education and Recreation.
- PES 4400 Physical Activity Promotion in the Community 3**  
Pre-Req: PES 3270; PES 4000. Emphasizes concepts related to physical activity promotion in the community. Critically reviews literature associated with physical activity programming in communities including barriers to participation, behavioral change theory, and social, environmental, and biological factors that influence physical activity participation. Promotes application of concepts developed in class through introductory supervised field experience.
- PES 4900 Exercise Science Senior Practicum 2**  
Pre-Req: PES 3700; PES 4000; PES 4100. Emphasizes application of physical activity promotion in a variety of settings. Options include service learning activities, assessing athletic performance, working in clinical settings that relate to assessment and exercise prescription, and/or physical activity and health promotion in under-served populations.
- PES 4950 Senior Seminar 2**  
Pre-Req: PES 3700. Emphasizes critical evaluation of classic and current research in the field and promotes research and writing skills within the discipline. Promotes qualitative and quantitative analytical skills, collaboration and teamwork, and student-centered learning within the field of Exercise Science.
- Outdoor Recreation Management**
- REC 3500 Recreation Administration 3**  
Pre-Req: Junior standing. Course Description: Analyzes the internal organization of a recreation department dealing with finances and accounting, records and reports, publicity and public relations, state and federal legislation, staff organization, coordination of community resources.
- REC 4400 Park Management 3**  
Pre-Req: REC 3500. Course Description: Examines topics in park and forest management focusing on management strategies and techniques for addressing common resource and social problems in recreation resource management. Emphasizes case studies and problem analysis.
- REC 4500 Visitor Behavior 3**  
Pre-Req: None. Course Description: Studies behaviorally-based models and relevant research in outdoor recreation. Provides an in-depth literary analysis of visitor behavior topics including visitor

satisfaction, crowding, carrying capacity, motivation, attitudes, preferences, norms, conflicts, and specialization. Using these theoretical concepts, visitor-based management models will be presented and criticized.

**REC 4950      Senior Seminar** **3**  
Pre-Req: Must have senior standing. Course Description: Examines current outdoor recreation topics that allow senior students the opportunity to relate academics studies to the latest problems, changes, and trends in the field.

**REC 482R      Senior Internship** **2 - 4**  
Pre-Req: Approval of the instructor. Course Description: Provides supervised, hands-on field experience for students preparing to take entry-level positions in recreation. May be repeated for a maximum of eight credits toward graduation.

### *General Education and Distribution Requirements*

**ENGL 1010      Introduction to Writing** **3**  
Emphasizes, in writing intensive workshops, rhetorical knowledge and skills. Teaches critical reading, writing, and thinking skills. Explores writing situations as complex and recursive processes. Enhances basic literacies, addressing both rhetorical problems and conventions of language use (within the context of Standard Written English). Three major essays with graded revision(s), micro theme, in-class writing and collaboration, portfolios, and journals.

**BIOL 1010      General Biology** **3**  
Addresses the history of biological discovery, the current understanding of the science, and inquires about where the research may lead. A general education course introducing cellular and molecular biology, genetics, diversity, evolution, and ecology. May be used as prerequisite for some departmental courses.

**MATH 1030      Quantitative Reasoning** **3**  
Introduces major topics in the field of mathematics. Includes sets, algebra, geometry, and statistics. Emphasizes problem solving and critical thinking.

**PES 1300      Fitness for Life** **2**  
Provides an individualized approach to physical fitness. Teaches principles of cardiovascular endurance, weight control, strength, and ability. Apply learning by writing and engaging in a personalized fitness program.

**ZOOL 1090      Intro to Human Anatomy & Physiology** **3**  
Presents a basic introduction to the sciences of anatomy and physiology. Covers the basic structure and function of the human body at the cellular, tissue, organ, and system levels. Provides a foundation of particular value for pre-nursing students who wish to have a preview of their required life science courses.

**ENGL 2020      Intermediate Writing** **3**  
Explores public issues involving science and technology. Invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that inquire,

interrogate, and negotiate meanings across a diverse array of positions and in a variety of contexts, including writing about science and technology issues, and technical and/or professional documents. Includes at least one major research project (possibly more), annotated bibliography and/or appendices, oral presentations (individual and/or group), portfolios, in-class writing, and collaboration. May include basic requirements for professional and technical documents (memos, letters, reports, and more).

**PHIL 2050 Ethics and Values 3**

A demanding transfer course, designed to challenge students to (1) explore and clarify their values; (2) critically read works of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and (3) read, study, research, discuss, and write about difficult ethical issues. Focuses on issues of good vs. evil, justice vs. injustice, equality vs. inequality, and the necessity of defining and examining happiness and values. This confrontation with major philosophical concepts and systems is intended to engage students in serious reflection on issues of ethics and values as they relate to the students' own lives.

|    |                           |   |
|----|---------------------------|---|
| GE | Social/Behavioral Science | 3 |
| GE | Humanities                | 3 |
| GE | Fine Arts                 | 3 |
| GE | Physical Science          | 3 |
| GE | History                   | 3 |

*Discipline Core Requirements*

**PES 2700 Foundations in Physical Education and Recreation 3**

Introduces the study of physical education. Studies the history and philosophy of the field of Physical Education. Analyzes problems in areas covered under the umbrella of physical education. Explores the physical education/sport sub-disciplines and related career and employment opportunities in this area.

**PES 3500 Kinesiology 3**

Studies human movement. Includes the structure of the human body and fundamental mechanics. Emphasizes kinesiological and mechanical analysis.

**PES 3550 Motor Learning and Development 3**

Examines motor and cognitive characteristics of individuals involved in learning or performing motor skills. Examines conditions that influence learning. Analyzes how humans learn complex movement skills and control voluntary, coordinated movement. Analyses the basic psychological processes involved in learning and control of movement and their effect on instruction and practice conditions for the learner. Studies motor development and its effect on skill acquisition.

**PES 3750 Psychosocial Aspects of Human Performance 2**

Provides students with the necessary skills and understanding to adequately deal with the psychological and social aspects of human and sport performance. Develops techniques and psychological skills to enhance performance and establish a learning and social environment that would enhance the effectiveness of coaches and maximize the skill and personal growth of athletes.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                              |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------|
| <b>PES 3850</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Ethical Concepts in Physical Education and Recreation</b> | <b>3</b> |
| Surveys applied concepts of ethical codes and legal liability. Explores systems used by community and adventure education programs for aspects protective of participants, staff, and institutions.                                                                                                                                                                                                                                                                                             |                                                              |          |
| <b>PES 4300</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Research Methods in Physical Education and Recreation</b> | <b>3</b> |
| Introduces students to key research in their field. Emphasizes analytical and interpretive skills. Develops scientific writing skills. Promotes design and utilization of comprehensive research methodologies commonly applied in Physical Education and Recreation.                                                                                                                                                                                                                           |                                                              |          |
| <b>Specialty Core Requirements: EXERCISE SCIENCE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                              |          |
| <b>CHEM 1110</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Elementary Chemistry for Health and Sciences</b>          | <b>4</b> |
| Introduces the fundamentals of chemistry to students in the health sciences. Covers chemical measurements and calculations, atomic structure, chemical bonding, chemical reactions, states of matter, solutions, chemical equilibrium, acid-base systems, and introduces organic chemistry.                                                                                                                                                                                                     |                                                              |          |
| <b>ZOOL 2010</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Human Anatomy</b>                                         | <b>4</b> |
| Studies, in-depth, the anatomy of the human body. Covers the structure and some functions at the cellular, tissue, organ, and system levels. Emphasizes the names, locations, and functions of body components. Involves problem solving and analytical thinking. Includes weekly laboratory.                                                                                                                                                                                                   |                                                              |          |
| <b>ZOOL 2020</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Human Physiology</b>                                      | <b>4</b> |
| Studies the functions of the human body at the chemical, cellular, organ, and system levels. Explains control mechanisms involved in homeostasis and stimulus/response pathways. Involves problem solving and analytical thinking. Includes weekly laboratory.                                                                                                                                                                                                                                  |                                                              |          |
| <b>PES 2500</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Sports Medicine</b>                                       | <b>3</b> |
| Teaches recognition, cause, prevention and treatment of sports-related injuries. Provides practical experience in taping, injury evaluation, and rehabilitation.                                                                                                                                                                                                                                                                                                                                |                                                              |          |
| <b>PES 2510</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Sports Medicine Lab</b>                                   | <b>1</b> |
| Teaches taping and wrapping techniques for prevention/treatment of sports related injuries. Teaches evaluation techniques for the major joints of the body.                                                                                                                                                                                                                                                                                                                                     |                                                              |          |
| <b>PES 3270</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Methods of Teaching Fitness</b>                           | <b>2</b> |
| Teaches key concepts related to exercise testing and program design for healthy populations and populations with controlled disease. Explores concepts in team, group, and individualized assessment and programming. Emphasizes principles in anatomy, exercise physiology, behavior modification, motivation, health promotion, fitness assessment and prescription. Encourages students to sit for the ACE, IDEA, ACSM HFY, NSCA CPT, or similar certification exams upon course completion. |                                                              |          |
| <b>PES 3700</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Exercise Physiology</b>                                   | <b>4</b> |
| For physical education or education majors with an emphasis in physical education, specializing in coaching or athletic training. Studies physiological responses to exercise. Addresses clinical applications. Requires weekly laboratory.                                                                                                                                                                                                                                                     |                                                              |          |

- PES 3730      Biomechanics      3**  
Emphasizes the application of engineering principles and technology in sports performance through interdisciplinary methodologies. Includes human gait analysis, locomotion, trunk biomechanics, computer modeling, and tissue biomechanics.
- PES 4000      Exercise Testing and Prescription      3**  
Emphasizes information and skills related to exercise testing and prescription in healthy and clinical populations. Teaches American College of Sports Medicine (ACSM) exercise testing guidelines.
- PES 4100      Fitness Across the Lifespan      3**  
Addresses key issues relative to fitness across the lifespan; including, fitness in youth, adult fitness, aging, physical activity program design and implementation, attrition, behavior modification, and the role of exercise in disease prevention and/or management.
- PES 4400      Physical Activity Promotion in the Community      3**  
Emphasizes concepts related to physical activity promotion in the community. Critically reviews literature associated with physical activity programming in communities including barriers to physical activity participation, behavioral change theory, and social, environmental, and biological factors that influence physical activity behavior. Promotes application of concepts developed in class through introductory supervised field experience.
- PES 4900      Exercise Science Senior Practicum      2**  
Emphasizes application of physical activity promotion in a variety of settings. Options include service learning activities, assessing athletes, working in clinical settings that address assessment and exercise prescription in the elderly, cardiac and pulmonary rehabilitation, and outpatient physical therapy.
- PES 4950      Senior Seminar      2**  
Emphasizes critical evaluation of classic and current research in Exercise Science. Promotes research and writing skills within the discipline of Exercise Science. Promotes student centered learning and supports specialization within the field of Exercise Science.
- MATH 2230      Principles of Statistics I & II      4**  
A beginning statistics course. Includes summarizing data, measures of central location, measures of variation, probability, mathematical expectation, and discrete and continuous probability distributions.
- Specialty Core Requirements: OUTDOOR RECREATION MANAGEMENT**
- REC 1110      Rock Climbing I**  
Teaches basic rock climbing skills to the beginning rock climber. Includes knot tying, belaying, rappelling, top-rope anchors and site management, beginning lead climbing, and rescue techniques.
- REC 1120      Rock Climbing II**  
Teaches intermediate rock climbing skills. Includes placing passive and active anchors on simulated lead climbs, multi-pitch belaying and rappelling. Teaches self and partner rescuing, ascending, route finding, crack and face climbing techniques, rock shoe resoling, and an introduction to aid climbing.

**REC 1200      Mountaineering**

Covers mountaineering subjects including hiking, rock climbing, mountain camping, and mountain survival. Requires good health and fair physical condition in order to enjoy the class. Provides technical climbing and safety equipment. Students provide camping equipment (this may be rented at a low cost at the Outpost on campus), boots or shoes, clothing and leather gloves suitable for hiking and climbing. Taught on block only.

**REC 1210      Backpacking**

Covers the basic aspects of backpacking, camping, and wilderness travel. Includes labs, lectures, demonstration, audio-visual and extended field trips. Teaches basic components of backpacking and lifelong values of outdoor recreation.

**REC 1300      Off-Road Cycling**

Provides the students with knowledge of cycling techniques when traveling off the pavement. Teaches bicycle maintenance and tuning. Includes several off-road rides. Stresses the enjoyment and lifetime benefits of off-road bicycle riding. Taught on block only.

**REC 1400      Scuba I**

Teaches basic scuba diving techniques, scuba safety and use of scuba equipment in an indoor swimming pool. To certify in scuba, the student must certify independently of the course. Open Water Certification is offered as an option. Uses the Professional Association for Diving Instructions manual. Taught on block only.

**REC 1410      Scuba II**

Provides advanced knowledge of scuba techniques. Teaches skills beyond that of the Open Water Course. Teaches natural navigating, compass navigating, light salvage, deep diving, and night diving. Reviews physics laws pertaining to diving and safety procedures. Uses advanced equipment such as compasses and air lift bags. Stresses safety. Uses materials provided by PADI. Taught on block only.

**REC 1620      Fly Casting I**

For students interested in learning or perfecting fly casting skills. Studies types and classification of fly rods and reels. Teaches the physics of casting and casting techniques. Includes hands-on experience.

**REC 1700      Ropes Course Facilitation**

Teaches students how to set up, facilitate, and take down high and lows ropes course events and initiatives. Covers how to plan out a ropes course day, will learn why and how events are chosen and will learn about safety (physical and emotional).

**REC 1800      Wilderness First Responder****2**

Teaches advanced emergency care specific to situations encountered in a wilderness context. Prepares students for certification exam in Wilderness First Responder (WFR) or Wilderness Emergency Medical Technician Module (WEMT).

**REC 2000      Whitewater Kayaking**

Teaches basic kayaking skills to the beginning kayaker. Includes roll techniques, paddle strokes, eddy turns, ferrying, dangers on the river, and rescue techniques.

**REC 2010      Avalanche Awareness**

Examines the relationship of people in the backcountry and their cause/effect relationship with ever-changing snow conditions. Prepares students to safely and effectively venture into the winter backcountry.

**REC 2050      Canoeing**

Teaches basic canoeing techniques including safety, technical information, equipment, paddling skills, canoe maneuvering and help students prepare for ACA (American Canoe Association) certification.

**REC 3100      Recreation Program Planning** **3**

Investigates program planning and development in outdoor programs, camps, agencies, and education organizations. Emphasizes writing of technical program plans that state goals, program organization, curriculum, budgets, marketing, and evaluation.

**REC 3300      Wilderness Skills**

Teaches tools and skills needed for surviving in the wilderness. Includes orienteering, map reading, packing, backcountry cooking, campsite set-up, food rationing, river crossing, proper clothing, water purification, hygiene, weather forecasting, backcountry travel, Leave NO Trace ethics, and personal risk management.

**REC 3400      Recreation Risk Management** **3**

Advanced study of outdoor recreation program management. Focuses on applying models of goal setting, staffing, budgeting, public relations, liability, and risk management in the outdoor recreation setting.

**REC 3500      Recreation Administration** **3**

Analyzes the internal organization of a recreation department dealing with finances and accounting, records and reports, publicity and public relations, state and federal legislation, staff organization, coordination of community resources.

**REC 3700      Park Interpretation** **3**

Investigates theories, principles, and techniques of interpreting park, cultural, and natural resources to the public.

**REC 4000      Outdoor Leadership** **4**

Examines principles and practices of leadership in outdoor recreation programs. Focuses on the examination of theories, practices, and problems of leadership in an adventure environment. Provides hand-on experiences with students required to plan and be in a leadership position. Requires 30 hours of volunteer work experience.

**REC 4200      Outdoor Leadership Management Practicum** **3**

Provides students with practical work experience (volunteer or paid) either through a program offered by the college or in an existing outdoor or experientially based agency. Participation in a 150 hour department approved supervised outdoor recreation service. Topics vary by practicum experience.



- REC 4400      Park Management      3**  
Examines topics in park and forest management focusing on management strategies and techniques for addressing common resource and social problems in recreation resource management. Emphasizes case studies and problem analysis.
- REC 4500      Visitor Behavior      3**  
Studies behaviorally-based models and relevant research in outdoor recreation. Provides an in-depth literary analysis of visitor behavior topics including visitor satisfaction, crowding, carrying capacity, motivations, attitudes, preferences, norms, conflicts, and specialization. Using these theoretical concepts, visitor-based management models will be presented and criticized.
- REC 482R      Senior Internship      3**  
Provides supervised, hands-on field experience for students preparing to take entry-level positions in recreation. May be repeated for a maximum of eight credits toward graduation.
- REC 4950      Senior Seminar      3**  
Examines current outdoor recreation topics that allow senior students the opportunity to relate academic studies to the latest problems, changes, and trends in the field.

## Appendix B: Program Schedule

### *Suggested Course Sequence for Exercise Science*

| Course    | Title                             | Credits   | Course    | Title                                 | Credits   |
|-----------|-----------------------------------|-----------|-----------|---------------------------------------|-----------|
|           | <b>Semester 1</b>                 |           |           | <b>Semester 2</b>                     |           |
| BIOL 1010 | General Biology                   | 3         | MATH 1050 | College Algebra                       | 4         |
| PES 2700  | Found. of Physical Education      | 3         | ZOOL 1090 | Intro to Human Anatomy & Physiology   | 3         |
| ENGL 1010 | Introduction to Writing           | 3         | ENGL 2020 | Intermediate Writing                  | 3         |
| GE        | Social/Behavioral Science         | 3         | GE        | Fine Arts                             | 3         |
| GE        | Humanities                        | 3         | GE        | Physical Science                      | 3         |
| PES 1300  | Fitness for Life                  | 2         |           |                                       |           |
|           | <b>TOTAL CREDIT HOURS</b>         |           |           | <b>TOTAL CREDIT HOURS</b>             | <b>16</b> |
|           | <b>Semester 3</b>                 |           |           | <b>Semester 4</b>                     |           |
| CHEM 1110 | Elem Chem. for Health Sciences    | 4         | ZOOL 2020 | Human Physiology                      | 4         |
| ZOOL 2010 | Human Anatomy                     | 4         | PES 3500  | Kinesiology                           | 3         |
| PHIL 2050 | Ethics and Values                 | 3         | PES 2500  | Sports Medicine                       | 3         |
| GE        | History                           | 3         | PES 2510  | Sports Medicine                       | 1         |
| Elective  | Specialty Elective                | 2         | PES 3270  | Methods of Teaching Fitness           | 2         |
|           |                                   |           | Elective  | Specialty Elective                    | 2         |
|           | <b>TOTAL CREDIT HOURS</b>         | <b>16</b> |           | <b>TOTAL CREDIT HOURS</b>             | <b>15</b> |
|           | <b>Semester 5</b>                 |           |           | <b>Semester 6</b>                     |           |
| PES 3550  | Motor Learning and Development    | 3         | PES 3700  | Exercise Physiology                   | 4         |
| PES 3750  | Psychosocial Aspects of Hum. Perf | 2         | PES 3730  | Biomechanics                          | 3         |
| PES 3850  | Ethical Concepts in PE and REC    | 3         | PES 4400  | Phys. Activity Promotion in the Comm. | 3         |
| MATH 2230 | Principles of Statistics I & II   | 4         | Elective  | Specialty Electives                   | 5         |
| Elective  | Specialty Elective                | 3         |           |                                       |           |
|           | <b>TOTAL CREDIT HOURS</b>         | <b>15</b> |           | <b>TOTAL CREDIT HOURS</b>             | <b>15</b> |
|           | <b>Semester 7</b>                 |           |           | <b>Semester 8</b>                     |           |
| PES 4000  | Exercise Testing and Prescription | 3         | PES 4900  | Exercise Science Senior Practicum     | 2         |
| PES 4100  | Fitness Across the Lifespan       | 3         | PES 4950  | Senior Seminar                        | 2         |
| PES 4300  | Research Methods in PE and REC    | 3         | Elective  | Specialty Electives                   | 8         |
| Elective  | Specialty Electives               | 5         |           |                                       |           |

| Course | Title                     | Credits   | Course | Title                     | Credits   |
|--------|---------------------------|-----------|--------|---------------------------|-----------|
|        | <b>TOTAL CREDIT HOURS</b> | <b>14</b> |        | <b>TOTAL CREDIT HOURS</b> | <b>12</b> |

**Suggested Course Sequence for Outdoor Recreation Management:**

| Course        | Title                              | Credits   | Course    | Title                               | Credits   |
|---------------|------------------------------------|-----------|-----------|-------------------------------------|-----------|
|               | <b>Semester 1</b>                  |           |           | <b>Semester 2</b>                   |           |
| BIOL 1010     | General Biology                    | 3         | MATH 1050 | College Algebra                     | 4         |
| ENGL 1010     | Introduction to Writing            | 3         | ZOOL 1090 | Intro to Hum. Anatomy & Physiology  | 3         |
| PES 1300      | Fitness for Life                   | 2         | ENGL 2020 | Interm. Writing Science/Technology  | 3         |
| GE            | Humanities                         | 3         | GE        | Fine Arts                           | 3         |
| GE            | Social/Behavioral Sciences         | 3         | Elective  | Specialty Elective                  | 3         |
|               | <b>TOTAL CREDIT HOURS</b>          | <b>14</b> |           | <b>TOTAL CREDIT HOURS</b>           | <b>16</b> |
|               | <b>Semester 3</b>                  |           |           | <b>Semester 4</b>                   |           |
| PES 2700      | Foundations of PE and Recreation   | 3         | PES 3500  | Kinesiology                         | 3         |
| REC 1111-3300 | Land-Based Skills                  | 2 of 4    | PES 3850  | Ethical Concepts in PE & Recreation | 4         |
| REC 1800      | Wilderness 1st Responder           | 2         | PHIL 2050 | Ethics and Values                   | 3         |
| GE            | Physical Science                   | 3         | Elective  | Specialty Electives                 | 5         |
| GE            | History                            | 3         |           |                                     |           |
| Elective      | Specialty Elective                 | 3         |           |                                     |           |
|               | <b>TOTAL CREDIT HOURS</b>          | <b>16</b> |           | <b>TOTAL CREDIT HOURS</b>           | <b>15</b> |
|               | <b>Semester 5</b>                  |           |           | <b>Semester 6</b>                   |           |
| REC 1111-3300 | Land-Based Skills                  | 2 of 4    | REC       | Water-Based Skills                  | 2         |
| REC 3500      | Recreation Administration          | 3         | REC 3100  | Recreation Program Planning         | 3         |
| PES 3750      | Psychosocial Aspects of Human Perf | 2         | REC 3400  | Recreation Risk Management          | 3         |
| PES 3550      | Motor Learning and Development     | 3         | REC 3700  | Park Interpretation                 | 3         |
| Elective      | Specialty Electives                | 5         | Elective  | Specialty Electives                 | 5         |
|               | <b>TOTAL CREDIT HOURS</b>          | <b>15</b> |           | <b>TOTAL CREDIT HOURS</b>           | <b>16</b> |
|               | <b>Semester 7</b>                  |           |           | <b>Semester 8</b>                   |           |
| REC 4000      | Outdoor Leadership                 | 4         | REC 4500  | Visitor Behavior                    | 3         |
| REC 4200      | Outdoor Leadership Mgmt Practicum  | 3         | REC 482R  | Senior Internship                   | 3         |

| Course                    | Title                          | Credits   | Course                    | Title               | Credits   |
|---------------------------|--------------------------------|-----------|---------------------------|---------------------|-----------|
| REC 4400                  | Park Management                | 3         | REC 4950                  | Senior Seminar      | 3         |
| PES 4300                  | Research Methods in PE and REC | 3         | Elective                  | Specialty Electives | 4         |
| Elective                  | Specialty Elective             | 2         |                           |                     |           |
| <b>TOTAL CREDIT HOURS</b> |                                | <b>15</b> | <b>TOTAL CREDIT HOURS</b> |                     | <b>13</b> |

## Appendix C

### *Faculty*

#### **Galloway, Shayne**

- PhD in Leisure Behavior, Indiana University, 2003
- M.S. in Outdoor Recreation and Resource Management, Indiana University, 1999
- B.S. in Journalism and Political Science, Indiana University, 1992
- Instructor/Graduate Teaching Assistant, University of Indiana, 1999-2002 (Outdoor Recreation Consortium, Outdoor Education, Interpretation, and Environmental Education, Dynamics of Outdoor Recreation, Intro to Rock Climbing)
- National Park Service Albright Training Center, 2003 (Universal Competencies – Fundamental Program)
- Assistant Professor, Utah Valley State College, 2003-present
- *Areas of Specialization:* Effects of Learning and Decision Making, Adventure Recreation

#### **Jones, Christopher D.**

- PhD in Recreation, Parks and Tourism Management, West Virginia University, 1998
- M.S. in Parks, Recreation and Tourism Management, Clemson University, 1995
- B.A. in Psychology, University of Tennessee, 1992
- Associate Professor, Utah Valley State College, 2001-present
- Recreation Program Coordinator, Utah Valley State College, 2001-present
- *Areas of Specialization:* Outdoor Recreation, Humanistic Models of Outdoor Experience

#### **Makasci, Kemal**

- PhD in Education-Administration, Curriculum & Instruction, with a Specialization in Physical Education Teacher Education, Cognates: Motor Learning & Performance from University of Nebraska-Lincoln, Nebraska, 2000
- M.A. in Physical Education and Sports, Cognates: Sports Management from Gazi University, Ankara, Turkey, 1990
- B.A. in Physical Education and Sports: Physical Education, Teaching & Coaching for Soccer and Team Handball from Gazi University, Ankara, Turkey, 1987
- Assistant Professor, Utah Valley State College, 2003-present
- Assistant Professor, Abant Izzet Baysal University, Bolu, Turkey, 2000-2003
- Graduate Teaching Assistant, University of Nebraska, Lincoln-NE, 1996-2000
- Teaching Assistant, Abant Izzet Baysal University, 1993-1996
- K-12 Physical Educator, Ozel Aydin Anadolu Lisesi, Ankara, Turkey, 1989-1991
- *Areas of Specialization:* Developing Interactive DVD and CD-ROMs in Qualitatively Analyzing Psychomotor
- Sports Skills for Physical Education Teachers and Coaches, Classification of Psychomotor Sports Skills.

#### **McGhie, Shaunna**

- Ed.D. in Physical Education, Brigham Young University, 1988
- M.A. in Education with Physical Education Emphasis, Azusa Pacific University, 1979
- B.S. in Physical Education, Brigham Young University, 1977
- Associate Professor, Utah Valley State College, 2002-present

- Academic Advisor, Utah Valley State College, 2002-2004
- NASPE/NCATE Reviewer, 1992-1995, 2004-present
- Associate Professor, Southeast Missouri State University, 1995-2002.
- Assistant Professor, Southeast Missouri State University, 1991-1995.
- Assistant Professor, San Diego State University, 1989-1991.
- Assistant Professor, California State University at Fresno, 1988-1989.
- Elementary Physical Educator, Mesa (AZ) School District, 1987-1988.
- Assistant Professor, Northeast Missouri State University, 1986-1987.
- Graduate Teaching Assistant, Brigham Young University, 1983-1986.
- Secondary Physical Educator, Victor Valley (CA) Union High School District, 1977-1980.
- *Areas of Specialization:* Pedagogy with an emphasis in Elementary and Middle School Physical Education

#### **Miner, M. Vinson**

- PhD in Adult Education and Technology/Post Secondary Education, University of Wyoming, 2001
- M.A. in Recreation/Physical Education Administration, Brigham Young University, 1975
- B.S. in Recreation/Physical Education Management, Brigham Young University, 1974
- Professor, Utah Valley State College, 1975 - present
- Department Chair, Utah Valley State College, 1999-2002
- *Areas of Specialization:* Outdoor Recreation, Adult Education; Master teacher in teaching sport skills courses (golf, racquetball, basketball, tennis, and fitness); Master teacher/coach in teaching PE-S 2320, Coaching Basketball; former collegiate basketball coach, 11 years.

#### **Perkins, Thomas M.**

- Ed.D. in Physical Education, Brigham Young University, 1989
- M.S. in Physical Education, University of Utah, 1978
- B.S. in Physical Education, University of Utah, 1977
- Professor, Utah Valley State College, 1997-present
- Associate Professor, Utah Valley State College, 1989-1997
- Assistant Professor, Utah Valley Community College, 1985-88
- Instructor, Utah Technical College Orem / Provo, 1981-84
- UVSC (UTC, UVCC) Women's Head Basketball Coach 1983-1995, UTC Men's assistant Coach 1981-83
- Department Chair, Utah Valley State College, 2002-present, 1987-1990
- Academic Advisor, Utah Valley State College, 1995-2002
- *Areas of Specialization:* Physical Education Pedagogy (public schools and coaching); Specialist in teaching PE majors; philosophy, history, and social aspects of sport; sport skills courses (golf, racquetball, basketball, weight training, and fitness), PES 3320 Coaching Basketball; former collegiate basketball coach, 14 years.
- High School Teacher (Biology, Math, Coaching Basketball) Layton High School, Layton Utah. 1978-81, Graduate Teaching Assistant / Men's Basketball, University of Utah 1977-78

#### **Slack, Jason**

- ABD – Defense scheduled January 26, 2005 - degree in Exercise and Sport Science, University of Utah, 2005
- M.S. in Exercise Physiology, Brigham Young University, 1997
- B.A. in Physical Education, Southern Utah University, 1994

- Instructor/Graduate Teaching Assistant, University of Utah 1997-2001 (Exercise Physiology, Exercise Physiology Lab, Exploring Movement Sciences, Diversity Issues in Physical Education)
- Instructor, Utah Valley State College, 2000-present
- Academic Advisor, Utah Valley State College, 2004-present
- *Areas of Specialization:* Exercise Physiology, Kinesiology, Motor Control and Behavior
- Graduate Teaching Assistant - 1998-2002

#### **Vener, Jamie**

- PhD in Exercise and Sport Science, University of Utah, 2003
- M.A. in Kinesiology, Fresno State University, 1999
- B.S. in Animal Physiology, University of California Davis, 1984
- Instructor/Graduate Teaching Assistant, University of Utah, 2000-2003 (Graduate Exercise Physiology Lab, Exercise Physiology, Exploring Movement Sciences)
- Research Assistant, University of Utah 1999-2000
- Assistant Professor, Utah Valley State College, 2003-present
- *Areas of Specialization:* Environmental and Exercise Physiology, Beneficial Effects of Physical Activity in Populations with Chronic Diseases, Gender Differences in Physical Activity Participation

### ***50% Department Contract Faculty***

#### **Lynch, Malinda**

- B.A. Communications, emphasis in Psychology, University of Washington, 1999
- Instructor for Utah Valley State College basketball skills classes, 2002-present
- Assistant Basketball Coach, Utah Valley State College, 2002-present

#### **Gardner, Steve**

- B.S. in Physical Education, Weber State University, 1971
- M.A. in Professional Recreation, Brigham Young University, 1981
- Instructor and Baseball Coach, Utah Valley State College, 1990-present

### ***Courses and Qualified Faculty Summary***

| Course    | Title                                | Credits | Instructor(s)                                    |
|-----------|--------------------------------------|---------|--------------------------------------------------|
| CHEM 1110 | Elementary Chemistry for Hlth & Sci. | 4       | Chemistry faculty                                |
| MATH 2230 | Principles of Statistics I & II      | 4       | Math faculty                                     |
| PES 2500  | Sports Medicine                      | 3       | Kodi Giles, MS in Sports Med.                    |
| PES 2510  | Sports Medicine Lab                  | 1       | Kodi Giles, MS in Sports Med.                    |
| PES 2700  | Foundations in Phys. Ed. & Rec.      | 3       | Thomas Perkins Ed.D<br>Shayne Galloway Ph.D      |
| PES 3270  | Methods of Teaching Fitness          | 2       | Jamie Vener, Ph.D                                |
| PES 3500  | Kinesiology                          | 3       | Jason Slack Ph.D<br>Shane Jorgenson MS, adjunct  |
| PES 3550  | Motor Learning & Development         | 3       | Kemal Makasci Ph.D                               |
| PES 3700  | Exercise Physiology                  | 4       | Jamie Vener, Ph.D<br>Shane Jorgenson MS, adjunct |
| PES 3730  | Biomechanics                         | 3       | Jason Slack, Ph.D                                |

| Course    | Title                                 | Credits | Instructor(s)                             |
|-----------|---------------------------------------|---------|-------------------------------------------|
| PES 3750  | Psychosocial Aspects of Hum. Perf.    | 2       | Vinson Miner, Ph.D                        |
| PES 3850  | Ethical Concepts in Phys. Ed. & Rec.  | 3       | Vinson Miner, Ph.D                        |
| PES 4000  | Exercise Testing & Prescription       | 3       | Jason Slack, Ph.D                         |
| PES 4100  | Fitness Across the Lifespan           | 3       | Vinson Miner, Ph.D                        |
| PES 4300  | Research Methods in Phys. Ed. & Rec.  | 3       | Jason Slack, Ph.D<br>Shayne Galloway Ph.D |
| PES 4400  | Phys. Activity Promotion in Community | 3       | Jamie Vener, Ph.D                         |
| PES4900   | Exercise Science Senior Practicum     | 2       | Jamie Vener, Ph.D<br>Jason Slack, Ph.D    |
| PES 4950  | Senior Seminar                        | 2       | Thomas Perkins, Ed.D                      |
| REC 1110  | Rock Climbing I                       |         | adjunct - Quarry                          |
| REC 1120  | Rock Climbing II                      |         | adjunct - Quarry                          |
| REC 1200  | Mountaineering                        |         | Garth Tino, MS                            |
| REC 1210  | Backpacking                           |         | Kim Reynolds                              |
| REC 1300  | Off-Road Cycling                      |         | Kim Reynolds                              |
| REC 1400  | Scuba I                               |         | adjunct - Water World                     |
| REC 1410  | Scuba II                              |         | adjunct - Water World                     |
| REC 1620  | Fly Casting I                         |         | Mike Guymon                               |
| REC 1700  | Ropes Course Facilitation             |         | Garth Tino, MS                            |
| REC 1800  | Wilderness First Responder            | 2       | Kirk Mittelman                            |
| REC 2000  | Whitewater Kayaking                   |         | Alan Peacock                              |
| REC 2010  | Avalanche Awareness                   |         | Garth Tino, MS                            |
| REC 2050  | Canoeing                              |         | Alan Peacock                              |
| REC 3100  | Rec. Program Planning                 | 3       | Shayne Galloway Ph.D                      |
| REC 3300  | Wilderness Skills                     |         | Shayne Galloway Ph.D                      |
| REC 3400  | Rec. Risk Management                  | 3       | Chris Jones, Ph.D                         |
| REC 3500  | Rec. Administration                   | 3       | Shayne Galloway Ph.D                      |
| REC 3700  | Park Interpretation                   | 3       | Chris Jones, Ph.D                         |
| REC 4000  | Outdoor Leadership                    | 4       | Shayne Galloway Ph.D                      |
| REC 4200  | Outdoor Leadership Mgmt. Practicum    | 3       | Shayne Galloway Ph.D<br>Chris Jones, Ph.D |
| REC 4400  | Park Management                       | 3       | Chris Jones, Ph.D                         |
| REC 4500  | Visitor Behavior                      | 3       | Chris Jones, Ph.D                         |
| REC 482R  | Senior Internship                     | 3       | Shayne Galloway Ph.D                      |
| REC 4950  | Senior Seminar                        | 3       | Chris Jones, Ph.D                         |
| ZOOL 2010 | Hum. Anatomy                          | 4       | Zoology faculty                           |
| ZOOL 2020 | Hum. Physiology                       | 4       | Zoology faculty                           |



March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College - Bachelor of Science Degree in Physical Education in K-12 Teacher Education with a Minor in Physical Education

Issue

Utah Valley State College requests approval to offer a Bachelor of Science Degree in Physical Education K-12 Teacher Education effective Fall 2005. In addition, Utah Valley State College requests approval to offer a Minor in Physical Education.

Background

Utah Valley State College (UVSC) believes that Utah needs qualified elementary and secondary physical educators to teach developmentally appropriate physical education throughout the State. Utah remains one of the few states without physical education teachers in most elementary schools. The proposed program will focus on training quality physical educators who meet current National Association for Sport and Physical Education (NASPE) and National Council for Accreditation for Teacher Education (NCATE) standards for national recognition.

Graduates from the UVSC Physical Education K-12 Teacher Education (PETE) program will be specifically qualified to teach developmentally appropriate physical education to the increasingly diverse population of students in the K-12 schools in the State of Utah. UVSC bases its decision to offer such a program on State data that demonstrate impending increases of K-12 students and suggest the need for more physical education teachers in the next two decades.

Officials from UVSC believe that the proposed program can be offered using existing facilities and resources. Other institutions in the State offer Physical Education K-12 Teacher Education degree programs.

### Policy

The University of Utah (U of U) expressed concerns that might be considered regarding the need for another program in the State, low pay for physical education teachers in elementary education and low turnover in these positions, a lack of state requirements for these teachers, a lack of adequate funding for the physical education programs that already exist in the State, and concern that UVSC would not be able to obtain accreditation for the proposed program. The U of U already offers a Physical Education Teacher Education program and notes that graduates from the U of U program must leave the State to find elementary education positions.

UVSC responded that the "2003-2004 Utah Educator Supply and Demand Study" supports the need for more teachers over the next two decades. UVSC also refers to the Supply and Demand Study which suggests significant openings in middle and high school positions in the next two decades. UVSC officials support the desires of students who want to enter this field even if turnovers and pay are low. While acknowledging that Utah has no official requirement for elementary physical education teachers, UVSC wants to be proactive in training people to meet the needs of all K-12 students, including those in elementary schools. In addition, UVSC believes it has used accreditation standards to develop its proposed program and subsequently will seek and receive accreditation. UVSC's proposed program will be tuition funded and will not require additional support from the State.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the request from Utah Valley State College to offer a Bachelor of Science Degree in Physical Education K-12 and a Minor in Physical Education, effective Fall 2005. A report on the progress of the approved programs, including efforts to obtain accreditation, should be provided to the Regents two years following the programs' commencement.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

PROGRAM COMMITTEE

Action Item

Request to Offer a Bachelor of Science Degree in Physical Education in K-12 Teacher Education with a  
Minor in Physical Education

Utah Valley State College

Prepared for:  
Richard E. Kendell  
By Phyllis C. Safman

March 9, 2005

## **Utah Valley State College**

### **Section I: The Request**

Utah Valley State College (UVSC) requests approval to offer a Bachelor of Science Degree in Physical Education K-12 Teacher Education effective Fall 2005. UVSC requests approval to offer a Minor in Physical Education. These programs were approved by the institutional Board of Trustees on June 10, 2004.

## **SECTION II: Program Description**

### **Complete Program Description**

The Physical Education Teacher Education program at Utah Valley State College is designed to prepare qualified candidates to teach developmentally appropriate physical education to all K-12 students. Successful completion of this program leads to Licensure in the State of Utah.

### **Purpose of Degree**

Utah needs qualified elementary and secondary physical educators to teach developmentally appropriate physical education throughout the State. Utah remains one of the few states without physical education teachers in most elementary schools. The proposed program at UVSC will focus on training quality physical educators who meet current National Association for Sport and Physical Education (NASPE) and National Council for Accreditation for Teacher Education (NCATE) standards. These standards have been written with significant input from national leaders in the field of physical education pedagogy (Section IV) and are accepted throughout the physical education pedagogy and teacher education fields.

Graduates from the UVSC Physical Education K-12 Teacher Education (PETE) program will be specifically qualified to teach developmentally appropriate physical education to the increasingly diverse population of students in the K-12 schools in Utah. Their preparation will help meet the anticipated demands for elementary, as well as secondary physical educators, in the twenty-first century. Also, they will be prepared to pass the National Teacher Exam (Praxis II) in Physical Education.

In addition to the Bachelor of Science Degree in Physical Education K-12 Teacher Education, UVSC is proposing to offer a Minor in Secondary Physical Education Teaching/Coaching. This Minor will allow preservice teachers planning to teach another subject at the secondary level to receive a secondary Physical Education Endorsement.

### **Institutional Readiness**

The Department of Physical Education and Recreation at UVSC has highly qualified faculty and excellent physical resources and facilities within the Department. This has resulted in a state of readiness to support a four-year Physical Education K-12 Teacher Education degree program. In addition, the faculty and facilities are currently in place to support the four-year degree program. The impact of the proposed program upon existing administrative structures will be minimal. No new organizational structures will be needed to deliver this program. Budget analyses project a somewhat cost-neutral revenue expense budget with the addition of the four-year program. (Section V).

## **Faculty**

The Department of Physical Education and Recreation at UVSC has eight full-time doctoral faculty. Two of these faculty members will teach all eight of the new courses for the PETE program. Each of these courses will be taught once per year, allowing the two faculty members to average two of these courses per semester. Fitness for Life, a required general education course, will be taught by different faculty members, many, of whom, are part-time or adjunct. The skills analyses courses (PETE 2100, 2200, 2300) will be taught by tenure-track faculty who will bring in expert faculty members to teach specific activities (i.e., rock climbing, basketball, team handball, etc.) All eight of the tenure-track faculty members are qualified to teach PES 2700 (Foundations of Physical Education and Recreation), which is common to all proposed programs. Upper-division PES courses, which are common to other proposed programs in the Department, will be taught by tenure-track faculty. Secondary Education courses will be taught by Secondary Education faculty.

Beginning in Fall 2004, UVSC students have the option of taking PES 1300 (Fitness for Life) or HLTH 1100 (Health and Wellness). Previously, students were required to take both courses. This option has reduced the number of sections of Fitness for Life, allowing tenure-track faculty the opportunity to teach upper-division courses needed for the proposed program without sacrificing the general education course. More complete descriptions of departmental faculty are detailed in Appendix C.

The Department of Physical Education and Recreation benefits from a pool of experienced education, fitness, and recreation professionals (adjuncts) who live in Utah Valley and are interested in assisting the Department with part-time teaching in their areas of expertise. All of the PES 1300 Fitness for Life adjunct instructors have earned at least a Master's Degree. These instructors are valued members of the Department's faculty and will assist with additional, appropriate teaching assignments as the UVSC Department of Physical Education and Recreation moves forward with its four-year bachelor degree offerings.

Full-time faculty will teach the large majority of the upper-division courses. Current full-time and adjunct faculty will continue to cover the majority of lower-division classes. Efficient scheduling of upper- and lower-division courses will provide the small number of new course offerings needed for the proposed program during each semester of the first five years of program implementation.

## **Staff**

The Department employs a full-time administrative assistant which supports secretarial and other office needs. The Department chair has re-assigned administrative time and teaches one course. He oversees the department's administrative functions and faculty. Program coordinators (faculty with 1/4 re-assigned time) oversee: (1) the Recreation program, and (2) the Distance and Concurrent Education supervision. An additional budget allowance is available for part-time office help if needed. No additional staff will be required to support this program.

## **Library and Information Resources**

UVSC Library Physical Education Materials: The library materials related to physical education are current, meeting the needs of the Physical Education curriculum. Library materials are selected by a subject

specialist librarian in collaboration with faculty to best support present and future curricula. Physical Education collections are housed primarily in the “GV” area using the Library of Congress classification system, including resources related to the specific subject area, such as physical training, sports philosophy, athletics, sports by name, etc.

**Books:** The UVSC Library has approximately 1,650 books and media items related to physical education and recreation, with 741 titles specific to the physical education subject area (GV). The reference collection includes approximately 67 physical education and related titles. Books are selected in collaboration with the faculty to best support current and future classes. No request made by the Department has been turned down.

**Periodicals:** Currently the library owns approximately 122 periodical titles dealing with physical education directly, with additional resources in related areas of general education, medicine and sociology. Students and faculty may request copies of any article that is not full-text through the UVSC, Illiad, Interlibrary Loan (ILL) service. This free service provides UVSC faculty and students with faxed or electronic copies of journal articles and is available from the library homepage.

**Periodical Indexes & Abstracts:** UVSC belongs to the Utah Academic Library Consortium (UALC). That membership provides access to a number of indices, many of which contain full-text articles. Currently, there are no specific indices for physical education. The following indices offer physical education resources: Academic Search Premiere, Alt-Health Watch, Education Abstracts Full Text, ERIC, Exceptional Child Index, Health Source/Nursing Academic, LexisNexis Academic, Professional Development Collection, PsyARTICLES, Psychology and Behavioral Sciences Collection, and the Sociological Collection.

**Audio/Visual Materials:** The UVSC Library has approximately 33 video titles dealing with physical education.

**Other Resources:** The statewide reciprocal borrowing agreement through UALC allows UVSC students and faculty to check out materials from any Utah academic institution library, including BYU and Westminster. If books are not available in-state, or if students cannot physically go to another library, books can be ordered through ILL. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship.

The library is committed to supporting the physical education programs. With active participation from the faculty, the collection will continue to grow in quality and quantity. The Physical Education/Recreation Department has no separate library budget. However, the library is very agreeable to purchase almost all requests made to support the curriculum.

## **Facilities**

The Physical Education Building and nearby classrooms are scheduled on a continuing basis. Most of these rooms can be scheduled from 7:00 a.m. till 9:00 p.m., Monday through Friday. There are several workout rooms and gym spaces available to students, faculty and staff on a daily basis.

**Computers, laboratory and other equipment:** The Department currently possesses three laptop computers and several televisions for use in classrooms and laboratories. Video equipment is used to support

advanced multimedia applications in the classrooms and laboratories. Exercise Science laboratory equipment consists of a hydrostatic tank for body composition assessment, anaerobic power test cycle (Monark), a work ergometer (Monark), metabolic cart, treadmill and EKG unit for submaximal and maximal exercise testing and metabolic assessment. Comprehensive holdings in resistance weight training equipment (free weights and machines) and cardiovascular training equipments are housed in PE 111, 113, and 153 J. Treadmills, aerobic ergometers, and weight machines are serviced by Foothill Fitness technicians, Salt Lake City, Utah. The metabolic cart is serviced yearly by Korr Medical Corporation. Service and minor replacement cost are covered by monies generated by student fees. Funds for long-term replacement of the above equipment will be requested through the college PBA (planning, budgeting, and accountability) process at UVSC.

### **Admission Requirements**

Acceptance into the program for a Bachelor of Science in Physical Education K-12 Teacher Education will be based on passing, with a grade of C or better, PES 1300 (Fitness for Life), PETE 2100 (Skill Analysis I), PETE 2200 (Skill Analysis II), PETE 2300 (Skill Analysis III), PETE 3100 (Physical Education Pedagogy), and PES 2700 (Foundations of Physical Education and Recreation). Students must also complete a minimum of 30 credit hours, including ENGL 2020 (Intermediate Writing: Science/Technology), MATH 1050 (College Algebra), ZOOL 1090 (Introduction to Human Anatomy and Physiology) and COMM 1100 (Introduction to Public Speaking), before applying for acceptance. In addition, students will be required to write a short essay explaining their motivation for pursuing the proposed program.

In addition, matriculation requirements for licensure in Secondary Education include minimum ACT scores (18 subtest, 20 composite), GPA of 2.75 or higher, CAAP (The Collegiate Assessment of Academic Proficiency) of 3 or higher, criminal background check, and an interview directed by the Teacher Education Selection and Retention Committee. Students must be accepted into the Secondary Education program prior to registering for PETE 4250 (Methods of Teaching Secondary Physical Education).

Acceptance into the program for a Minor in Physical Education will be based on passing, with a grade of C or better, PES 1300 (Fitness for Life), PETE 2100 (Skill Analysis I), and PES 2700 (Foundations of Physical Education and Recreation). Students must complete a minimum of 60 credit hours before applying for acceptance into this minor. In addition, students will be required to write a short essay explaining their motivation for pursuing the proposed Minor.

Admission decisions for both programs will be made by a committee of faculty members within the Department. Unfavorable decisions can be disputed through a written request by the student to the department chair.

### **Student Advisement**

Academic counselors are available to assist all students to determine and achieve their general educational goals through the college-wide Academic Advising and Counseling Center. The Department provides a part-time advisor (re-assigned time 1/4 load) who is a faculty member and who gives guidance to department majors on specific degree requirements, course sequence and other specific advising questions. Other Physical Education and Recreation faculty are also well versed in giving advisement to majors in their respective courses. Students may also receive additional guidance on internships, and employment opportunities from the College Career and Student Employment office.

### Justification for Number of Credits

Total credit hours are within the Regents' policy description for baccalaureate degrees.

### External Review and Accreditation

Comments on the curriculum were solicited from national leaders, including: (1) Dr. George Graham, 2003-2004 NASPE chair and professor at Penn State; (2) Dr. Nell Faucette, former editor of *The Journal of Teaching in Physical Education*, professor at University of South Florida; (3) Dr. Robert Pangrazi, author, professor at Arizona State University; and (4) Dr. Daryl Siedentop, author, dean, professor emeritus at The Ohio State University. Comments were also solicited from colleges and universities in the State of Utah, before and during the Letter of Intent process.

Accreditation will be sought through the National Association of Sport and Physical Education (NASPE) in conjunction with the National Council for Accreditation for Teacher Education (NCATE). UVSC's Physical Education K-12 Teacher Education program will be eligible for conditional accreditation through NCATE/NASPE if the program is in place, and all paperwork completed six months prior to the NCATE site visit, which is projected for Spring 2006. Full accreditation can then be granted after performance assessments show graduating students are meeting all NASPE/NCATE standards. Performance assessment data will be collected beginning with the first semester the program is in operation. Since the NCATE cycle is currently seven years, it is essential for UVSC's Physical Education K-12 Teacher Education program to be in place in a timely manner. Although the accreditation process is lengthy, there is minimal financial expenditure necessary for its review.

### Projected Enrollment

Table 1. FTE Summary for Physical Education Teacher Education

| Year                        | 1     | 2     | 3    | 4     | 5     |
|-----------------------------|-------|-------|------|-------|-------|
| FTE Students                | 10    | 16.0  | 18.5 | 20.00 | 20.00 |
| Faculty FTE                 | .6    | .9    | 1    | 1     | 1     |
| Faculty FTE – Student ratio | 16.67 | 17.77 | 18.5 | 20    | 20    |

### Expansion of Existing Program

Sustainable student demand for four-year degrees in Physical Education and Recreation is supported by various data from both current and prospective UVSC students. The UVSC Physical Education Department has 337 students enrolled in Physical Education and Recreation courses at the 2000 level and higher (Fall 2004). In the 2003-2004 UVSC Institutional Research Report on number of associate degree majors in specific areas, Physical Education and Recreation showed a marked increase from Fall 1999 to Fall 2003 (see Table 2). Course enrollment in the Foundations class has grown from an average of 14 in 1999 to 24 in 2004.



Table 2. Number of Majors Served by the Department

|                    | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 |
|--------------------|-----------|-----------|-----------|-----------|-----------|
| Number of Students | 25        | 70        | 96        | 125       | 131       |

### SECTION III: Need

#### Program Need

UVSC intends to be proactive in its approach to offering a program to prepare preservice teachers to teach K-12 physical education in the twenty-first century. As school children become more sedentary, quality, developmentally appropriate K-12 physical education programs become essential to the health and education of the whole child. UVSC officials anticipate a growing need for physical educators, including the elementary and middle school levels.

Since the NASPE/NCATE site visit is tentatively scheduled for Spring of 2006, UVSC's Physical Education K-12 Teacher Education program will be eligible to receive conditional accreditation, if the program is in place at least six months prior to the site visit. Full accreditation can then be granted after the performance assessments show graduating students are meeting all NASPE/NCATE standards.

Utah's selection as the host for the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) National Convention in the Spring of 2006 gives the State an exceptional opportunity to meet and participate with thousands of the best physical educators throughout the world. Students and faculty will have many opportunities to volunteer behind-the-scenes before and during the national convention.

#### Labor Market Demand

The 2003-2004 Utah Educator Supply and Demand Study Executive Summary states, "Based upon current placement rates, 2,350 additional [teacher education with state licensure] graduates per year will be required to meet the needs based upon growth and attrition." Although physical education is not considered an area of critical shortage<sup>1</sup>, Appendix E of this study indicates that only 18.63 percent of projected needs in physical education will be met at the current licensure rate.<sup>2</sup> The Executive Summary continues, "In the short run (1-5 years) this deficiency may possibly be met by increasing the proportion of graduates who take jobs in Utah and by drawing upon previously licensed educators. In the long run (6-20 years), however, the Colleges of Education of the state's colleges and universities will need to boost the numbers of graduates, or the districts will need to attract more educators from out of State to develop a larger cadre of persons receiving alternative licensure." Utah Valley State College is in a position to help relieve this projected deficit through the addition of a teacher education program in K-12 Physical Education K-12 Teacher Education.

<sup>1</sup> AAEE 2003 Supply and Demand Study as reported in 2003-2004 Utah Educator Supply and Demand Study, page 12

<sup>2</sup> 2003-2004 Utah Educator Supply and Demand Study, Appendix E – Licensure Area Shortage Predictions Based on Current Endorsement Levels (10-Year Predictions), page 151

According to a recent (May 17, 2004) article in the *Los Angeles Times*, "...physical education in kindergarten through high school is going through an evolution....The idea of physical education that starts children on the path toward a lifelong involvement with exercise and health is gaining momentum in the nation's schools."<sup>3</sup>

Focus groups comprised of parents of school-age children, principals, superintendents, and school board members from rural and urban areas across Utah, were conducted in November and December of 2002 in Salt Lake City. "All [members of the focus groups] agree that something must be done about the looming crisis in the health of Utah's school-aged population. And, they see a clear link between academic performance, student behavior and diet and exercise."<sup>4</sup>

The Utah focus groups found that "...parents and administrators agree that physical activity is sorely lacking in Utah schools. The majority of parents supported mandatory daily physical activity in classrooms supervised by a certified P.E. specialist. Sixty-one percent of parents are in support of districts allocating more monies to hire P.E. specialists."

According to the Utah Department of Health,<sup>5</sup> "Utah's children are following the alarming national trend of overweight and obesity. More than 25% of Utah kids are now at an unhealthy weight, putting them at risk for diabetes, heart disease and stroke, not to mention a decreased quality of living."<sup>6</sup>

The concluding paragraph of the 2003-2004 Utah Educator Supply and Demand Study states, "While the magnitude of this shortfall [of licensed educators] is manageable now, steps must be taken at all levels – the district, the State Office of Education, the Board of Regents and the Legislature – to maintain adequate numbers and quality of training of Utah's Educators."

### **Student Demand**

Sustainable student demand for four-year degrees in Physical Education and Recreation is supported by various data from both current and prospective UVSC students. The UVSC Physical Education Department has 337 students enrolled in Physical Education and Recreation courses at the 2000 level and higher (Fall 2004). In the 2003-2004 UVSC Institutional Research Report on number of associate degree majors in specific areas, Physical Education and Recreation showed a marked increase from Fall 1994 (25 students) to Fall 2003 (131 students). Course enrollment in foundations classes has grown from an average enrollment of 14 in 1999 to 24 in 2004.

The Department of Physical Education and Recreation at UVSC currently serves thousands of students each semester. An increasing number of students have expressed interest in more extensive offerings in Physical Education K-12 Teacher Education. Students taking the ACT who request scores be sent to UVSC represent potential students with self-expressed interest in UVSC. ACT data indicate that from the years 2002-2004, 248 students expressed interest in attending UVSC in pursuit of a Physical Education/Recreation or Teacher Education degree in Physical Education.

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<sup>3</sup><http://www.latimes.com/features/health/la-he-pe17may17,1,4438088.story?coll=la-home-health>

<sup>4</sup> [http://www.hearthishighway.org/school%20health\\_fact\\_sheet.pdf](http://www.hearthishighway.org/school%20health_fact_sheet.pdf)

<sup>5</sup> <http://health.utah.gov/>

<sup>6</sup> <http://www.hearthishighway.org/>

From a department-wide questionnaire (Spring 2001) involving 1,122 randomly sampled students enrolled in Physical Education and Recreation classes, 134 students (11.9%) reported interest in majoring in Physical Education and Recreation, while 168 (15%) stated that they were interested in obtaining a minor in Physical Education and Recreation (see Table 3a). When asked if they were interested in enrolling in the program as soon as it started, all students who indicated interest in the major or minor stated that they were interested in pursuing the degrees as soon as they were offered, demonstrating student interest.

Ongoing support was evidenced in a Fall, 2004 survey. Out of 337 General Education students enrolled in Fitness for Life (a General Education course) who were polled, 320/337 (94.9%) agreed that UVSC should offer a four-year program in Physical Education and Recreation. Polling students in Physical Education and Recreation Management pre-major classes documented considerable student interest. From these classes, of 154 students polled, 130/154 (84.4%) students who were pre-majors in Physical Education and Recreation Management said they would either have to, or prefer to stay at UVSC to complete the degree if offered (Table 3b).

Table 3a. Summary of UVSC PE Degree Survey 2001 (N=1122)

| 2001 UVSC PE Survey Question Indicator                                                           | Number of Students | Percent |
|--------------------------------------------------------------------------------------------------|--------------------|---------|
| Students who plan to major in PE and/or Recreation Management                                    | 134/1122           | 11.9%   |
| Students who plan to minor in PE and/or Recreation Management                                    | 168/1122           | 15.0%   |
| Students interested in enrolling in PE and/or Recreation Management major programs when approved | 134/1122           | 11.9%   |
| Students interested in enrolling in PE and/or Recreation Management minor programs when approved | 168/1122           | 15.0%   |

Table 3b. Summary of UVSC PE Degree Survey Fall 2004 (N = 525; n=337 G.E. students, n=154 PE students)

| 2004 UVSC PE and Fitness for Life (General Ed Student) Survey Question Indicator                    | Number of Students | Percent |
|-----------------------------------------------------------------------------------------------------|--------------------|---------|
| GE students agree a four-year PE/REC degree should be offered                                       | 320/337            | 94.9%   |
| PE students who would have to, or prefer to, stay at UVSC if a four-year PE/REC degree were offered | 130/154            | 84.4%   |

Surveys within the Athletic Department indicate that the lack of four-year Physical Education and Recreation Management programs has had (and will likely to continue to have) negative consequences to the recently established NCAA Division I athletic program at UVSC. A survey conducted in the Fall of 2003 (the first semester of UVSC Division I competition participation) revealed that a considerable number of athletes at UVSC are Physical Education and Recreation Management pre-majors. Five coaches surveyed

indicated that of approximately 147 athletes, 52 are Physical Education and Recreation Management pre-majors. This represents over 1/3 of athletes surveyed. Of these, 11-12 stated that they would transfer in the next two years in order to pursue Bachelor Degrees in PE or Outdoor Recreation. Additionally, coaches surveyed stated that 11-12 athletic recruits decided not to attend UVSC for the 2003-2004 academic year because there was no Physical Education and Recreation Management degree offered.

In addition to program interest stemming from students and athletes currently enrolled at UVSC, a considerable interest exists in a four-year degree in physical education from high school students within the State. In a survey conducted in association with the Utah 2003 High School Tour, 149 students indicated they would be interested in enrolling in a four-year Physical Education program at UVSC.

From March through May of 2004, 28 additional students contacted the PE/REC advisor desiring to pursue a Bachelor's Degree in Physical Education K-12 Teacher Education. All of them are ready to begin immediately. They are frustrated because of the lack of a program to meet their needs. Unfortunately, circumstances prevent 26 of the 28 individuals from completing a degree elsewhere.

### **Similar Programs**

Other institutions in the State of Utah are NASPE/NCATE accredited. One of these, Brigham Young University, is a private institution that is not available to most students at UVSC. The other Utah institution is Southern Utah University, which is accredited under the 1997 standards. Weber State University submitted its NASPE/NCATE portfolio in September 2004 as a pilot for the new NCATE format. (This new format is the same format that a UVSC faculty member has been trained to review for NASPE/NCATE.) Utah State University, which is NCATE accredited, does not have an NASPE/NCATE accreditation for its physical education programs<sup>7</sup>. The University of Utah has an accredited Physical Education K-12 Teacher Education program.

### **Collaboration with and Impact on Other USHE Institutions**

Since Brigham Young University is located within five miles of UVSC, physical education pedagogy faculty from both institutions are already communicating with regard to the impact of additional field experiences on the local school districts. Both institutions are willing to work together for the benefit of the profession throughout the valley.

Faculty from all USHE institutions have been invited to comment on the UVSC proposed program including through the Letter of Intent process. Some institutions have invited collaboration (??) and made valuable suggestions.

Many of UVSC's students are "place-bound." It is not geographically feasible for many of them to transfer to any of the other NASPE/NCATE accredited institutions in the USHE system. Thus, the impact on other USHE institutions will be minimal.

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<sup>7</sup> Email received 28 May 2004 from Diane Raynes, Program Manager, Physical Education, NASPE.

## Benefits

The proposed program benefits UVSC, the Utah System of Higher Education, and the children of the State of Utah from a variety of important perspectives. It meets the needs of students attending UVSC, as outlined in the Student Demand section. It also helps meet the increasing needs of K-12 students throughout the State

As stated in Section III, Utah will be hosting the AAHPERD National Convention in April 2006. UVSC Physical Education and Recreation faculty and students will play a prominent and visible role in planning and running the convention. This is Utah's first opportunity to host Physical Education and Recreation professionals from around the world.

Student demand is constant and sustainable. The deleterious effects on current enrollment (student attrition) and projected student demand for this program combine to comprise compelling motivation for bringing forward the BS Degree in Physical Education K-12 Teacher Education at UVSC. Significant to UVSC in this regard is the impact on NCAA Division I participation. The baccalaureate program in Physical Education K-12 Teacher Education would assist students, including student-athletes, to work towards a four-year degree at UVSC that fits their needs without losing credits and/or time.

## Consistency with Institutional Mission

Adding a BS Degree in Physical Education K-12 Teacher Education to the existing AA, AS, and four-year integrated studies degree supports the mission of the college and demonstrates the college's commitment to provide upper-division "...programs leading to baccalaureate degrees in areas of high community demand and interest. Utah Valley State College is dedicated to providing a broad range of quality academic,...opportunities designed to encourage students in attaining their goals and realizing their talents and potential, personally and professionally."<sup>8</sup>

"The School of Science and Health is committed to the development of courses and programs which will provide students with the knowledge to succeed in their chosen profession."<sup>9</sup> The faculty in the School of Science and Health "...are firmly committed to providing high quality learning experiences in an environment in which students can actively participate in learning, questioning and developing a scholarly approach to the sciences. All programs in the School emphasize critical thinking and lifelong learning."<sup>10</sup> The Physical Education K-12 Teacher Education program was designed to fit the institutional, as well as the School and Departmental mission statements and strategic plans.

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<sup>8</sup> UVSC Mission Statement, found at <http://www.uvsc.edu/abtuvsc/mission.html>

<sup>9</sup> <http://uvsc.edu/schools/sci-hlth/images/statement.gif>

<sup>10</sup> School of Science and Health Mission and Strategic Plan Statement, found at <http://uvsc.edu/schools/sci-hlth/sshstrategicplan.html>

## SECTION IV: Program and Student Assessment

### Program Assessment

The National Association for Sport and Physical Education (NASPE) is one of 19 different disciplines with NCATE program standards which “are adopted and overseen by its Specialty Areas Studies Board.”<sup>11</sup> The UVSC Physical Education K-12 Teacher Education program has been developed to meet all program standards for NASPE/NCATE accreditation. This requires six to eight pieces of evidence, collected over three years, demonstrating that students completing the program meet all of the standards. This evidence will include: (1) 100 percent pass rate on Praxis II for physical education, (2) teaching evaluations during field experiences, (3) curriculum development, (4) unit and lesson planning, (5) skill analysis and demonstration, (6) demonstration of a variety of assessment techniques, (7) course grades, and (8) demonstration of different teaching styles appropriate for helping all students to learn in a developmentally appropriate manner. Since a maximum of eight pieces of evidence are allowed to demonstrate that all program standards are met, each piece of evidence will cover more than one standard.

### Expected Standards of Performance (Students)

Assessment will occur throughout the program. Candidates will add and modify items in their professional portfolio during each course required in the major. Progress on these standards will be assessed throughout the program, with preservice teachers completing portfolios by the end of their student teaching experiences. Each student is expected to meet each standard at the target level or above. Table 4 shows the NASPE/NCATE standards<sup>12</sup> pieces of evidence used to show students are meeting the specified standard, and courses covering each standard.

Table 4. Summary of Expected Standards of Performance

| NASPE/NCATE program standard                                                                                                                                                                              | Evidence used to show standard being met                                                                                                                                                           | Courses covering standard                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Content knowledge. Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.                                | <ul style="list-style-type: none"><li>• Praxis II</li><li>• Curriculum development</li><li>• Unit and lesson planning</li><li>• Course grades</li><li>• Skill analysis and demonstration</li></ul> | PETE 2100, PETE 2200, PETE 2300, PETE 3100, PETE 4200, PETE 4210, PETE 4250, PETE 4260 |
| Growth and Development. Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development. | <ul style="list-style-type: none"><li>• Curriculum development</li><li>• Unit and lesson planning</li><li>• Demonstration of different teaching styles</li></ul>                                   | PES 3750, PETE 3100, PETE 3550, PETE 4200, PETE 4210, PETE 4250, PETE 4260, ECFS 1100  |

<sup>11</sup> <http://www.ncate.org/standard/programstds.htm>

<sup>12</sup> [http://www.aahperd.org/naspe/pdf\\_files/standards\\_initial.pdf](http://www.aahperd.org/naspe/pdf_files/standards_initial.pdf)

| NASPE/NCATE program standard                                                                                                                                                                                                                                       | Evidence used to show standard being met                                                                                                                                                               | Courses covering standard                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Diverse Learners. Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.                                                                                  | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Unit and lesson planning</li> <li>Demonstration of different teaching styles</li> </ul>                                           | PETE 3100, PETE 3450, PETE 4200, PETE 4250, PETE 4900, EDSP 3400, EDSC 2540, EDSC 4450                                           |
| Management and Motivation. Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Unit and lesson planning</li> <li>Variety of assessment techniques</li> <li>Demonstration of different teaching styles</li> </ul> | PES 3550, PES 3750, PETE 3100, PETE 3450, PETE 4210, PETE 4260, PETE 4400, PETE 4900, EDSC 4200, EDSC 4250, EDSC 4550, EDSC 4850 |
| Communication. Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.                                                                      | <ul style="list-style-type: none"> <li>Teaching evaluations</li> </ul>                                                                                                                                 | ENGL 1010, ENGL 2020, COMM 1100, PETE 3100, PETE 4210, PETE 4260, PETE 4900                                                      |
| Planning and Instruction. Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.                         | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Curriculum development</li> <li>Unit and lesson planning</li> <li>Demonstration of different teaching styles</li> </ul>           | PES 3550, PETE 2100, PETE 2200, PETE 2300, PETE 3100, PETE 3450, PETE 4200, PETE 4210, PETE 4250, PETE 4260, PETE 4900           |
| Learner Assessment. Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.                                                                                   | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Demonstration of a variety of assessment techniques</li> <li>Skill analysis and demonstration</li> </ul>                          | PETE 2100, PETE 2200, PETE 2300, PETE 3100, PETE 4400                                                                            |
| Reflection. Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.                                 | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Unit and lesson planning</li> </ul>                                                                                               | PETE 3100, PETE 4210, PETE 4260, PETE 4900                                                                                       |
| Technology. Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.                                                                                                                      | <ul style="list-style-type: none"> <li>Unit and lesson planning</li> <li>Demonstration of different teaching styles</li> </ul>                                                                         | PETE 2100, PETE 2200, PETE 2300, PETE 3100, PETE 4200, PETE 4250, PETE 4400, PETE 4900, EDSC 3250                                |
| Collaboration. Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.                                                                                             | <ul style="list-style-type: none"> <li>Teaching evaluations</li> <li>Curriculum development</li> <li>Unit and lesson planning</li> </ul>                                                               | PETE 3100, PETE 4900, EDSC 4850                                                                                                  |

## SECTION V: Finances

### Budget

Comprehensive budget analyses indicate that a four-year program in Physical Education K-12 Teacher Education at UVSC would demand no new state revenues over the first five years. Careful preparations for the four-year degree in the past several years have resulted in the principal costs of hiring faculty being anticipated and achieved in the planning stages.

- Current office and administrative staff in the Department are able and prepared to complete the general administrative duties associated with a four-year program.
- The salaried faculty is currently in place for this program.
- The projected increase in students due to newly available majors will increase total tuition revenue.

#### Budget for Physical Education and Recreation (Teacher Education Only)

|                                      | 1 <sup>st</sup> year | 2 <sup>nd</sup> year | 3 <sup>rd</sup> year | 4 <sup>th</sup> year | 5 <sup>th</sup> year |
|--------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Total Hourly Salaries & Wages        | \$8,934              | \$15,486             | \$17,716             | \$18,424             | \$19,161             |
| Total Benefits                       | \$947                | \$1,641              | \$1,878              | \$1,953              | \$2,031              |
| Total Personnel Costs                | \$9,881              | \$17,127             | \$19,593             | \$20,377             | \$21,192             |
| Current                              | \$1,000              | \$1,500              | \$1,500              | \$1,500              | \$1,500              |
| Travel                               | \$500                | \$750                | \$1,000              | \$1,000              | \$1,000              |
| Capital                              | \$0                  | \$0                  | \$0                  | \$0                  | \$0                  |
| Library                              | \$500                | \$500                | \$500                | \$500                | \$500                |
| <b>TOTAL</b>                         | <b>\$11,881</b>      | <b>\$19,877</b>      | <b>\$22,593</b>      | <b>\$23,377</b>      | <b>\$24,192</b>      |
| FTE Students                         | 10.00                | 16.00                | 18.50                | 20.00                | 20.00                |
| Tuition per FTE                      | \$2,372              | \$2,372              | \$2,372              | \$2,372              | \$2,372              |
| <b>Total Tuition Revenue</b>         | <b>\$23,720</b>      | <b>\$37,952</b>      | <b>\$43,882</b>      | <b>\$47,440</b>      | <b>\$47,440</b>      |
| <b>Difference in Revenue/Expense</b> | <b>\$11,839</b>      | <b>\$18,075</b>      | <b>\$21,289</b>      | <b>\$24,063</b>      | <b>\$23,248</b>      |

### Funding Sources

UVSC is currently able to fund new program requests from tuition dollars more easily than other USHE Institutions since student tuition revenue comprises 52 percent of the institution's total revenue compared to the system average of 36.1 percent.<sup>13</sup> That, combined with higher teaching loads than most four-year institutions and relatively low adjunct pay, places UVSC in a position to rely less on state funding for this and other new UVSC programs. The proposed program can be initiated without new state funding.

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<sup>13</sup> The average reliance on tuition revenue of USHE institutions is 36.1 percent. The following are comparative data on tuition as a percentage of the total institutional budget: CEU 17.6 percent, Snow 21.8 percent, Dixie 30.1 percent, USU 31.6 percent, SUU 31.8 percent, U of U 36.2 percent, SLCC 37 percent, Weber 37.2 percent, UVSC 51.4 percent (USHE 2003-2004 Budget data).



### **Reallocation**

No reallocation of funds within the School or the College will be necessary. A budgetary request has been made of the President's office and the budget office to receive extra tuition dollars from new FTE's in order to seamlessly begin the upper-division courses without any impact on the School of Science and Health's budget.

### **Impact on Existing Budgets**

While the increase in numbers of students will impact the School of Education, the impact will not cause the addition of sections already offered for secondary education students. Therefore, there will be minimal impact on existing budgets.

## Appendix A: Program Curriculum

### New Courses to be Added in the Next Five Years:

| Course Number | Title                                             | Credit Hours |
|---------------|---------------------------------------------------|--------------|
| PETE 3100     | Physical Education Pedagogy                       | 3            |
| PETE 3450     | Special Populations in Physical Education         | 3            |
| PETE 4200     | Methods of Teaching Elementary Physical Education | 3            |
| PETE 4210     | Elementary Physical Education Field Experience    | 1            |
| PETE 4250     | Methods of Teaching Secondary Physical Education  | 3            |
| PETE 4260     | Secondary Physical Education Field Experience     | 1            |
| PETE 4400     | Assessment in Physical Education                  | 3            |
| PETE 4900     | Student Teaching Seminar for Physical Education   | 2            |

### All Program Courses:

| Course Number     | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Credit Hours |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| General Education |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |
| ENGL 1010         | <p>Introduction to Writing</p> <p>Emphasizes, in writing intensive workshops, rhetorical knowledge and skills. Teaches critical reading, writing, and thinking skills. Explores writing situations as complex and recursive processes. Enhances basic literacies, addressing both rhetorical problems and conventions of language use (within the context of Standard Written English). Three major essays with graded revision(s), microthemes, in-class writing and collaboration, portfolios, and journals.</p>                                                                                                                                                                                                                                                                  | 3            |
| ENGL 2020         | <p>Intermediate Writing: Science/Technology</p> <p>Explores public issues involving science and technology. Invokes problems for exploration. Emphasizes the production of well-reasoned and carefully researched written arguments that inquire, interrogate, and negotiate meanings across a diverse array of positions and in a variety of contexts, including writing about science and technology issues, and technical and/or professional documents. Includes at least one major research project (possibly more), annotated bibliography and/or appendices, oral presentations (individual and/or group), portfolios, in-class writing, and collaboration. May include basic requirements for professional and technical documents (memos, letters, reports, and more).</p> | 3            |
| MATH 1050         | <p>College Algebra</p> <p>Includes inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, conic sections, systems of linear and nonlinear equations, matrices and determinants, , arithmetic and geometric sequences, mathematical induction, the Binomial Theorem, permutations and combinations, and an introduction to probability.</p>                                                                                                                                                                                                                                                                                                                                                                             | 4            |

| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Credit Hours |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|               | American Institutions – choose one course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3            |
| PHIL 2050     | <p>Ethics and Values</p> <p>A demanding transfer course, designed to challenge students to (1) explore and clarify their values; (2) critically read words of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and (3) read, study, research, discuss, and write about difficult ethical issues. Focuses on issues of good vs. evil, justice vs. injustice, equality, vs. inequality, and the necessity of defining and examining happiness and values. This confrontation with major philosophical concepts and systems is intended to engage students in serious reflection on issues of ethics and values as they relate to the students' own lives.</p> | 3            |
| PES 1300      | <p>Fitness for Life</p> <p>Provides information, tools, and skills to aid students in engaging in an active, healthy lifestyle throughout life. Offers the opportunity to learn about exercise program design, physiological adaptations that underlie fitness, and strategies to maintain an active lifestyle across the lifespan. Features access to high quality exercise facilities. Requires participation in exercise 2-3 days per week outside of the scheduled class activities. Stresses comprehensive principles in health, wellness, physical activity, and fitness assessment.</p>                                                                                                                  | 2            |
| BIOL 1010     | <p>General Biology</p> <p>Addresses the history of biological discovery, our current understanding of the science, and inquires about where our research may lead us. A general education course introducing cellular and molecular biology, genetics, diversity, evolution, and ecology. Maybe used as prerequisite for some departmental courses.</p>                                                                                                                                                                                                                                                                                                                                                         | 3            |
| CHEM 1010     | <p>Introduction to Chemistry</p> <p>Assumes no previous knowledge of chemistry. Presents the foundations of chemistry to students who need preparation for further study in chemistry as well as to students who only want to take an introductory course. Covers chemical measurements, atomic structure, formulas, chemical reactions and equations, chemical nomenclature, stoichiometry, molecules and chemical bonding, gas laws, liquids, solids, solutions, acids and bases.</p>                                                                                                                                                                                                                         | 3            |
| ZOOL 1090     | Introduction to Human Anatomy and Physiology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3            |
| COMM 1100     | <p>Introduction to Public Speaking</p> <p>Covers speech research, preparation, outlining, and delivery. Provides students with practical experience and evaluation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3            |
|               | Fine Arts – one course minimum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2-4          |

| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Credit Hours |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| ECFS 1100     | <p>Human Development: Life Span</p> <p>An integrated approach to human development from conception and birth to old age and death. For students wanting a transfer social science course. Foundations course for students in education, psychology or human development, health and nursing. Supportive course for trade and technical programs, and community interest. Causes students to examine their own growth and developmental patterns and learn to understand the characteristics of various developmental stages. Studies the major physical, cognitive, and psychosocial themes and issues of human development. Includes genetics, prenatal development, birth, early/middle/late childhood, adolescence, early/middle/late adulthood, and death.</p> | 3            |
| Sub-Total     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 35-37        |
| Core Courses  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |              |
| PES 2700      | <p>Foundations in Physical Education and Recreation</p> <p>Introduces the study of physical education. Studies the history and philosophy of the field of Physical Education. Analyzes problems in areas covered under the umbrella of physical education. Explores the physical education/sport subdisciplines and related career and employment opportunities in this area.</p>                                                                                                                                                                                                                                                                                                                                                                                  | 3            |
| PES 3300      | <p>Sports Injuries</p> <ul style="list-style-type: none"> <li>• Prerequisite: ZOOL 1090</li> </ul> <p>Instructs students in the prevention and treatment of fitness, sport and physical education/performance injuries. Includes basic treatment, taping, First Aid/CPR Training and certification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2            |
| PES 3500      | <p>Kinesiology</p> <ul style="list-style-type: none"> <li>• Prerequisite: ZOOL 1090</li> </ul> <p>Studies human movement. Includes the structure of the human body and fundamental mechanics. Emphasizes kinesiological and mechanical analysis.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3            |
| PES 3550      | <p>Motor Learning and Development</p> <ul style="list-style-type: none"> <li>• Prerequisite: Permission of instructor</li> </ul> <p>Examines motor and cognitive characteristics of individuals involved in learning or performing motor skills. Examines conditions that influence learning. Analyzes how humans learn complex movement skills and control voluntary, coordinated movement. Analyses the basic psychological processes involved in learning and control of movement and their effect on instruction and practice conditions for the learner. Studies motor development and its effect on skill acquisition.</p>                                                                                                                                   | 3            |

| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Credit Hours |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PES 3700      | <p>Exercise Physiology</p> <ul style="list-style-type: none"> <li>• Prerequisite: ZOOL 1090 or (ZOOL 2320 and ZOOL 2420), MATH 1050</li> </ul> <p>For physical education or education majors with an emphasis in physical education, specializing in coaching or athletic training. Studies physiological responses to exercise. Addresses clinical applications. Requires weekly laboratory.</p>                                                                                                                                                                                                                                                    | 4            |
| PES 3750      | <p>Psychosocial Aspects of Human Performance</p> <ul style="list-style-type: none"> <li>• Prerequisite: PSY 1010</li> </ul> <p>Provides students with the necessary skills and understanding to adequately deal with the psychological and social aspects of human and sport performance. Develops techniques and psychological skills to enhance performance and establish a learning and social environment that would enhance the effectiveness of coaches and maximize the skill and personal growth of athletes.</p>                                                                                                                            | 2            |
| PETE 2100     | <p>Skill Analysis I</p> <p>Analyzes fundamental motor skills, movement concepts, and selected fundamental sport skills. Trains students to give effective feedback to individuals learning fundamental motor skills, movement concepts, and selected fundamental sport skills. Teaches methods for developing individualized learning through the use of developmentally appropriate progressions to move students from the pre-control level, through the control, utilization, and proficiency levels for each skill.</p>                                                                                                                          | 3            |
| PETE 2200     | <p>Skill Analysis II</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 2100</li> </ul> <p>Builds on concepts covered in PETE 2100. Analyzes a variety of individual and dual sport skills, rules, and strategies. Prepares pre-service physical educators to effectively teach current, as well as yet to be developed, individual and dual sports through analysis of concepts common to individual and dual games and sports. Analyzes and develops developmentally appropriate teaching progressions for individual and dual sport skills. Examines rules and strategies for a variety of individual and dual games and sports.</p> | 3            |

| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Credit Hours |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PETE 2300     | <p>Skill Analysis III</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 2200 or permission of instructor</li> </ul> <p>Builds on concepts covered in PETE 2200. Analyzes a variety of team sport skills, rules, and strategies. Prepares pre-service physical educators to effectively teach current, as well as yet to be developed, team sports through analysis of concepts common to team games and sports. Analyzes and develops developmentally appropriate teaching progressions for team sport skills. Examines rules and strategies for a variety of team games and sports.</p>                                                    | 3            |
| PETE 3100     | <p>Physical Education Pedagogy</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 2200, PETE 2300, PETE 2700</li> </ul> <p>Promotes the acquisition and application of generic teaching skills for physical education. Conceptualizes and practices pedagogical behavior for physical education settings. Focuses intensively on effective teaching skills for student skill acquisition. Includes observations and experiences in the public schools. Teaches content necessary to successfully pass the Pedagogy Exam for the American Master Teacher Program (AMTP), and portions of the National Teacher Exam in Physical Education.</p> | 3            |
| PETE 3450     | <p>Special Populations in Physical Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: EDSP 3400, PETE 4210</li> </ul> <p>Involves planning and conducting physical education programs for children with special needs. Incorporates hands-on experiences working with individual with special needs. Analyzes of a variety of possible adaptations for individuals with physical, sensory, emotional, and/or intellectual impairments.</p>                                                                                                                                                                                              | 3            |
| PETE4200      | <p>Methods of Teaching Elementary Physical Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 3100</li> <li>• Corequisite: PETE 4210</li> </ul> <p>Promotes the analysis and development of elementary physical education curricula. Applies curricular concepts through reading, lecture/discussion, movement, self-appraisal, and teaching children. Applies educational principles and techniques necessary for effective teaching in the elementary school. Emphasizes appropriate selection of curriculum content and transition to teaching/learning models. Involves unit and lesson planning and evaluation.</p>           | 3            |

| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Credit Hours |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PETE 4210     | <p>Elementary Physical Education Field Experience</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 3100</li> <li>• Corequisite: PETE 4200</li> </ul> <p>Analyzes elementary physical education curricula and methods through guided observations and controlled teaching experiences. Applies curricular concepts through a guided observation, self-appraisal, lesson/unit planning, and teaching children.</p>                                                                                                                                                                                                                                                                 | 1            |
| PETE 4250     | <p>Methods of Teaching Secondary Physical Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 4200 and PETE 4210, or permission of instructor</li> <li>• Corequisite: PETE 4260</li> </ul> <p>Promotes the analysis and development of secondary physical education curricula. Applies curricular concepts through reading, lecture/discussion, movement, self-appraisal, and teaching teenagers. Application of educational principles and techniques necessary for effective teaching in the secondary school. Emphasizes appropriate selection of curriculum content and transition to teaching/learning models. Involves unit and lesson planning and evaluation.</p> | 3            |
| PETE 4260     | <p>Secondary Physical Education Field Experience</p> <ul style="list-style-type: none"> <li>• Prerequisite: PETE 4200 and PETE 4210, or permission of instructor</li> <li>• Corequisite: PETE 4250</li> </ul> <p>Analyzes secondary physical education curricula through guided observations and controlled teaching experiences. Applies curricular concepts through guided observation, self-appraisal, lesson/unit planning, and teaching secondary school students.</p>                                                                                                                                                                                                                     | 1            |
| PETE 4400     | <p>Assessment in Physical Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: MATH 1050, PETE 2300, PETE 4210</li> </ul> <p>Examines traditional, alternative, authentic, and performance assessments as they relate to physical education. Encourages use of a variety of authentic assessment techniques. Creates appropriate methods for displaying and disseminating assessment results. Focuses on the use of both formative and summative assessment to enhance student learning. Exposes pre-service physical educators to both quantitative and qualitative research.</p>                                                                                              | 3            |

| Course Number                    | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Credit Hours |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PETE 4900                        | <p>Student Teaching Seminar for Physical Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program. Successful completion of all professional education and content courses.</li> <li>• Corequisite: EDSC 4850</li> </ul> <p>Examines each student's teaching experiences. Encourages students to integrate learning from all professional education and content courses. Discusses concerns related to current teaching experiences as well as future experiences. Investigates job seeking criteria and opportunities. Supports pre-service teachers during their student teaching experience.</p> | 2            |
| Sub-Total                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 45           |
| Secondary Education Requirements |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |
| EDSC 2540                        | <p>Development of the Adolescent Student</p> <p>A core course for Secondary Education students. Examines development of the adolescent in areas of physical, cognitive, psychological, social, and sexual development and the relationship of development in these areas with success in school. Explores common problems of adolescence and methods of dealing with these problems in the school setting.</p>                                                                                                                                                                                                                                              | 2            |
| EDSC 3000                        | <p>Foundation Studies in Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Includes study of parent education, involvement, and support strategies, and collaboration with community agencies and professionals. Emphasizes the application of theory to practice with emphasis on teacher-student instructional interaction and teacher/parent/community agency interactions.</p>                                               | 3            |
| EDSC 3050                        | <p>Foundations of American Education</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>Provides a broad and comprehensive overview of American education. Facilitates the understanding of current educational practices in America as a result of the social, historical, economic, and political forces that have had influence on the education system. Provides opportunities for students to evaluate their own belief system concerning education.</p>                                                                                                 | 2            |



| Course Number | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Credit Hours |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| EDSC 3250     | <p>Instructional Media</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>For Secondary Education students. Covers applications of desktop computers and other instructional technologies in classroom settings.</p>                                                                                                                                                                                                                         | 2            |
| EDSP 3400     | <p>Exceptional Students</p> <p>Covers teacher's roles in integration of exceptional students, working with parents and specialists, and in developing individual educational plans for exceptional students. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. Stresses curriculum modification necessary for meeting special needs. Requires students to develop a code of personal ethical behaviors specific to teaching exceptional students.</p>     | 2            |
| EDSC 4200     | <p>Classroom Management I</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>For Secondary Education students. Presents strategies for routing management of the classroom environment and materials, and the initial set up of classrooms and management plans. Covers theory and practice. Taught during the fall semester prior to the start of public schools.</p>                                                                       | 1            |
| EDSC 4250     | <p>Classroom Management II</p> <ul style="list-style-type: none"> <li>• Prerequisite: EDSC 4200, Admission to Professional Education Program or permission of instructor</li> </ul> <p>Presents strategies for handling chronic misbehavior and students with behavioral or emotional disorders. Reviews theory and expert problem solving process. Explores practical, appropriate responses, particularly behavior modification strategies with an emphasis on self-monitoring.</p>                                                      | 1            |
| EDSC 4440     | <p>Content Area Reading and Writing</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>For Secondary Education Students. Prepares preservice secondary students to facilitate reading writing and study skills achievement in the content areas at the middle school and secondary school level; for content area teachers with little or no background in reading and writing development. Includes field experience in public schools.</p> | 3            |

| Course Number           | Title and Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Credit Hours |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| EDSC 4450               | <p>Multicultural Instruction/ESL</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>For Secondary Education Students. Prepares preservice secondary students to understand and facilitate achievement in the content areas for ethnically and language diverse students at the middle school and secondary school level. Covers foundations of multicultural education and instructional methodology for adaptation for ESL and ethnically diverse students.</p>                                              | 2            |
| EDSC 4550               | <p>Secondary Curriculum, Instruction and Assessment</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor</li> </ul> <p>For Secondary Education students. Examines curricular history and issues, national, state, and district standards; and prepares preservice secondary students to write objectives, lesson plans, and units using appropriate genetic models of instruction and assessment. Includes intensive field experience in public schools.</p>                                                                  | 4            |
| EDSC 4850               | <p>Student Teaching – Secondary</p> <ul style="list-style-type: none"> <li>• Prerequisite: Admission to Professional Education Program or permission of instructor. Successful completion of all professional education and content courses.</li> </ul> <p>Culminating ten-week teaching experience in a secondary classroom, grades 7-12. Includes application of knowledge, skills, and attitudes derived in previous course work and program experience. It is the culminating requirement for students to be recommended for a secondary education license from the Utah State Office of Education.</p> | 8            |
| Sub-Total               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 30           |
| Elective Courses        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8-10         |
| Sub-Total               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 8-10         |
| Total Number of Credits |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 120          |

## Appendix B: Program Schedule

### Program Schedule

| Semester 1 |                                                   |    | Semester 2 |                                                  |    |
|------------|---------------------------------------------------|----|------------|--------------------------------------------------|----|
| PES 2700   | Foundations of Physical Education & Recreation    | 3  | MATH 1050  | College Algebra                                  | 4  |
| PETE 2100  | Skill Analysis I                                  | 3  | PETE 2200  | Skill Analysis II                                | 3  |
| PES 1300   | Fitness for Life                                  | 2  | BIOL 1010  | General Biology                                  | 3  |
| ENGL 1010  | Introduction to Writing                           | 3  |            | GE Class                                         | 3  |
| COMM 1100  | Introduction to Public Speaking                   | 3  |            | GE Class                                         | 3  |
|            | <i>Total Credits</i>                              | 14 |            | <i>Total Credits</i>                             | 16 |
| Semester 3 |                                                   |    | Semester 4 |                                                  |    |
| PETE 2300  | Skill Analysis III                                | 3  | ECFS 1100  | Human Development: Life Span                     | 3  |
| ENGL 2020  | Intermediate Writing: Science/Technology          | 3  | PES 3300   | Sports Injuries                                  | 2  |
| ZOOL 1090  | Introduction to Anatomy & Physiology              | 3  | PETE 3100  | Physical Education Pedagogy                      | 3  |
| EDSP 2540  | Development of the Adolescent Student             | 2  | EDSP 3400  | Exceptional Students                             | 2  |
|            | GE Class                                          | 3  | PES 3500   | Kinesiology                                      | 3  |
|            | Elective                                          | 1  |            | Elective                                         | 3  |
|            | <i>Total Credits</i>                              | 15 |            | <i>Total Credits</i>                             | 16 |
| Semester 5 |                                                   |    | Semester 6 |                                                  |    |
| PETE 4200  | Methods of Teaching Elementary Physical Education | 3  | PETE 3450  | Special Populations in Physical Education        | 3  |
| PETE 4210  | Elementary Physical Education Field Experience    | 1  | PETE 4250  | Methods of Teaching Secondary Physical Education | 3  |
| EDSC 3000  | Foundation Studies in Teaching & Learning         | 3  | PETE 4260  | Secondary Physical Education Field Experience    | 1  |
| EDSC 3050  | Foundations of American Education                 | 2  | PES 3750   | Psychosocial Aspects of Human Performance        | 2  |
| PES 3550   | Motor Learning & Development                      | 3  | EDSC 3250  | Instructional Media                              | 2  |
|            | Elective                                          | 3  | EDSC 4440  | Content Area Reading and Writing                 | 3  |
|            |                                                   |    |            | Elective                                         | 2  |
|            | <i>Total Credits</i>                              | 15 |            | <i>Total Credits</i>                             | 16 |

| Semester 7 |                                                |    | Semester 8 |                                                 |     |
|------------|------------------------------------------------|----|------------|-------------------------------------------------|-----|
| PETE 4400  | Assessment in Physical Education               | 3  | PETE 4900  | Student Teaching Seminar for Physical Education | 2   |
| PES 3700   | Exercise Physiology                            |    | EDSC 4200  | Classroom Management I                          | 1   |
| EDSC 4450  | Multicultural Instruction/ESL                  | 2  | EDSC 4250  | Classroom Management II                         | 1   |
| EDSC 4550  | Secondary Curriculum, Instruction & Assessment | 4  | EDSC 4850  | Student Teaching Secondary                      | 8   |
|            | Elective                                       | 3  |            |                                                 | 12  |
|            | <i>Total Credits</i>                           | 16 |            | <i>Total Credit Hours for 8 Semesters</i>       | 120 |

## Appendix C

### Full-Time Faculty:

#### Galloway, Shayne

Ph.D. in Leisure Behavior, Indiana University, 2003

M.S. in Outdoor Recreation and Resource Management, Indiana University, 1999

B.S. in Journalism and Political Science, Indiana University, 1992

Instructor/Graduate Teaching Assistant, University of Indiana, 1999-2002 (Outdoor Recreation Consortium, Outdoor Education, Interpretation, and Environmental Education, Dynamics of Outdoor Recreation, Intro to Rock Climbing)

National Park Service Albright Training Center, 2003 (Universal Competencies – Fundamental Program)

Assistant Professor, Utah Valley State College, 2003-present

*Areas of Specialization:* Effects of Learning and Decision Making, Adventure Recreation

#### Jones, Christopher D.

Ph.D. in Recreation, Parks, and Tourism Management, West Virginia University, 1998

M.S. in Parks, Recreation and Tourism Management, Clemson University, 1995

B.A. in Psychology, University of Tennessee, 1992

Associate Professor, Utah Valley State College, 2001-present

Recreation Program Coordinator, Utah Valley State College, 2001-present

*Areas of Specialization:* Outdoor Recreation, Humanistic Models of Outdoor Experience

#### Makasci, Kemal

Ph.D. in Education-Administration, Curriculum & Instruction, with a Specialization in Physical Education K-12 Teacher Education, Cognates: Motor Learning & Performance from University of Nebraska-Lincoln, Nebraska, 2000

M.A. in Physical Education and Sports, Cognates: Sports Management from Gazi University, Ankara, Turkey, 1990

B.A. in Physical Education and Sports: Physical Education, Teaching & Coaching for Soccer and Team Handball from Gazi University, Ankara, Turkey, 1987

Assistant Professor, Utah Valley State College, 2003-present

Assistant Professor, Abant Izzet Baysal University, Bolu, Turkey, 2000-2003

Graduate Teaching Assistant, University of Nebraska, Lincoln-NE, 1996-2000

Teaching Assistant, Abant Izzet Baysal University, 1993-1996

K-12 Physical Educator, Ozel Aydin Anadolu Lisesi, Ankara, Turkey, 1989-1991

*Areas of Specialization:* Developing Interactive DVD and CD-ROMs in Qualitatively Analyzing Psychomotor Sports Skills for Physical Education Teachers and Coaches, Classification of Psychomotor Sports Skills.

#### McGhie, Shaunna

Ed.D. in Physical Education, Brigham Young University, 1988

M.A. in Education with Physical Education Emphasis, Azusa Pacific University, 1979

B.S. in Physical Education, Brigham Young University, 1977

Associate Professor, Utah Valley State College, 2002-present

Academic Advisor, Utah Valley State College, 2002-2004

NASPE/NCATE Reviewer, 1992-1995, 2004-present

Associate Professor, Southeast Missouri State University, 1995-2002.

Assistant Professor, Southeast Missouri State University, 1991-1995.

Assistant Professor, San Diego State University, 1989-1991.  
Assistant Professor, California State University at Fresno, 1988-1989.  
Elementary Physical Educator, Mesa (AZ) School District, 1987-1988.  
Assistant Professor, Northeast Missouri State University, 1986-1987.  
Graduate Teaching Assistant, Brigham Young University, 1983-1986.  
Secondary Physical Educator, Victor Valley (CA) Union High School District, 1977-1980.  
*Areas of Specialization:* Pedagogy with an emphasis in Elementary and Middle School Physical Education

**Miner, M. Vinson**

Ph.D. in Adult Education and Technology/Post Secondary Education, University of Wyoming, 2001  
M.A. in Recreation/Physical Education Administration, Brigham Young University, 1975  
B.S. in Recreation/Physical Education Management, Brigham Young University, 1974  
Professor, Utah Valley State College, 1975-present  
Department Chair, Utah Valley State College, 1999-2002  
*Areas of Specialization:* Outdoor Recreation, Adult Education; Master teacher in teaching sport skills courses (golf, racquetball, basketball, tennis, and fitness); Master teacher/coach in teaching PE-S 2320, Coaching Basketball; former collegiate basketball coach, 11 years.

**Perkins, Thomas M.**

Ed.D. in Physical Education, Brigham Young University, 1989  
M.S. in Physical Education, University of Utah, 1978  
B.S. in Physical Education, University of Utah, 1977  
Professor, Utah Valley State College, 1997-present  
Associate Professor, Utah Valley State College, 1989-1997  
Assistant Professor, Utah Valley Community College, 1985-88  
Instructor, Utah Technical College Orem / Provo, 1981-84  
UVSC (UTC,UVCC) Women's Head Basketball Coach 1983-1995, UTC Men's assistant Coach 1981-83  
Department Chair, Utah Valley State College, 2002-present, 1987-1990  
Academic Advisor, Utah Valley State College, 1995-2002  
*Areas of Specialization:* Physical Education Pedagogy (public schools and coaching); Specialist in teaching PE majors; philosophy, history, and social aspects of sport; sport skills courses (golf, racquetball, basketball, weight training, and fitness), PES 3320 Coaching Basketball; former collegiate basketball coach 14 years.  
High School Teacher, (Biology, Math, Coaching Basketball) Layton High School, Layton Utah. 1978-79, 1979-80, 1980-81.  
Graduate Teaching Assistant / Men's Basketball, University of Utah 1977-78

**Slack, Jason**

Ph.D. (ABD) in Exercise and Sport Science, University of Utah, 2004  
M.S. in Exercise Physiology, Brigham Young University, 1997  
B.A. in Physical Education, Southern Utah University, 1994  
Instructor/Graduate Teaching Assistant, University of Utah 1997-2001 (Exercise Physiology, Exercise Physiology Lab, Exploring Movement Sciences, Diversity Issues in Physical Education)  
Instructor, Utah Valley State College, 2000-present  
Academic Advisor, Utah Valley State College, 2004-present  
*Areas of Specialization:* Exercise Physiology, Kinesiology, Motor Control and Behavior

**Vener, Jamie**

Ph.D. in Exercise and Sport Science, University of Utah, 2003

M.A. in Kinesiology, Fresno State University, 1999

B.S. in Animal Physiology, University of California Davis, 1984

Instructor/Graduate Teaching Assistant, University of Utah, 2000-2003 (Graduate Exercise Physiology Lab, Exercise Physiology, Exploring Movement Sciences)

Research Assistant, University of Utah 1999-2000

Assistant Professor, Utah Valley State College, 2003-present

*Areas of Specialization:* Environmental and Exercise Physiology, Beneficial Effects of Physical Activity in Children with Chronic Diseases, Gender Differences in Physical Activity Participation

**50% Department Contract Faculty****Gardner, Steve**

M.A. in Professional Leadership, Brigham Young University, 1981

B.S. in Physical Education, Weber State University, 1971

Instructor and Baseball Coach, Utah Valley State College, 1990-present

**Lynch, Malinda**

B.A. Communications, emphasis in Psychology, University of Washington, 1999

Instructor for Utah Valley State College basketball skills classes, 2002-present

Assistant Basketball Coach, Utah Valley State College, 2002-present

**Adjunct Faculty**

Examples include Dr. Jed Gibson (Ed.D. degree from Teachers College at Columbia University) who has taught for UVSC for about ten years, Shayne Jorgenson (M.S. in Physical Education), and Clint Barnes (a certified and active High School Basketball Official with more than 20 years of experience).

## Memorandum

March 9, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College - Bachelor of Science in Community Health with Emphases in Community Health Education, School Health Education, and Health Services Administration, effective Fall 2005.– Action Item

### Issue

Officials at Utah Valley State College request approval to offer a Bachelor of Science in Community Health with emphases in Community Health Education, School Health Education, and Health Services Administration, effective Fall 2005.

### Background

Graduates with a Bachelor's Degree in Community Health can pursue a variety of career positions. Job titles include Health Education Specialist, Health Promotion Specialist, Health Program Evaluator, Health Services Administrators, etc. Graduates qualify to work in governmental health agencies and in private-sector in settings such as health departments, health maintenance organizations, hospitals, clinics, and specialized health agencies such as the American Heart Association. An emphasis in School Health Education prepares individuals to teach health in junior and senior high schools. In addition, the undergraduate major can lead to advanced degrees in health education, hospital administration, public health administration, medicine, and other health-related professions.

Students graduating with a bachelor of science degree in Community Health with emphases in Community Health Education and School Health Education will be eligible to sit for the Certified Health Education Specialist (CHES) exam offered through the National Commission for Health Education Credentialing, Inc. Successful completion of a bachelor's degree with these emphases and passing the exam entitles the student to become a Certified Health Education Specialist.

This Community Health degree is designed to serve four student groups: (1) those wishing to work in community health education; (2) those wishing to pursue a secondary education certificate with



a major in Health Education; (3) those wishing to work in health services administration; and (4) those wishing to minor in Health Education or take Community Health elective courses. The Health Education course of study proposed has been designed to be consistent with the standard requirements of other institutions in and out of state and to comply with the Utah State Office of Education (USOE) Health Education Standards.

Students with a bachelor's degree in Health Education will be eligible to take the Certified Health Education Specialist (CHES) exam, offered through the National Commission for Health Education Credentialing, Inc.

#### Policy Issues

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

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request to Offer a Bachelor of Science in Community Health with emphases in Community Health Education, School Health Education, and Health Services Administration, effective Fall 2005.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment

**Academic, Applied Technology and Student Success Committee**

**Action Item**

**Request to Offer an Bachelor of Science in Community Health with emphases in Community Health Education, School Health Education, and Health Services Administration, effective Fall 2005.**

Utah Valley State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom  
Andrea Worthen

March 9, 2005

## **SECTION I: The Request**

Utah Valley State College (UVSC) requests approval to offer a Bachelor of Science in Community Health with emphases in Community Health Education, School Health Education, and Health Services Administration, effective Fall 2005. UVSC also requests a Community Health Education and a School Health Education minor. This program was approved by the institutional Board of Trustees, November 11, 2004. The program was approved for development of a full proposal by the Program Review Committee on January 4, 2005.

## **SECTION II: Program Description**

### **Complete Program Description**

Graduates with a bachelor's degree in Community Health can pursue a variety of career positions. Job titles include Health Education Specialist, Health Promotion Specialist, Health Program Evaluator, Health Services Administrators, etc. Upon approval of the proposed program, students in Community Health will be able to receive:

- Associate of science or Arts with an emphasis in Community Health
- Integrated Studies Bachelor of Science or Arts with a Community Health Emphasis
- Bachelor of Science in Community Health
  - Community Health Education Emphasis [Agencies]
  - School Health Education Emphasis [Secondary Education]
  - Health Services Administration Emphasis
- Minor in Community Health Education
- Minor in School Health Education

Students graduating with a Bachelor of Science Degree in Community Health with emphases in Community Health Education and School Health Education will be eligible to sit for the Certified Health Education Specialist (CHES) exam offered through the National Commission for Health Education Credentialing, Inc. Successful completion of a bachelor's degree with these emphases and passing the exam entitles the student to become a Certified Health Education Specialist. The new courses to be added during the next five years have been included in Appendix A. The suggested program schedule for the proposed program is listed in Appendix B.

### **Purpose of Degree**

The purpose of the Community Health bachelor's degree is to serve the educational desires and needs of UVSC students. Student demand data along with labor market data indicates a strong need for this degree with its associated emphases. A Community Health emphasis within the Bachelor of Integrated Studies is one of the most popular options within that program. Forty-one students have graduated with an emphasis in Community Health since the Integrated Studies program graduated students in 1999.

This Community Health degree is designed to serve four students groups: (1) those wishing to work in community health education; (2) those wishing to pursue a secondary education certificate with

a major in Health Education; (3) those wishing to work in health services administration; and (4) those wishing to minor in Health Education or take Community Health elective courses. The Health Education course of study proposed has been designed to be consistent with the standard requirements of other institutions in and out of state and to comply with the Utah State Office of Education (USOE) Health Education Standards.

Students with a bachelor's degree in Health Education will be eligible to take the Certified Health Education Specialist (CHES) exam, offered through the National Commission for Health Education Credentialing, Inc.

### **Institutional Readiness**

The Community Health degree, originally proposed in 2002-03, is one of only five programs that have been proposed to the Board of Regents since 2002-03. This particular degree is necessary to help UVSC become a comprehensive undergraduate college. Furthermore, and perhaps more importantly, Community Health complements health-related degrees already offered at UVSC and benefits students who seek these programs.

The Community Health Department is housed in UVSC's School of Science and Health. The program will not necessitate any changes in administrative or organizational structure. Of UVSC's 51 departments, Community Health is the third lowest cost per student credit hour. Budget figures show that this program will require little or no additional funding beyond what is generated through tuition growth. The majority of learning resources and instructional technology equipment needed are already available in the associate's degree and Integrated Studies Degree Community Health emphasis program.

### **Faculty**

No additional full-time faculty will be required in the first five years. Faculty members in the Community Health Department have diverse backgrounds and interests that allow them to fill the teaching requirements for an excellent Community Health program. Six of the full-time faculty have doctoral degrees; the faculty has a total of 124 years of teaching experience. The following are full-time faculty in the Community Health Department:

- **Brian Barthel**, PhD, Health Education, Southern Illinois University
- **Vance Hillman**, PhD, Community Health Education, Southern Illinois University
- **Anne Jurek**, PhD, Epidemiology, University of Minnesota
- **Reba Keele**, PhD, Rhetoric & Public Address, Purdue University
- **Susanne Loris**, MHEd, Health Education/Physical Education, Brigham Young University (BYU)
- **Lori Richards**, MS, Health Education, BYU
- **Lynley Rowan**, PhD, Health Promotion and Education, University of Utah (UU)
- **Bob Walsh**, EdD, Health Education, University of Idaho

In addition to the eight full-time faculty, the Community Health Department utilizes six adjunct faculty. Currently (Spring 2005), full-time faculty teach 44 health sections and adjunct faculty teach 24 sections. Community Health faculty are involved in many professional organizations, attend both

regional and national conferences, and engage in professional workshops that promote faculty development.

The Business Management and Secondary Education departments will provide some course content for the Health Service Administration and the School Health Education emphases. These departments have provided quality four-year degree programs for years; the assistance and expertise of the faculty from these departments will be positive. Following approval of this program, coordinated efforts will be undertaken to coordinate faculty development programs with the Business Management and Secondary Education departments.

Appendix C contains a detailed list, including degrees, rank, emphases, and significant professional experience, of the current faculty members of the Community Health Department.

### **Staff**

The Community Health Department currently has a full-time administrative assistant with 13 years of experience within the Department. No new staff is required. A full-time faculty member is given released time to provide advising within the Community Health Department. When the Community Health bachelor's degree is approved, the current administrative assistant will be given more advisement duties.

### **Library and Information Resources**

The UVSC Library has an excellent collection of education-related material and health journals. A majority of major health journals are also available through the library's electronic indexes. There are monographs and videos in the health and medical area that will support the program. The UVSC Library is consistently acquiring additional resources. The Library staff are responsive to the requests made by faculty and staff. Also, UVSC is a textbook depository. This places the newest of textbooks in a position of availability for teacher candidates to use in lesson preparation and for review. Book holdings in medicine, health, and nursing also support the program.

UVSC participates in the Utah Academic Library Consortium. Through this agreement, UVSC faculty, staff, and students have library privileges (by using their current UVSC identification card) at all Utah colleges and universities. Materials not available at UVSC or the nearby BYU library can be obtained free of charge from other city, state, and national libraries through interlibrary loan.

### **Admission Requirements**

For admission to the Community Health bachelor's degree program, students must complete ZOOL 1090 and ENVT 2560 with a minimum "C-" grade. Also, students with a Community Health Education or School Health Education emphasis must complete NUTR 1020, HLTH 1200, and HLTH 2400 with a minimum "C" grade. Students with a School Health Education emphasis must meet the admission requirements for the Secondary Education Program at UVSC. Students with a Health Services Administration emphasis must complete MGMT 2200 and MGMT 2240 with a minimum "C" grade. Baccalaureate Community Health students must obtain a departmental advisor's signature on an approved program plan prior to enrollment in their fifth semester of study.

## **Student Advisement**

Students with a major or minor in Community Health will receive advising and program direction from the Community Health Department faculty advisor and the departmental administrative assistant to ensure their progress through their programs. An academic advisor in the UVSC Department of Secondary Education will provide advisement for education pedagogy classes and student teaching and will help to coordinate course and program issues between the Secondary Education Department and Content Departments.

## **Justification for Number of Credits**

The credit hour requirements for coursework and program completion are within the USHE guidelines. It should be noted that the common required coursework within the Community Health Education and Health Services Administration emphases is 38 credit hours. The common required coursework within the Community Health Education and the School Health Education emphases is 34 credit hours. So, the common core between Community Health Education and the other two emphases is 34 or 38 credit hours. The common required coursework within the School Health Education and the Health Services Administration emphases is 20 credit hours, hence the smaller 20 credit hour Community Health core requirement.

## **External Review and Accreditation**

The Community Health Education and School Health Education emphases and curriculum have been reviewed by the following individuals:

- **Dr. Julie Gast:** Associate Professor, Physical and Health Education Department, USU
- **Mr. Paul Coons:** Assistant Professor, Health Sciences, BYU
- **Dr. Barbara Richards:** Professor, Health Education & Promotion, UU
- **Dr. Michael Olpin,** Associate Professor , Health Promotion & Human Performance, WSU
- **Dr. Kathy Fisher:** Professor, Health Education, Western Illinois University, Macomb, Illinois
- **Ms. Margaret Rose:** Health Education Coordinator, USOE

In July, 2003, Dr. Julie Gast, USU Physical and Health Education Department, reviewed the Community Health program proposal as part of a self study. In her report she made the following statement:

While currently the number of (A.D.) Graduates in the Community Health Department is quite small, a way to continue growth would be to add the BS degree in Community Health and in School Health. There is a growing need for another university to offer a school health BS in the State of Utah. Currently at USU we must cap our program to no more than 20 students annually for the school health program. This is due in large part to the small class size needed for teaching methods courses and the time required for student teaching supervision and clinical experience.

In the report Dr. Gast also stated, "Given the already extensive coursework and number of faculty that already exists within the Community Health Department, *it would be wise to offer a B.S. degree as soon as possible.*"

Dr. Michael Olpin, WSU, reviewed the Community Health Letter of Intent in November 2004. In a memo received November 29, 2004, he wrote,

You have done a superb job of putting together what appears to be an excellent opportunity for your students to pursue your new major. I see nothing that should stand in your way of moving forward with this. You have a solid foundation of faculty . . . Your selection of course offerings appears to be a healthy mix of courses appropriate for CHES preparation and targeted content areas. This all should make for a *great program*.

In a phone conversation, Dr. Kathy Fisher, Western Illinois University, expressed that the program proposal and curriculum were strong and would serve the needs of students majoring in community health. She recommended anatomy and physiology be requirements. This recommendation was incorporated into the program proposal.

In a letter, Dr. Barbara Richards, UU, made the following comment: "Your curriculum looks very similar to the one offered at our university, but as you well know, it is the quality of the instructor who makes the difference in the classroom." Faculty in the Community Health Department at UVSC have the ability and expertise to deliver this program.

Paul Coons, BYU, reviewed the program proposal and provided comments and suggestions. His major concern centered on credit hour requirements of specific courses. Many BYU courses are two credit hours to enable their program to increase the number of course offerings.

Margaret Rose, USOE, reviewed the proposal and agreed the curriculum meets the educational requirements necessary for individuals majoring or minoring in School Health Education. She recommended an appropriate mental health course be developed and incorporated into the program. When asked about whether the credit hour ratios were appropriate for the various proposed courses, she indicated they were. She indicated that the program proposal would more than adequately meet the Health Endorsement for the USOE.

The School Health Education emphasis will need to meet the standards of the USOE. Arrangements are underway between the USOE and National Council for Accreditation of Teacher Education (NCATE). The program would then need to be accredited by NCATE. Also, Baccalaureate Health Education Program Approval will be sought from the Society of Public Health Education (SOPHE) and the American Association of Health Education (AAHE) in the fifth year of the program. For additional program assessment information, see Section IV, Program and Student Assessment.

### **Projected Enrollment**

Based upon current demand for major's courses, it is anticipated that approximately 20 additional students will be admitted annually into the Community Health bachelor's programs. The anticipated

faculty to student ratio for upper division classroom courses is 1:25-30. The ratios for the next five years are shown in Table 1.

**Table 1: Projected Enrollment in Health Education/5 Years (in upper-division Health Education courses)**

| Year   | # of Faculty | FTE Students | Faculty to Student Ratio |
|--------|--------------|--------------|--------------------------|
| Year 1 | .80 FTE      | 11.40        | 14.25                    |
| Year 2 | .90 FTE      | 20.40        | 17.74                    |
| Year 3 | 1.00 FTE     | 21.60        | 17.28                    |
| Year 4 | 1.20 FTE     | 22.80        | 15.72                    |
| Year 5 | 1.20 FTE     | 24.00        | 16.55                    |

### Expansion of Existing Program

Table 2 reflects the increasing yearly enrollment in community health courses over the last five years.

**Table 2: Community Health Course Enrollments/ Past 5 Years**

| COURSE    | 1997-98 | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|-----------|---------|---------|---------|---------|---------|---------|---------|
| HLTH 1020 | 559     | 529     | 528     | 497     | 568     | 740     | 477     |
| HLTH 1100 | 3,390   | 3,980   | 4,521   | 4,627   | 5,294   | 5,277   | 4,671   |
| HLTH 1200 | 641     | 615     | 620     | 664     | 671     | 768     | 488     |
| HLTH 1300 | 682     | 747     | 739     | 591     | 615     | 931     | 696     |
| HLTH 1800 | 22      | 24      | 19      | 11      |         |         |         |
| HLTH 2020 |         |         |         |         | 61      | 46      | 49      |
| HLTH 2300 | 17      | 20      | 19      | 12      | 10      | 6       | 6       |
| HLTH 2400 | 15      | 20      | 23      | 25      | 50      | 81      | 93      |
| HLTH 2500 | 12      | 172     | 178     | 175     | 184     | 172     | 178     |
| HLTH 2600 |         | 24      | 48      | 81      | 132     | 147     | 201     |
| HLTH 2700 |         |         |         |         | 22      | 35      | 17      |
| HLTH 281R |         |         |         | 8       | 6       | 15      | 13      |
| HLTH 3100 | 105     | 73      | 78      | 58      | 73      | 69      | 96      |
| HLTH 3200 | 11      | 13      | 12      | 16      | 49      | 41      | 49      |
| HLTH 3250 |         |         | 9       | 13      | 15      | 14      | 18      |
| HLTH 3300 |         |         |         | 9       |         |         | 19      |
| HLTH 3400 |         | 14      | 11      | 8       | 12      | 115     | 134     |
| HLTH 3800 |         |         | 9       | 9       | 13      | 6       | 13      |
| HLTH 4050 |         |         |         | 17      | 8       | 7       | 17      |
| HLTH 4150 |         |         |         | 7       | 12      |         | 11      |
| HLTH 4600 |         |         | 8       |         | 6       |         | 9       |
| TOTAL     | 5,454   | 6,241   | 6,822   | 6,828   | 7,801   | 8,465   | 7,255   |



### **SECTION III: Need**

#### **Program Need**

UVSC's service area is one of the fastest-growing in the state. Currently, there are no state-funded opportunities for students to obtain a bachelor's degree in Community Health within the UVSC service area or central and southern Utah. Based upon survey data, a significant student interest exists in offering such a program at UVSC. During the past year, a list of more than 40 students who have expressed a desire to major in Community Health has been compiled. Some of these students have left UVSC after being advised to transfer to institutions that offer a similar degree. Others are completing an Integrated Studies degree with an emphasis in Community Health with the knowledge that they will have to complete a graduate degree in Health Services Administration or Health Education in order to become Certified Health Education Specialists. It is anticipated that student demand for four-year programs and degrees at UVSC, such as Community (agencies) and School (secondary education) Health Education and Health Services Administration, will increase as student enrollments grow.

#### **Labor Market Demand**

##### ***Community Health Education Emphasis***

Since Community Health Educators work under a variety of job titles such as Health Promotion Specialist, Health Counselor, Wellness Advisor, Community Health Coordinator, and Health Information Specialist, and since they work in a variety of roles and responsibilities, it is somewhat difficult to determine accurate Utah employment data. Appendix D contains a list of jobs, roles and tasks of a health educator as found in Regan and Brookins-Fisher.<sup>1</sup> Based on these responsibilities, a list of job titles and possible employment was compiled from the Utah Department of Workforce Services (DWS) Occupational Employment Opportunities (2000-2010) that would be applicable to students graduating with a bachelor's degree in Health Education (see Appendix D). A compilation of these Utah employment figures indicate a total increase of 22,220 jobs from the years 2000 to 2010. Many of these jobs would be available to students graduating from the program.<sup>2</sup>

The Health Education Association of Utah (HEAU) is involved in the announcement of employment opportunities for individuals working in the community health field. During the three-month period from May 2003 to July 2003, 19 employment opportunities were posted by this organization that would be applicable to students graduating in Community Health Education. Job titles for the positions included: Health Program Specialist, Health Program Manager, Health Educator, Health Education Coordinator, Healthcare Director of Patient Support Services, and Health Bureau Manager. Also, graduates of a Health Education program may compete for employment in a variety of positions that require "generic" liberal arts degrees such as psychology, sociology, and English.

At the National level the Occupational Outlook Handbook 2002-03 Edition reports the year 2000 employment new jobs for Community Health Educators at 43,000. It also projects the 2000-2010 employment change as "Faster than average." One of the more comprehensive job banks for community health education has been maintained by the New York University Health Education Professional Resources service. From February 1 to March 4, 2002 they listed 172 community health

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<sup>1</sup> Reagan, Patricia A. & Brookins-Fisher, Joe, *Community Health in the 21<sup>st</sup> Century*, Allyn & Bacon, 1997.

<sup>2</sup> Source: Utah Department of Workforce Services, June 2003.

education positions available nationwide. More recently, for July 2003, the resource service listed 109 jobs appropriate for community health educators. It is clear from the data collected that employment opportunities are available for Health Educators throughout the country.

### ***School Health Education Emphasis***

In the past, the Department of Education, Child and Family Studies at UVSC has tracked students interested in Secondary Education degrees. They have compiled a significant list of students who have expressed an interest in majoring in School Health Education. It is projected that the major and minor in School Health Education will comprise a rather small student population of the overall Secondary Education Program. While this program will be small, it will add to the pool of needed Secondary Education teachers.

The Utah-Statewide Labor Demand and Supply by Occupations 2000-05 reports a composite job prospect "A" grade for secondary teachers. Only the top 15 percent of occupations are assigned an "A." In the 2000-05 report, secondary teachers are listed in the top 50 occupations with the most new jobs and the top 50 occupations in demand in Utah. The New York University Health Education Professional Resource Service listed 80 school health education positions available throughout the United States during July 2003. On July 16, 2002, the *Salt Lake Tribune* reported that according to the American Federation of Teachers, "Utah teachers made an average of \$36,441 in the 2000-01 school year. The average beginning salary for Utah teachers is \$24,553." In 2000, a total of 11,620 secondary teachers were employed in Utah; the 2005 projection was 13,090. Additional press releases indicated there will be a shortage of adequately trained and qualified secondary teachers in the near future. It is anticipated that this shortage will continue as baby boom teachers retire and/or transfer to other careers. Also, school districts are moving toward smaller class sizes, requiring more teachers. Compounding this shortage, many students receiving secondary training in Utah do not seek teaching employment in Utah because of relocation, marriage, other job opportunities, graduate school, better teaching salaries in other states, etc.

The 2003-04 Utah Educator Supply and Demand Study indicates there will be a need of 713 Health Education secondary teachers during the next 10 years. According to this report, only 57 percent of needs will be met by projected graduates from Utah institutions based on a 50 percent placement rate. This UVSC program can help minimize that shortage. Also, the "Teaching Field Index for Criticality for Utah Career Teaching Scholarship Program" document indicates there will be some shortage of teachers in the Health and Sciences disciplines. Data indicate that if students are advised properly and complete a strong major or minor to combine with their School Health Education program, their opportunities for secondary education employment will be excellent.

### ***Health Services Administration Emphasis***

Healthcare is a business. Like every other business, good management keeps demand steady and overhead low. The occupation, Medical and Health Services Manager, encompasses all individuals who plan, direct, coordinate, and supervise the delivery of healthcare. According to the U.S. Department of Labor (DOL), market demand for Health Service/Care Administrators is expected to grow faster (21-35%) than average through 2012, as the health services industry continues to expand and diversify. Opportunities will especially be good in offices of physicians, other healthcare

practitioners, home healthcare services, and outpatient care centers. Medical and health service managers held some 244,000 jobs in 2002 according to the DOL. These data indicate 37 percent of those positions were in hospitals, 17 percent were employed in physician's offices and nursing care facilities. The other 46 percent found positions in home healthcare services, federal government healthcare facilities, ambulatory facilities run by state and local governments, outpatient care centers, insurance carriers, and community healthcare facilities for the elderly. Median annual earnings, according to the DOL, were \$61,370.

The Utah DWS rates and ranks employment outlook and wages on a star system. Those jobs earning a "Five Star" rating are those with the strongest Utah employment outlook and highest wages. According to DWS, positions in medical health service management are rated as with five stars, and occupations in healthcare management are listed as the seventh highest paying occupation with more than 100 openings annually. There were 1,640 Medical and Health Service Managers in Utah in 2000. By 2010 that number is expected to rise to 2,460. An annual growth rate of 80 new positions per year is expected. Also, another 30 replacement positions are expected. Entry positions average \$18.00 per hour with \$29.70 the average hourly salary in Utah.

### **Career Opportunities**

Graduates with a bachelor's degree in Community Health can pursue a variety of career positions. Job titles include Health Education Specialist, Health Promotion Specialist, Health Program Evaluator, Health Services Administrators, etc. (see Appendix D for further job titles and employment opportunities). Graduates qualify to work in governmental health agencies and in private-sector in settings such as health departments, health maintenance organizations, hospitals, clinics, and specialized health agencies such as the American Heart Association. An emphasis in School Health Education prepares individuals to teach health in junior and senior high schools. Also, the undergraduate major can lead to advanced degrees in health education, hospital administration, public health administration, medicine, and other health-related professions.

Students graduating with a Bachelor of Science Degree in Community Health with emphases in Community Health Education and School Health Education will be eligible to sit for the Certified Health Education Specialist (CHES) exam offered through the National Commission for Health Education Credentialing, Inc. Successful completion of a bachelor's degree with these emphases and passing the exam entitles the student to become a Certified Health Education Specialist.

### **Student Demand**

Needs assessments conducted Spring 2000, Spring 2003, and Fall 2004 indicate a significant demand for Community Health programs from current and prospective students. The Spring 2000 assessment surveyed 272 students, the Spring 2003 assessment consisted of 224 students, and the Fall 2004 assessment consisted of 150 students enrolled in courses offered by the Community Health Department. Courses surveyed were HLTH 1020 Foundations of Human Nutrition, HLTH 1200 First Aid, HLTH 1300 Medical Terminology, HLTH 2500 Human Sexuality, HLTH 2600 Drugs, Behavior & Society, HLTH 3200 Principles of Community Health, HLTH 3250 Consumer Health, and HLTH 3400

Human Diseases. Health courses were chosen as being most likely to have students who may be interested in continuing their education in Community Health programs.

Findings of the Spring 2000 survey indicated that 129 (47.4%) of the students had a health emphasis. The Spring 2003 survey found that 98 (43.8%) had a health emphasis and the Fall 2004 survey showed that 83 (55.3%) had a health emphasis at UVSC. In the Spring 2000 survey, 76.0 percent of students indicated that they plan to complete a bachelor's degree after receiving their associate's degree. The Spring 2003 and Fall 2004 surveys found that over 92 percent of students planned to complete a bachelor's degree. This significant increase in four years would seem to indicate that more UVSC students are planning to continue their education beyond the associate's level. Table 3 shows the areas in which students plan to pursue bachelor's degrees.

**Table 3: Intended Areas of Study at the Baccalaureate Level**

| Area of Study                                | Number of Respondents |            |            | % of Respondents |             |             |
|----------------------------------------------|-----------------------|------------|------------|------------------|-------------|-------------|
|                                              | 2000                  | 2003       | 2004       | 2000             | 2003        | 2004        |
| Integrated Studies Community Health Emphasis | 30                    | 37         | 32         | 11.0%            | 16.5%       | 21.3%       |
| School Health Ed. (Secondary Ed.)            | 18                    | 12         | 8          | 6.6%             | 5.4%        | 5.4%        |
| Community Health Ed.                         | 16                    | 28         | 17         | 5.9%             | 12.5%       | 11.3%       |
| Health Services Administration               | 43                    | 12         | 9          | 15.8%            | 5.4%        | 6.0%        |
| Other                                        | 165                   | 135        | 84         | 60.7%            | 60.2%       | 56.0%       |
| <b>Total</b>                                 | <b>272</b>            | <b>224</b> | <b>150</b> | <b>100%</b>      | <b>100%</b> | <b>100%</b> |

As part of the needs assessment, students were asked to indicate their interest in enrolling in a UVSC baccalaureate program with a major in Community Health Education. A significant number of the respondents (60 or 22.1% in 2000; 84 or 37.5% in 2003; and 52 or 34.7% in 2004) indicated that they would be interested in enrolling in such a program as soon as the program started. See Table 4.

**Table 4: Enrollment Interest in Community Health/Community Health Education**

|                                                 | Number of Respondents |            |            | % of Respondents |             |             |
|-------------------------------------------------|-----------------------|------------|------------|------------------|-------------|-------------|
|                                                 | 2000                  | 2003       | 2004       | 2000             | 2003        | 2004        |
| Interested in enrolling when the program starts | 60                    | 84         | 52         | 22.1%            | 37.5%       | 34.7%       |
| Interested in enrolling in next 5 years         | 43                    | 26         | 19         | 15.8%            | 11.6%       | 12.7%       |
| Interested in enrolling in next 10 years        | 8                     | 3          | 3          | 2.9%             | 1.3%        | 2.0%        |
| Not interested in enrolling                     | 161                   | 111        | 76         | 59.2%            | 49.6%       | 50.6%       |
| <b>Total</b>                                    | <b>272</b>            | <b>224</b> | <b>150</b> | <b>100%</b>      | <b>100%</b> | <b>100%</b> |

When students were asked to indicate their interest in enrolling in a UVSC baccalaureate program in School Health Education, they responded with numbers showing a definite demand. All three surveys demonstrated that a significant number of respondents (40 or 14.7% in 2000; 42 or 18.8% in 2003; and 29 or 19.3% in 2004) indicate that they would be interested in enrolling in such a program as soon as possible. See Table 5.

**Table 5: Enrollment Interest in Community Health/School Health Education**

|                                                 | Number of Respondents |            |            | % of Respondents |             |             |
|-------------------------------------------------|-----------------------|------------|------------|------------------|-------------|-------------|
|                                                 | 2000                  | 2003       | 2004       | 2000             | 2003        | 2004        |
| Interested in enrolling when the program starts | 40                    | 42         | 29         | 14.7%            | 18.8%       | 19.3%       |
| Interested in enrolling in next 5 years         | 34                    | 27         | 15         | 12.5%            | 12.0%       | 10.0%       |
| Interested in enrolling in next 10 years        | 8                     | 9          | 6          | 2.9%             | 4.0%        | 4.0%        |
| Not interested in enrolling                     | 190                   | 146        | 100        | 69.9%            | 65.2%       | 66.7%       |
| <b>Total</b>                                    | <b>272</b>            | <b>224</b> | <b>150</b> | <b>100%</b>      | <b>100%</b> | <b>100%</b> |

All surveys indicated a strong desire for a Health Services Administration option. Surveys showed that many students (53 or 19.5% in 2000; 47 or 21.0% in 2003; and 39 or 26.0% in 2004) indicated a desire to major in Health Services Administration. See Table 6. Perhaps the most important number in the Fall 2004 survey was that over 25 percent of students surveyed indicated their intentions to transfer to another institution to pursue a Health Services Administration option if the Department did not fulfill their needs. Also, the School of Business surveyed 298 students in business courses, Fall 2004, to assess interest in Health Services Administration. Eighty-four (28.2%) indicated they would be interested in majoring in Health Services Administration.

**Table 6: Enrollment Interest in Community Health/Health Services Administration**

|                                                 | Number of Respondents |            |            | % of Respondents |             |             |
|-------------------------------------------------|-----------------------|------------|------------|------------------|-------------|-------------|
|                                                 | 2000                  | 2003       | 2004       | 2000             | 2003        | 2004        |
| Interested in enrolling when the program starts | 53                    | 47         | 39         | 19.5%            | 21.0%       | 26.0%       |
| Interested in enrolling in next 5 years         | 38                    | 31         | 24         | 14.0%            | 13.8%       | 16.0%       |
| Interested in enrolling in next 10 years        | 6                     | 5          | 4          | 2.2%             | 2.2%        | 2.7%        |
| Not interested in enrolling                     | 175                   | 141        | 83         | 64.3%            | 63.0%       | 55.3%       |
| <b>Total</b>                                    | <b>272</b>            | <b>224</b> | <b>150</b> | <b>100%</b>      | <b>100%</b> | <b>100%</b> |

When students were asked if UVSC should offer a Community Health bachelor's degree with emphases in Community Health Education, School Health Education, and Health Services Administration, over 93 percent of students in all three surveys responded that such programs should be offered. Also, many students wrote comments about their individual interest in and support for a bachelor's degree in Community Health.

Also, data collected by the UVSC academic advisement team during visits to Utah high schools provides information regarding potential student interest. Data from Fall 2003 visits indicate significant future student interest. A total of 96 high school seniors indicated an interest in majoring in Community Health at UVSC.

Statistics for the past five years shows the number of students majoring in the Community Health associate's program has grown from 13 in 1999 to 93 in 2004. This growth demonstrates the interest that students have for Community Health. See Table 7.

**Table 7: Associate Degree Majors/Community Health**

|                                          | Fall 99 | Fall 00 | Fall 01 | Fall 02 | Fall 03 | Fall 04 |
|------------------------------------------|---------|---------|---------|---------|---------|---------|
| Associate Degree Community Health Majors | 13      | 18      | 37      | 62      | 92      | 93      |

In recent months, an average of four to five students has contacted the Community Health Department about completing a bachelor's degree in Community Health. Many outstanding students in Utah County will not have an opportunity to contribute to the community health field without the opportunity to pursue this degree at UVSC. Data indicates UVSC should offer a Bachelor of Science in Community Health with emphases in Community Health Education, School Health Education, and Health Services Administration to meet student needs.

### **Similar Programs**

The Community Health baccalaureate program is unique in the USHE because it will be the only program that offers all three emphases under one umbrella program. The Community Health Education and School Health Education emphases are similar to programs at USU, the UU, and WSU. WSU is the only institution within the State that currently offers a baccalaureate degree in Health Services Administration. While the UVSC program emphases and curriculum will be quite similar to institutions in the USHE, the student demand and employer demand data (mentioned above) support the need for this program at UVSC.

In terms of program requirements and curriculum, there will be no major differences between the degree offered at UVSC and those offered elsewhere. Much of this similarity in approach is demanded by the subject matter: there are certain core concepts that must be learned before more detailed discovery is possible. Much of the content of a baccalaureate degree in Community Health is composed of these core ideas. The School Health Education curriculum must meet standards set by the USOE for secondary education programs. Because of these requirements, the proposed programs will have many similarities with existing programs.

### **Collaboration with and Impact on Other USHE Institutions**

There has been communication with other institutions regarding the potential for a UVSC Health Education program. The Community Health Education and School Health Education emphases' curriculum and program proposal have been reviewed by the UU, USU, and WSU. Comments were generally positive (See External Review and Accreditation). On November 17, 2004, the Board of Regents Letter of Intent for a Bachelor's Degree of Community Health was sent to all USHE institutions' Chief Academic Officers and individual department chairs that offered similar degrees. Only three institutions (SUU, WSU, and Snow) provided comments in response to the degree proposal (See Table 8).

**Table 8: Institutions Contacted Regarding Community Health Proposed Degree. November 2004**

|     |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UU  | Les Chatelain, Assoc. Dept. Chair, Health Promotion & Ed. Dept. (HPE)<br><a href="mailto:les.chatelain@health.utah.edu">les.chatelain@health.utah.edu</a> | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Lynne Durrant, PhD, Professor, HPE,<br><a href="mailto:lynne.durrant@health.utah.edu">lynne.durrant@health.utah.edu</a>                                   | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| USU | Craig Kelsey, Chair, Dept. of HPER,<br><a href="mailto:craig.kelsey@usu.edu">craig.kelsey@usu.edu</a>                                                     | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Julie Gast, Assoc. Professor, HPER,<br><a href="mailto:julieg@cc.usu.edu">julieg@cc.usu.edu</a>                                                           | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SUU | Abe Harraf, Provost, <a href="mailto:harraf@suu.edu">harraf@suu.edu</a>                                                                                   | SUU has no objection to the program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| WSU | Michael Olpin, Assoc. Professor, Health Promotion & Human Performance, <a href="mailto:molpin@weber.edu">molpin@weber.edu</a>                             | You have done a superb job of putting together what appears to be an excellent opportunity for your students to pursue your new major. I see nothing that should stand in your way of moving forward with this. You have a solid foundation of faculty. Your selection of course offerings appears to be a healthy mix of courses appropriate for CHES preparation & targeted content areas. This all should make for a great program. I eagerly look forward to working with you & your fine group of instructors in your program as opportunities to do so may arise.                                                                                                                                                                                     |
|     | Jack Loughton, Chair, Health Promotion & Human Performance, <a href="mailto:jloughton@weber.edu">jloughton@weber.edu</a>                                  | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Ken Johnson, Chair, Health Administrative Services, <a href="mailto:kjohnson@weber.edu">kjohnson@weber.edu</a>                                            | Degree proposal sent 11/19/04 and e-mailed 11/19/04. No response. Phone Call 1/19/05—No objections to Health Services Administration program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|     | Debra Huber, Chair, Nursing Dept., Dumke College of Health Professions                                                                                    | I see it as a valuable opportunity for nursing graduates interested in enhancing their skills in community health and/or ed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|     | Kristy Jones, Center Director, Northern Utah Area, Health Ed. Center                                                                                      | I have reviewed the proposal & thought that it was very well thought out in many facets. I was concerned that they were offering the same quality of program that is available at other institutions. After reviewing the course requirements for the other institutions & the comprehensive course list provided in the UVSC proposal, I am comfortable that the courses being required are comprehensive & comparable to the other institutions. I am a bit concerned that the market will bear the new graduates as there are graduates in this field from USU, U of U, & WSU. Regarding the Health Care Administration, the course content seemed very thorough, but I was concerned about their offering of Health Care Administration as an emphasis. |

|      |                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Snow | Dr. Brad Winn, Vice President & Provost of Academics,<br><a href="mailto:brad.winn@snow.edu">brad.winn@snow.edu</a> | Snow College supports UVSC's BS in Community Health. It sounds like they have looked into all of the aspects for offering the community health degree. 1) Institutional Readiness—it looked like this program would be fairly cheap to begin. If I understood right they would not have to hire any additional staff to institute this degree. That is usually not the case. 2) Demand—According to their survey, there is a need in the area. 3) System Impact—It does not look like this program would affect any other institutions. |
|------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The impact of UVSC running a Health Education program will be relatively low on other USHE institutions offering similar programs. Many of the UVSC students are non-traditional and are also place bound. If health education options are not available at UVSC, these students will change fields because attending another institution out of the area is not a viable option for them, or they will stop short of their desires and potential. Many students have chosen to complete an Integrated Studies degree with an emphasis in Community Health, when their real desire was to complete either a Health Education or Health Services Administration degree.

### Benefits

Providing the opportunity for students to obtain a baccalaureate degree supports the desire of many students who want to be school or community Health Educators or develop careers in Health Services Administration. With very little program modification, the Community Health Department already has the courses and faculty to support this bachelor's degree proposal. The chief beneficiaries of this proposal will be students from the growing Utah Valley area wishing to pursue bachelor's degrees who then will be qualified to work in community health settings and to teach at the secondary school level. Many may decide to complete future graduate work.

From an institutional perspective, these new degree options will facilitate the opportunity for UVSC departments to increase communication with each other. When departments work together, they gain new insights into the overall educational process and can improve ways the college can be more supportive of the learning experience for students. Working with the Departments of Business Management and Secondary Education, will also serve as a catalyst to help UVSC to continue to mature as an institution of higher education.

The approval of this degree will provide community health employers within the service area and state with qualified and well-trained employees. Benefactors will be students, agencies/employers, schools, and Utah's economy. Also, by allowing this and other secondary education degree options to be offered at UVSC, the USHE will be addressing the critical need to supply more quality secondary education teachers in Utah.



## **Consistency with Institutional Mission**

Consistent with UVSC's mission, the Community Health Department "is committed to meeting student and community lower division and upper division needs for occupational training; providing developmental, general, and transfer education; meeting the needs for continuing education for personal enrichment and career enhancement; and providing diverse social, cultural and international opportunities, and student support services." The approval of the Community Health bachelor's degree will allow the opportunity to develop the skills necessary to impact the health of the community, state, nation, and world. The Department is already involved in this goal. For example, during Summer 2004, Dr. Lynley Rowan led a group of eight Integrated Studies students on an international AIDS prevention program to Ghana, Africa. The group implemented educational programs aimed at curbing the AIDS epidemic in that country.

The mission of the Community Health Department is to contribute to the improvement of the well-being of individuals, families, and communities. Academic study and coursework are designed to guide students toward the intelligent self-direction of health behavior. The Department is committed to the development of academic programs that will assist students in the achievement of their professional goals within the healthcare field. The faculty are dedicated to superior teaching, professional development, scholarship, and service.

## **SECTION IV: Program and Student Assessment**

### **Program Assessment**

This section first examines the program assessment process for the Community Health Education and School Health Education emphases, since the national approval processes for these programs are similar and originate through common national organizations. Certification for the Health Services Administration emphasis will be sought through the Association of University Programs in Health Administration (AUPHA) and involves a somewhat different process that will be examined separately.

### ***Community Health Education and School Health Education Emphases***

Currently the Association for the Advancement of Health Education (AAHE) and the Society for Public Health Education (SOPHE) have developed a review and approval process for baccalaureate programs in health education. The purpose of this approval process is to improve the educational effectiveness of the programs in higher education preparing entry-level health educators. Roles and responsibilities of Health Educators have been clearly identified. The program review measures criteria and guidelines designed to provide a high quality program. Within two years of the approval of this baccalaureate proposal, the Community Health Department at UVSC will begin to conduct the review process and seek program approval through AAHE and SOPHE.

Also, the National Council for the Accreditation of Teacher Education (NCATE) program standards for School Health Education have been developed by the American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) through the American Association of Health Education (AAHE). In order to receive AAHE/NCATE national recognition and compliant status, the

School Health Education program must submit an approved program folio. The UVSC Community Health Department will be ready to initiate this process when the bachelor's degree in Community Health with a School Health Education emphasis is approved.

The responsibilities and competencies for entry-level health educators serve as the framework for the program standards for a baccalaureate Health Education program. This framework is characterized by seven major responsibilities of a health educator. Each responsibility is divided into three to four competencies, and then further into sub-competencies. The Health Education program review and approval process by AAHE/SOPHE and the NCATE approval process for School Health Education entail an evaluation of which health education courses meet the outlined sub-competencies. AAHE has developed a matrix for each of the seven areas of responsibility that identify the coursework that will enable students in a health education program to develop the skills that match the sub-competencies.

### ***Health Services Administration Emphasis***

Undergraduate programs in Health Services Administration can seek certification through the Association of University Programs in Health Administration (AUPHA). This association certifies programs that are engaged in the education of students at the baccalaureate level for careers in Health Services Administration. As part of the educational process, programs receiving certification from AUPHA must have curriculum that is consistent with its mission, goals and objectives and meets the four general content areas as outlined.

#### **1) Liberal Arts Foundation**

Undergraduate education must provide the essentials of a liberal education, since baccalaureate education is the foundation for further formal and informal learning. The term "liberal arts education" varies from one university to another. This may include liberal arts, general education, and baccalaureate cores. A program must demonstrate how the following areas are integrated into the professional education: communication (written and oral), computational skills (mathematics and quantification), critical thinking (ability to analyze problems), and societal context (historical, philosophical, social, economic, political, and scientific foundations).

#### **2) Conceptual and Technical Competency in Management**

Health services managers derive skills and knowledge from basic management theory and practice. The program must demonstrate how the following competencies are developed in the student's program of study. General management skills and competencies: theories of management, functional areas of management, and managerial skills. Health services management skills and competencies: determinates and measurement of health and disease, health services organization and delivery, and the characteristics of economic, legal regulatory, managerial, political, historical and social aspects of health services organization and delivery.

### **3) Health Services Management Application and Integration**

Integration of conceptual and technical competencies must be demonstrated. These activities usually include, but are not limited to practicums, internships, portfolios, projects, etc.

### **4) Program Evaluation and Improvement**

The program must regularly and systematically evaluate its structure, processes, and outcomes consistent with its missions, goals, and objectives.

The certification process for the Health Services Administration emphasis will involve the preparation of a self-study based on standards established by AUPHA. The self-study provides a detailed picture of the program's structure, educational processes, and evaluation/improvement mechanisms. The approval process entails an evaluation of which Community Health courses within the Health Services Administration emphasis meet the necessary skills and competencies required of Health Care Administrators. These skills and competencies for Health Services Administrators will form the basis for the program assessment process. Existing courses identified and new courses developed for the Health Services Administration emphasis were chosen to meet the requirements of the AUPHA certification process. The program assessment process will identify courses, curriculum, and program areas that may need revision, modification, addition, or elimination

### **Expected Standards of Performance**

Community Health Department Program Goals, Assessment, and Standards of Performance:

1. Health Education program approval will be sought from SOPHE and AAHE by the year 2006. This program approval specifies the "Responsibilities and Competencies for Health Educators" as developed by the Role Delineation Project and accepted by NCATE. Assessment of program goal one will be met by developing a program approval timeline. Successful completion of the steps outlined in the timeline will signify successful completion of program approval by SOPHE and AAHE.
2. Approval for the School Health Education program will be sought from the USOE as soon as Board of Regents' approval is given. The USOE proposal for a new School Health Education program has already been drafted. The process for School Health Education AAHE/NCATE compliant status and national recognition will begin at program inception. Assessment of program goal two will be met by developing a program approval timeline. Successful completion of this goal will be met with School Health Education program approval by the USOE and compliance status and national recognition by AAHE/NCATE.
3. According to AUPHA, a program must have graduated its first cohort of students no later than the time of application for Full Certified Undergraduate membership status. For this reason the certification of the Health Services Administration emphasis will be sought at the earliest possible time that guidelines of AUPHA are met. Successful completion of goal three will be met with certification of the Health Services Administration Program (emphasis) by AUPHA.

4. Students with an emphasis in Community Health Education and Health Services Administration will successfully complete a Community Health internship. The internship experience will be evaluated by the supervising faculty and the worksite supervisor. Students will keep an internship log and portfolio and will meet with the Community Health faculty to report on their Community Health Education or Health Services Administration experience. Goal four will be assessed by the student successfully completing the worksite internship, and an acceptable portfolio and exit interview.
5. Students with an emphasis in School Health Education will successfully complete their student teaching assignment. The student teaching experience will be evaluated by their college supervisor, cooperating teacher, and school administrator. Goal five will be assessed by the student successfully completing the student teaching assignment and the 29 teaching competencies that relate to the professional practice of teaching. This will require a sign off by a secondary education faculty member.
6. Students with an emphasis in School Health Education will become familiar with and instructed in the use of the Secondary Health Education Core Curriculum guidelines developed by the USOE. Goal six will be assessed by the Community Health Department through formative testing in HLTH 4100 and 4200. Specific formative and summative assessment methods will be developed that will test the students knowledge and ability to utilize Utah State Health Education core curriculum guidelines.
7. Students will be prepared to conceptualize and utilize the Responsibilities and Competencies necessary to become Certified Health Education Specialists (CHES). Goal seven will be assessed by the Community Health Department and will include formative testing of students in HLTH 4050, HLTH 4100, HLTH 4150, and HLTH 4200 to evaluate conceptual ability. In addition summative observation will be conducted to assess students' abilities to utilize the responsibilities and competencies of Health Educators. Final outcome of the goal will also be evaluated by students successfully passing the CHES exam and being certified.

These standards and competencies (goals) were chosen by the Community Health Department because they establish a state and national standard for Health Education and Health Services Administration practice. They attest to the knowledge and skills deemed necessary to the field of practice as delineated by the profession. They assure community health work sites and school districts that community health education and services are provided by professionals who have met necessary standards. They reflect the qualities and abilities that students should master to be effective Health Educators and Health Care Administrators. The accomplishment of these goals will convey a sense of pride and accomplishment in both the program faculty and students.

## **Student Assessment**

Student outcome assessments are currently being utilized and refined by the Community Health Department for current departmental programs. Student assessment will take place in several ways for the Community and School Health Education emphases. Throughout the program, formative exams will help to determine the theoretical knowledge base regarding health education responsibilities and competencies pedagogy. Exit exams will be utilized in student assessment in two forms. First,

Utah will be required to give end-of-program testing for School Health Education majors as a result of Title II guidelines. Second, all Health Education students will be encouraged to qualify for and pass the National CHES exam.

Summative evaluations will be integrated into the Community Health Program by having students complete extensive written work throughout their training. Specifically, students in the health education curriculum and methods courses will be expected to plan, develop, and deliver health education lesson plans that reflect quality health education instructional methods.

Also, summative assessments will be made by observing students in field experiences and during student teaching to determine the level of mastery of instructional skills needed to be an effective professional. Students with an emphasis in Community Health Education and Health Services Administration will be evaluated during and at the completion of their internship by their supervising faculty and internship mentor. In the School Health Education emphasis summative assessments will be made by the college supervisor, cooperating teacher, and the school administrator. It is critical that students be able to demonstrate not only an understanding of good professional practice but the actual practice. This process takes place informally and formally by conferencing individually with students. A specific assessment form will be utilized with each student to ensure that mastery has been reached in each of the designated areas.

Finally, for students in the School Health Education emphasis, 29 teaching competencies have been identified that relate to the professional practice of teaching that students need to learn. These competencies help a teacher to understand and respond appropriately to the political, financial, legal, ethical, contract, due process, and safety issues associated with the teaching profession. A faculty member must sign off each of the 29 competencies for each teacher candidate prior to completion of the program.

### **Continued Quality Improvement**

Continued quality improvement will be accomplished by:

1. Assessing both formative and summative data to modify course curriculum and program development.
2. Following the criteria and guidelines for SOPHE and AAHE Baccalaureate Health Education Program Approval and the NCATE program standards as developed by AAHPERD/AAHE will provide data and insight in revising and refining effective curriculum and overall programming for the Community and School Health Education emphasis.
3. Following the criteria and guidelines for Full Certified Undergraduate membership status through AUPHA will provide data and guidance in revising and refining effective curriculum and overall planning for the Health Services Administration emphasis.
4. Working closely with the UVSC Department of Secondary Education and Department of Business Management to identify and rectify problems that may exist.
5. Working with the UVSC Department of Secondary Education to conduct exit student surveys in order to evaluate student perceptions and satisfaction with courses and the program. Results

could be utilized to strengthen or modify the School Health Education emphasis where necessary.

6. Working closely with the USOE, Health Education Division, to continually evaluate and improve the School Health Education emphasis.

## SECTION V: Finance

### Budget<sup>3</sup>

The Board of Regents Program Review Committee noted that the budget for the program seemed low. There are six main reasons why this is a low-cost program. First, the faculty are already in place to offer this degree. Second, faculty teaching loads at UVSC are higher and provide more instructional time than at the state universities. Third, the coursework is essentially in place with courses that have been developed for general education requirements, the Integrated Studies degree, support courses for other programs, and the already existing UVSC Business Management and Education programs. Fourth, the Department already has the necessary equipment to offer this program; equipment costs will be limited to repair or replacement. Fifth, the Department has the third lowest program costs of all UVSC programs. Sixth, only 48 percent of instructional costs are state provided funds; 52 percent are tuition funded. No new sources of state revenue will be necessary to initiate and implement this program. The projected costs of the program for the first five years are listed below.

|                                                  | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          |
|--------------------------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Contract Faculty                                 | \$0             | \$13,000        | \$13,520        | \$14,061        | \$14,623        |
| Contract Staff                                   | \$0             | \$0             | \$0             | \$0             | \$0             |
| Hourly Faculty                                   | \$11,912        | \$13,937        | \$16,105        | \$20,099        | \$20,903        |
| Hourly Benefits                                  | \$1,263         | \$1,477         | \$1,707         | \$2,131         | \$2,216         |
| Total Personnel Cost                             | \$13,175        | \$33,133        | \$36,240        | \$41,394        | \$43,050        |
| Current Expense                                  | \$1,500         | \$3,000         | \$3,000         | \$3,000         | \$3,000         |
| Travel                                           | \$500           | \$1,000         | \$1,000         | \$1,000         | \$1,000         |
| Equipment                                        | \$2,000         | \$2,000         | \$2,000         | \$2,000         | \$2,000         |
| Library                                          | \$500           | \$500           | \$500           | \$500           | \$500           |
| <b>TOTAL</b>                                     | <b>\$17,675</b> | <b>\$39,633</b> | <b>\$42,740</b> | <b>\$47,894</b> | <b>\$49,550</b> |
| FTE Students                                     | 11.40           | 20.40           | 21.60           | 22.80           | 24.00           |
| Student/Faculty Ratio                            | 14.25           | 17.74           | 17.28           | 15.72           | 16.55           |
| Tuition Per FTE                                  | \$2,372         | \$2,372         | \$2,372         | \$2,372         | \$2,372         |
| Total Tuition Revenue                            | \$27,041        | \$48,389        | \$51,235        | \$54,082        | \$56,928        |
| <b>Difference Tuition Revenue to Expenditure</b> | <b>+\$9,366</b> | <b>+\$8,755</b> | <b>+\$8,495</b> | <b>+\$6,187</b> | <b>+\$7,378</b> |

<sup>1</sup> The salaried faculty base is currently in place for this program. Costs include start-up supplies and maintenance costs for increased equipment use. Also, operating expenses incurred for new adjunct faculty and increased paperwork for degree-seeking students is included.

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<sup>3</sup> Inflation factored at 3%.

### **Funding Sources**

UVSC anticipates that sufficient funds (tuition) will be generated through larger enrollments in upper division Community Health courses currently being taught in the Integrated Studies program and from the addition of two or three courses each semester. Little or no internal reallocation will be required outside the School of Science and Health. The relatively small student enrollment in the School Health Education program will have a minimal impact on the Schools of Education and Business and any potential increase in cost should be offset with tuition revenues. This program should not noticeably have an impact other departments financially.

### **Reallocation and Impact on Existing Budgets**

No reallocation will be required. This program will have a minimal financial impact on other departments. It is expected that student enrollment in this program will have a small impact on the enrollments and budgets of the Schools of Education and Business. The increases in costs will be met with tuition growth funds.

## Appendix A: Program Curriculum.

### New Courses to Be Added in the Next Five Years

| Course #                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Title                                                     | Credits       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------|
| <b>HLTH 4100</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Health Education Curriculum for Secondary Teachers</b> | <b>3:3:0</b>  |
| Prereq. HLTH 3200. For secondary education majors. Emphasizes the role of teacher as health educator and team member in providing a healthy school environment. Examines comprehensive school health education. Studies the Utah health core curriculum for secondary education. Develops learning activities relevant to the health needs of secondary students.                                                                                                        |                                                           |               |
| <b>HLTH 4200</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Health Education Teaching Methods</b>                  | <b>3:3:0</b>  |
| Prereq. HLTH 4100. For secondary education majors. Examines teaching methods, materials and techniques. Studies secondary education health curriculum, program planning, development, implementation and evaluation. Students will develop lesson plans and present them in secondary education settings.                                                                                                                                                                |                                                           |               |
| <b>HLTH 4500</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Public Health Administration</b>                       | <b>3:3:0</b>  |
| Designed to give individuals a working (and practical) look at numerous aspects of public health leadership. Success in a leadership position often relates to an individual's preparation, experience and knowledge. Designed to improve proficiencies in describing public health leadership, including its unique and important characteristics, to general audiences                                                                                                 |                                                           |               |
| <b>HLTH 4800</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Community Health Internship</b>                        | <b>6:0:18</b> |
| Prereq. Completion of Community Health Core with major GPA 2.5. For students majoring in Community Health with an emphasis in Community Health Education or Health Services Administration. Community field work intended to give the students experience and knowledge in community health education and services. The internship is spent in appropriate community health programs, under the preceptorship of an individual qualified by education and/or experience. |                                                           |               |
| <b>LEGL 3160</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Health Care Law</b>                                    | <b>3:3:0</b>  |
| Impact of laws, regulations, social policies on management and delivery of healthcare. Provide liability, managed healthcare contracts, HIV-related concerns, assisted suicide, and other issues.                                                                                                                                                                                                                                                                        |                                                           |               |

### All Program Courses

#### *General Education*

|                                           |   |
|-------------------------------------------|---|
| Biology or Physical Science (see Catalog) | 3 |
| American Institutions (see Catalog)       | 3 |
| Fine Arts (see Catalog)                   | 3 |
| Math (see Catalog)                        | 3 |



**BIOL 2020      Microbiology      4:3:2**  
(Recommended.) Prereq. None but, BIOL 1010 (or BIOL 2110), ENGL 1010 or ENGL 1020 or an assessment DRP score of 77 or above are recommended. Designed for those planning majors in Biology. Studies histories and contributions of early scientists. Explores bacterial and viral diseases and their causes. Discusses physiology, genetics, physical and chemical control, and classification. Uses laboratory experience to understand microorganisms and control.

**CHEM 1110      Elementary Chemistry      3:3:0**  
(Recommended.) Prereq. MATH 1010 or equivalent. An introductory course in the fundamentals of chemistry. Designed for students in nursing and other allied health fields who will not undertake advanced courses in chemistry, and a preparatory course for students who intend to take CHEM 1210, but think their background is weak or their high school preparation is inadequate. Studies chemical measurement, atomic structure, chemical bonding, chemical reactions, solutions, and acid-base systems. Students who need or desire laboratory work should enroll in CHEM 1130 also.

**COMM 1100      Introduction to Public Speaking      3:3:0**  
(Recommended.) For students interested in improving communicative and public speaking skills. Covers speech research, preparation, outlining, and delivery. Provides students with practical experience and evaluation. Includes lecture, speaking before the class, critiques, evaluation and watching and listening to others speak.

**ENGL 1010      Introduction to Writing      3:3:0**  
Prereq. COMPASS Writing/DRP scores of 80+/77+, or ACT English/ACT Reading scores of 19+/19+, or completion of ENGH 0990 and RDG 1170 each with a grade of C- or higher, or challenge by essay assessment for a \$20 fee. Emphasizes, in writing intensive workshops, rhetorical knowledge and skills. Teaches critical reading, writing, and thinking skills. Explores writing situations as complex and recursive processes. Enhances basic literacies, addressing both rhetorical problems and conventions of language use (within the context of Standard Written English). Three major essays with graded revision(s), microthemes, in-class writing and collaboration, portfolios, and journals.

**ENGL 2020      Intermediate Writing: Science and Technology      3:3:0**  
Prereq. ENGL 1010. Explores public issues involving science and technology. Invokes problems to explore. Emphasizes the production of well-reasoned, carefully researched written arguments that inquire, interrogate, and negotiate meanings across a diverse array of positions and in a variety of contexts, including writing about science and technology issues, and technical and/or professional documents. Includes at least one major research project (possible more), annotated bibliography and/or appendices, oral presentations (individual and/or group), portfolios, in-class writing, and collaboration. May include basic requirements for professional and technical documents (memos, letters, reports, and more).

**HLTH 1100      Personal Health and Wellness      2:2:0**  
Examines the basic health "wellness" concept of good health through healthy living. Develops a greater appreciation for bodies and understanding of requirements to maintain or achieve good physical, mental, emotional, social, and spiritual health. Includes lecture, discussion groups, guest lecturers, media, and role-playing.

**PHIL 2050 Ethics and Values 3:3:0**  
Prereq. ENGL 1010. Designed to challenge students to explore and clarify their values; critically read works of philosophy, literature, religion, and history toward understanding the basis of their ethical views; and read, study, research, discuss, and write about difficult ethical issues. Focuses on good vs. evil, justice vs. injustice, equality vs. inequality, and the necessity of defining and examining happiness of values. This confrontation with major philosophical concepts and systems is intended to engage students in serious reflection ethics and values as they relate to the students' own lives.

**PSY 1010 General Psychology 3:3:0**  
(Recommended.) An introductory course in modern scientific psychology. Covers major domains of scientific psychology including biological foundations, sensations, perception, learning, motivation, human development and abnormal psychology. Examines major psychological and professional applications.

### *Community Health*

**ZOOL 1090 Introduction to Human Anatomy and Physiology 3:3:0**  
For those who desire a basic introduction to the sciences of anatomy and physiology; of particular value for pre-nursing students who lack the background in biology and chemistry necessary to be successful in their required life science courses. Outlines the basic structure and function of the human body at the cellular, tissue, organ, and system levels.

**ENVT 2560 Environmental Health 3:3:0**  
For Environmental Technology Management students and other interested in environmental health. Presents how environmental protection and proper sanitation can protect the public. Covers control of infectious and noninfectious diseases, safe water supplies, housing safety, radiation hazards, and air pollution.

**HLTH 1200 First Aid 2:2:0**  
For allied health professions such as nursing, community health, gerontology, radiology, physical therapy, sports medicine, and for other students and community members. Provides emergency first aid care training. Structured to meet National Safety Council First Aid requirements. Successful completers will be certified in First Aid and CPR. Includes lectures, lab with hands-on experience with mannequins, audiovisuals, discussions, and field trips

**HLTH 2400 Concepts of Stress Management 3:3:0**  
For those interested in developing skills and techniques necessary to work with clients in stress reduction programs. Includes identifying, managing and eliminating stress in individuals, families and communities. Examines effects of stress on the immune, endocrine and nervous systems and the relationship to disease. Teaches stress reduction application and methods in wellness and healthcare settings.

**HLTH 2500 Human Sexuality 3:3:0**  
Pre- or Co-req. ENGL 1010. Interdisciplinary course in human sexuality, exploring topics in biology, health, psychology and sociology. Introduces basic concepts of human sexuality, including anatomy, reproduction, and sexual response across the life-cycle. Studies gender roles, sexual orientation,

dysfunction and sexually transmitted disease. Examines sexual behavior from the perspective of ethics, religion, the law and education. Students assess their sexual attitudes and should be able to make responsible sexuality decisions.

**HLTH 2600      Drugs, Behavior and Society      3:3:0**

For students interested in drug abuse prevention. Studies substance misuse and abuse. Discusses addictive behaviors, dependence and treatment modalities. Examines common substances of abuse and dependence and effects upon individuals and society. Investigates the use of psychotherapeutic drugs in the treatment of mental illness. Promotes awareness of personal and social decisions concerning drugs, behaviors and habits.

**HLTH 3200      Principles of Community Health      3:3:0**

For students in health and behavioral sciences who wish to work in community health settings. Presents the role and function of various community health services and agencies and how they interface. Examines healthcare models and agencies, healthcare reform, health objectives for the nation and health planning and promotion. Explores life style risk reduction, environmental issues, ethical health issues and other appropriate topics. Includes lecture, videos, class discussion, student presentations and outside assignments.

**HLTH 3250      Consumer Health      3:3:0**

Prereq. HLTH1100. For students interested in community health careers. Helps student become discriminating consumers of health information, products and services. Explores consumer health issues including types, cost, availability, efficacy and safety of healthcare products and services. Examines health quackery, faddism, and consumer protection.

**HLTH 3260      Modifying Health Behavior      2:2:0**

Prereq. HLTH 1100. For students in community and school health programs. Focuses on positive emotional health, attitude and behavior modifications. Investigates health counseling approaches, models and theories. Group processes and strategies related to health education are examined.

**HLTH 3300      Health Promotion for Older Adults      3:3:0**

Prereq. HLTH 1100. For students in health and behavioral sciences and other related fields who wish to work in gerontological settings. Examines health issues and problems of older adults. Addresses topics affecting older adults including the aging process, chronic and infectious diseases, healthcare resources, and health promotion. Also covers medication issues, long term care, death and dying, and other related topics.

**HLTH 3400      Human Diseases      3:3:0**

Prereq. ZOOL 1090 or instructor permission, BIOL 2020 recommended. For students interested in a Community Health option within the Integrated Studies degree. Also for student interested or working in healthcare fields such as nursing, dental hygiene, etc. Introduces the study of human disease including general principles of disease and major diseases of body systems and organs. Applies genetic, behavioral and environmental issues to the study of human diseases.

**HLTH 3800      Epidemiology      3:3:0**

Prereq. Statistics, HLTH 3400 recommended. For students interested in a Community Health option within the Integrated Studies degree. Also for students interested or working in healthcare fields such

as nursing, dental hygiene, etc. Introduces epidemiologic principles and methods. Examines the historical and theoretical bases of epidemiology; statistical methods; distribution of disease over person, place and time; research methods utilized in epidemiology; and the application of epidemiology to the prevention of disease and the promotion of health.

**HLTH 4050      Foundations of Health Education      3:3:0**

Prereq. HLTH 3200 or instructor permission. For students interested in a community health career. Examines the history and role of health education in today's society. Covers the philosophical principles and models utilized in the delivery of health education. Analyzes types of health information available in health journals and on the Internet. Introduces the major health associations and describes the competencies necessary for certification as a Health Education Specialist.

**HLTH 4150      Community Health Program Development and Evaluation      3:3:0**

Prereq. HLTH 3200 or permission, HLTH 4050. For students interested in community health careers. Covers methodology necessary to successfully plan, develop and deliver effective health education programs. Focuses on skills necessary to do program development—assessing need, planning, implementing, evaluating, and revising—in community health settings.

**HLTH 4250      Health Services Organization and Policy      3:3:0**

Prereq. HLTH 3200 or permission. For students in healthcare fields and integrated studies wishing to work in health service settings. Presents organization structure of various health services and agencies. Examines the following as they relate to healthcare settings and agencies: financing and budgetary processes; available resources, networking and coalition building; administrative processes, politics, policy making, communication styles and issues; evaluation and outcome assessments. Includes lecture, class discussion, web enhancements, video, student presentation and outside assignments.

**HLTH 4300      Community Health Ethics      3:3:0**

Prereq. HLTH 3200. For students in community health education and integrated studies programs. Also for students interested or working in health-care fields such as nursing, dental hygiene, etc. Explores and interprets ethical codes of conduct as set forth by health professions and/or organizations. Examines various healthcare issues such as: healthcare allocation, healthcare costs, organ transplantation, death and dying issues, patient rights, informed consent, confidentiality, etc. Investigates conflicts arising from existing and evolving codes of conduct using case studies as an arena for discussion.

**HLTH 4600      Research Methods for Community Health      3:3:0**

Prereq. Statistics required or instructor permission. For students interested in a Community Health option within the Integrated Studies degree. Also for students interested or working in healthcare fields such as nursing, dental hygiene, etc. Introduces research techniques, methodology and designs. Examines the planning, organizing and conducting of research studies for solving problems unique to community health. Includes literature review and research article critiques.

**NUTR 1020      Foundations of Human Nutrition      3:3:0**

For students interested in various healthcare professions. Considers basic principles of human nutrition. Studies factors that influence nutritive requirements and maintenance of nutritional balance. Examines relationships between proper nutrition and social, mental and physical well-being.

- EDSC 2540      Development of the Adolescent Student      2:2:0**  
A core course for Secondary Education majors. Examines development of the adolescent in areas of physical, cognitive, psychological, social, and sexual development and the relationship of development in these areas with success in school. Explores common problems of adolescence and methods of dealing with these problems in the school setting.
- EDSC 3000      Foundation Studies in Teaching and Learning      3:3:0**  
Stresses research-based teaching/learning principles used in a classroom setting to enhance learning. Includes study of parent education, involvement, and support strategies, and collaboration with community agencies and professionals. Emphasizes the application of theory to practice with emphasis on teacher-student instructional interaction and teacher/parent/community/agency interactions.
- EDSC 3050      Foundations of American Education      2:2:0**  
Provides a broad and comprehensive overview of American education. Facilitates the understanding of current educational practices in America as a result of the social, historical, economic, and political forces that have had influence on the education system. Provides opportunities for students to evaluate their own belief system concerning education.
- EDSC 3250      Instructional Media      2:2:0**  
For elementary education. Covers applications of desktop computers and other instructional technologies in classrooms.
- EDSC 3400      Exceptional Students      2:2:0**  
Covers teacher's role in integration of exceptional students, working with parents and specialists and in developing individual educational plans for exceptional students. Identifies characteristics and special needs of students who have physical, emotional, social, mental, or health exceptionalities. Stresses curriculum modification necessary for meeting special needs. Requires students to develop a code of personal ethical behaviors specific to teaching exceptional students.
- EDSC 4200      Classroom Management I      1:1:0**  
For ECFS teacher education students. Presents strategies for routine management of the classroom environment and materials, and the initial set up of classroom and management plans. Covers theory and practice. Taught during fall semester prior to the start of public schools.
- EDSC 4250      Classroom Management II      1:1:0**  
Prereq. ECFS 4200. Presents strategies for handling chronic misbehavior and students with behavioral or emotional disorders. Reviews theory and expert problem solving process. Explores practical, appropriate responses, particularly, behavior modification strategies with an emphasis on self-monitoring.
- EDSC 4440      Reading and Writing in the Content Area      3:3:0**  
A core course for secondary education majors. Prepares pre-service secondary students to facilitate reading, writing, and study skills achievement in the content areas at the middle school.

- EDSC 4450      Multicultural Instruction/ESL      2:2:0**  
 A core course for secondary education majors. Prepares pre-service secondary students to understand and facilitate achievement in the content areas for ethnically and language diverse students at the middle school and secondary school level. Covers foundations of multicultural education and instructional methodology for adaptation for ESL and ethnically diverse students. Requires field experience in public schools.
- EDSC 4550      Secondary Curriculum, Instruction and Assessment      4:3:3**  
 A core course for secondary education majors. Examines curricular history and issues, national, state and district standards, and prepares pre-service secondary students to write objectives, lesson plans, and units using appropriate generic models of instruction and assessment. Requires intensive field experience in public schools.
- EDSC 4850      Student Teaching–Secondary      4-8:0:12-24**  
 Culmination ten-week experience in a secondary classroom, grades 7-12. Includes application of knowledge, skills, and attitudes derived in previous coursework and program experiences. It is the culminating requirement for students to be recommended for a secondary teaching license for the USOE.
- MGMT 2200      Written Business Communication      3:3:0**  
 Prereq(s): ENGL 1010 with a "C-" or higher and (ISYS 1050 or business computer proficiency).  
 Teaches written correspondence and business reports using direct and indirect approaches. Emphasizes basic language utilization. Includes application of communication principles to business writing situations. Requires completion of a formal research document.
- MGMT 2240      Foundations of Business Statistics      3:3:0**  
 Prereq. MATH 1050. For bachelor's degree business management majors; elective credit for other School of Business majors. Studies quantitative tools, which aid in decision making. Teaches use of algebra, mathematical programming, probabilities, and calculus to solve typical business problems. Uses lectures and problem sets to explain concepts.
- MGMT 2300      Macroeconomics      3:3:0**  
 Prereq. MATH 1050. Required for all business students. Introduces macro and microeconomics. Presents the necessary economic background to function as citizens in business in a world economy and realize the role of economic policy in the United States. Uses lecture, class discussions, student presentations, computer simulations, and videos. Completers should have the necessary prerequisite knowledge to successfully gain admittance to upper-division university economics courses.
- MGMT 2390      Effective Business Presentations      3:3:0**  
 Prereq(s): One of the following: ISYS 1370, ISYS 3270, ISYS 1050, ISYS 105E, business computer proficiency, or Instructor Approval. For students and others interested in developing effective business presentations skills. Teaches students to plan, develop, deliver, and evaluate business presentations using informative and persuasive formats in diverse settings using a variety of media. Provides additional presentation software training.

**MGMT 3010 Principles of Management 3:3:0**  
Prereq. MGMT 2200. Introduces students to principles of the management process and related theoretical concepts of social behavior in organizations. Introduces students to the impact of globalization on the management process. Requires students to complete a career exploration and planning process. Develops student's knowledge of team dynamics and student's individual team skills.

**MGMT 3430 Human Resource Management 3:3:0**  
Prereq(s): ENGL 2010 or ENGL 2020. Covers labor and management relations, legal issues, job analysis and design, recruiting and selecting, job placement and orientation, training, career planning, EEO, performance appraisal, and employee benefits. Presents tools for the implementation of a human resource management program. Includes class discussions, case studies, videos, oral presentation, written assignments, group projects, and guest speakers.

**MGMT 3600 Principles of Marketing 3:3:0**  
Prereq. ENGL 1010. Required for most School of Business BS students and is elective credit for other majors. Studies consumers, markets, and environments from the perspective of the marketing manager. Covers consumer behavior, marketing research, product management, and channels of distribution. Explores pricing, advertising, and personal selling. Includes case analysis, lectures, class discussions, videos, oral presentations, written assignments, and guest speakers.

**ACC 2010 Financial Accounting 3:3:0**  
Prereq. ENGL 0990, CTRS 0900, and MAT 0990 or equivalent. Co-req. ACC 1150 recommended if required for your degree. Teaches concepts and methods underlying preparation of financial statements utilizing generally accepted accounting principles (GAAP). Includes the accounting cycle; income determination for service and merchandising operations; and the reporting of assets, liabilities, and owner's equity for sole proprietorships and corporations.

**ACC 2020 Managerial Accounting 3:3:0**  
Prereq. ACC 2010. Covers methods and tools of generating information for decision making by managers within an organization. Includes determining the cost of products, services, and segments within the organization (job order and process costing, activity-based costing, and cost allocation), the planning role of management (cost behavior, cost-volume-profit analysis, short-term budgeting, and long term/capital budgeting), the control function of management (responsibility accounting, performance measurement and evaluation, and variance analysis), and current issues in management accounting. Integrates management decision making throughout the course.

**ISYS 3120 Principles of Information Systems: A Managerial Approach 3:3:0**  
Prereq. (MGMT 2200 or ENGL 2010 or ENGL 2020) and Business Computer Proficiency. For business management majors. Introduces the field of information systems. Teaches the general business manager how to use and manage the most current information technologies (IT). Studies the Internet, Intranets, and Extranets for electronic commerce and enterprise collaboration. Examines business cases demonstrating IT contributions to competitive advantage, reengineering business processes, and decision making.

## Appendix B: Program Schedule\*

**Community Health Education Emphasis: 120 credits.** Note: The total program credits of 120 hours allow for 27 (elective) credits for a minor.

| Course #                        | Title                           | Credits   | Course #                        | Title                            | Credits   |
|---------------------------------|---------------------------------|-----------|---------------------------------|----------------------------------|-----------|
| <b>Semester 1</b>               |                                 |           | <b>Semester 2</b>               |                                  |           |
| ENGL 1010                       | Intro to Writing                | 3         | ENGL 2010                       | Intermediate Writing             | 3         |
| HLTH 1100                       | Personal Health & Wellness      | 2         | ZOOL 1090                       | Human Anatomy & Physiology       | 3         |
|                                 | American Heritage (see catalog) | 3         |                                 | Math (see catalog)               | 3         |
|                                 | Fine Arts (see catalog)         | 3         |                                 | Social Science (PSY 1010*)       | 3         |
|                                 | Physical Science (CHEM 1110*)   | 3         | NUTR 1020                       | Found. of Human Nutrition        | 3         |
| <b>Total Semester 1 Credits</b> |                                 | <b>14</b> | <b>Total Semester 2 Credits</b> |                                  | <b>15</b> |
| <b>Semester 3</b>               |                                 |           | <b>Semester 4</b>               |                                  |           |
| PHIL 2050                       | Ethics & Values                 | 3         | HLTH 2600                       | Drugs, Behavior & Society        | 3         |
| HLTH 2500                       | Human Sexuality                 | 3         |                                 | Biology or Physical Science      | 3         |
|                                 | Humanities (COMM 1100*)         | 3         | HLTH 1200                       | First Aid                        | 2         |
| HLTH 2400                       | Concepts of Stress Management   | 3         | ENVT 2560                       | Environmental Health             | 3         |
|                                 | Biology (BIOL 2020*)            | 3         |                                 | Electives                        | 4         |
| <b>Total Semester 3 Credits</b> |                                 | <b>15</b> | <b>Total Semester 4 Credits</b> |                                  | <b>15</b> |
| <b>Semester 5</b>               |                                 |           | <b>Semester 6</b>               |                                  |           |
| HLTH 3200                       | Principles of Community Health  | 3         | HLTH 3250                       | Consumer Health                  | 3         |
| HLTH 3260                       | Modifying Health Behavior       | 2         | HLTH 3400                       | Human Diseases                   | 3         |
|                                 | HLTH Electives                  | 2         | HLTH 4050                       | Foundations of Health Ed         | 3         |
|                                 | Electives                       | 9         |                                 | HLTH Electives                   | 3         |
|                                 |                                 |           |                                 | Electives                        | 3         |
| <b>Total Semester 5 Credits</b> |                                 | <b>16</b> | <b>Total Semester 6 Credits</b> |                                  | <b>15</b> |
| <b>Semester 7</b>               |                                 |           | <b>Semester 8</b>               |                                  |           |
| HLTH 3800                       | Epidemiology                    | 3         | HLTH 4300                       | Community Health Ethics          | 3         |
| HLTH 4150                       | Community Health Program Dev.   | 3         | HLTH 4600                       | Research Methods of Comm. Health | 3         |

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\* Recommended courses.



| Course # | Title                           | Credits   | Course #  | Title                           | Credits   |
|----------|---------------------------------|-----------|-----------|---------------------------------|-----------|
|          | Electives                       | 9         | HLTH 4800 | Community Health Practicum      | 6         |
|          |                                 |           |           | Electives                       | 3         |
|          | <b>Total Semester 7 Credits</b> | <b>15</b> |           | <b>Total Semester 8 Credits</b> | <b>15</b> |

**School Health Education Emphasis: 126 credits.** Note: The total program credits of 126 hours allow for 24 (elective) credits in an approved Secondary Education minor.

| Course #  | Title                               | Credits   | Course #  | Title                                 | Credits   |
|-----------|-------------------------------------|-----------|-----------|---------------------------------------|-----------|
|           | <b>Semester 1</b>                   |           |           | <b>Semester 2</b>                     |           |
| ENGL 1010 | Intro to Writing                    | 3         | ENGL 2010 | Intermediate Writing                  | 3         |
| HLTH 1100 | Personal Health & Wellness          | 2         |           | Biology (ZOOL 1090*)                  | 3         |
|           | American Institutions (see catalog) | 3         |           | Math (see catalog)                    | 3         |
|           | Fine Arts (see catalog)             | 3         |           | Social Science (PSY 1010*)            | 3         |
|           | Physical Science (CHEM 1110*)       | 3         | NUTR 1020 | Found. of Human Nutrition             | 3         |
|           |                                     |           | HLTH 1200 | First Aid                             | 2         |
|           | <b>Total Semester 1 Credits</b>     | <b>14</b> |           | <b>Total Semester 2 Credits</b>       | <b>17</b> |
|           | <b>Semester 3</b>                   |           |           | <b>Semester 4</b>                     |           |
| PHIL 2050 | Ethics & Values                     | 3         | HLTH 2600 | Drugs, Behavior & Society             | 3         |
| HLTH 2500 | Human Sexuality                     | 3         |           | Biology or Physical Sci. (BIOL 2020*) | 3         |
|           | Humanities (COMM 1100*)             | 3         | EDSC 3400 | Exceptional Students                  | 2         |
| HLTH 2400 | Concepts of Stress Management       | 3         |           | Electives                             | 9         |
| ENVT 2650 | Environmental Health                | 3         |           |                                       |           |
| EDSC 2540 | Devel. of the Adolescent Student    | 2         |           |                                       |           |
|           | <b>Total Semester 3 Credits</b>     | <b>17</b> |           | <b>Total Semester 4 Credits</b>       | <b>17</b> |
|           | <b>Semester 5</b>                   |           |           | <b>Semester 6</b>                     |           |
| HLTH 3200 | Principles of Comm. Health          | 3         | HLTH 3250 | Consumer Health                       | 3         |
| HLTH 3260 | Modifying Health Behavior           | 2         | HLTH 3400 | Human Diseases                        | 3         |
| EDSC 3000 | Found. Studies in Teach. & Learn.   | 3         | HLTH 4150 | Hlth Ed. Curriculum for Sec. Ed.      | 3         |
| EDSC 3050 | Found. of American Ed.              | 2         | EDSC 4440 | Read. & Writ. in Content Area         | 3         |

| Course #  | Title                            | Credits   | Course #  | Title                           | Credits   |
|-----------|----------------------------------|-----------|-----------|---------------------------------|-----------|
|           | Electives                        | 7         | EDSC 4450 | Multicultural Instruction/ESL   | 2         |
|           |                                  |           |           | Electives                       | 3         |
|           | <b>Total Semester 5 Credits</b>  | <b>17</b> |           | <b>Total Semester 6 Credits</b> | <b>17</b> |
|           | <b>Semester 7</b>                |           |           | <b>Semester 8</b>               |           |
| HLTH 4050 | Foundations of Health Ed.        | 3         | EDSC 4150 | Classroom Management I          | 1         |
| HLTH 4200 | Health Ed. Teaching Methods      | 3         | EDSC 4250 | Classroom Management II         | 1         |
| EDSC 3250 | Instructional Media              | 2         | EDSC 4850 | Student Teaching – Secondary    | 8         |
| EDSC 4550 | Sec. Curriculum, Inst. & Assess. | 4         |           |                                 |           |
|           | Electives                        | 5         |           |                                 |           |
|           | <b>Total Semester 7 Credits</b>  | <b>17</b> |           | <b>Total Semester 8 Credits</b> | <b>10</b> |

**Health Services Administration Emphasis: 120 credits.**

| Course #  | Title                               | Credits   | Course #  | Title                           | Credits   |
|-----------|-------------------------------------|-----------|-----------|---------------------------------|-----------|
|           | <b>Semester 1</b>                   |           |           | <b>Semester 2</b>               |           |
| ENGL 1010 | Into to Writing                     | 3         | ENGL 2010 | Intermediate Writing            | 3         |
| HLTH 1100 | Personal Health & Wellness          | 2         | ZOOL 1090 | Human Anatomy & Physiology      | 3         |
|           | American Institutions (see catalog) | 3         |           | Math (see catalog)              | 3         |
|           | Fine Arts                           | 3         |           | Social Science (PSY 1010*)      | 3         |
|           | Physical Science                    | 3         | MGMT 2200 | Written Business Communication  | 3         |
|           | Elective                            | 2         |           |                                 |           |
|           | <b>Total Semester 1 Credits</b>     | <b>16</b> |           | <b>Total Semester 2 Credits</b> | <b>15</b> |
|           | <b>Semester 3</b>                   |           |           | <b>Semester 4</b>               |           |
| PHIL 2050 | Ethics & Values                     | 3         | HLTH 3400 | Human Diseases                  | 3         |
| MGMT 2240 | Found. of Business Statistics       | 3         | MGMT 2300 | Macroeconomics                  | 3         |
|           | Humanities (COMM 1100*)             | 3         | ACC 2010  | Financial Accounting            | 3         |
| MGMT 2390 | Effective Business Presentations    | 3         | ENVT 2560 | Environmental Health            | 3         |
|           | Biology (BIOL 2020*)                | 3         |           | Biological or Physical Science  | 3         |
|           | <b>Total Semester 3 Credits</b>     | <b>15</b> |           | <b>Total Semester 4 Credits</b> | <b>15</b> |
|           | <b>Semester 5</b>                   |           |           | <b>Semester 6</b>               |           |

| Course #  | Title                              | Credits   | Course #  | Title                               | Credits   |
|-----------|------------------------------------|-----------|-----------|-------------------------------------|-----------|
| HLTH 3200 | Principles of Community Health     | 3         | HLTH 3250 | Consumer Health                     | 3         |
| HLTH 3260 | Modifying Health Behavior          | 2         | MGMT 3430 | Human Resource Management           | 3         |
| HLTH 3300 | Health Promotion for Older Adults  | 3         | HLTH 4050 | Foundations of Health Ed.           | 3         |
| ACC 2020  | Managerial Accounting              | 3         | HLTH 4250 | Hlth Services Organization & Policy | 3         |
| MGMT 3010 | Principles of Management           | 3         | LEGL 3160 | Health Care Law                     | 3         |
|           | <b>Total Semester 5 Credits</b>    | <b>14</b> |           | <b>Total Semester 6 Credits</b>     | <b>15</b> |
|           | <b>Semester 7</b>                  |           |           | <b>Semester 8</b>                   |           |
| HLTH 3800 | Epidemiology                       | 3         | HLTH 4300 | Community Health Ethics             | 3         |
| HLTH 4150 | Community Hlth Program Devel.      | 3         | HLTH 4600 | Research Methods of Comm. Hlth      | 3         |
| HLTH 4500 | Public Health Administration       | 3         | HLTH 4800 | Community Health Practicum          | 6         |
| ISYS 3120 | Info. Systems: Managerial Approach | 3         |           | Electives                           | 3         |
| MGMT 3600 | Principles of Marketing            | 3         |           |                                     |           |
|           | <b>Total Semester 7 Credits</b>    | <b>15</b> |           | <b>Total Semester 8 Credits</b>     | <b>15</b> |

### Appendix C: Faculty

#### Current Full-Time Contract Faculty in Community Health Department

| Faculty              | Degrees and/or Certifications / Institution                                                                              | Rank & Areas of Emphasis                                                                    | Certification/Significant Professional Experience                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Brian Barthel</b> | PhD, Hlth Ed., Southern Illinois Univ.; MS; BS, Hlth Science/Community Hlth, BYU                                         | Assoc. Prof., Nutrition, Program Planning, Hlth Behavior, Consumer Hlth                     | Certified Hlth Ed. Specialist, Assist. Prof., Univ. of West Florida, 1988-1995, 16 years teaching experience                       |
| <b>Vance Hillman</b> | PhD, Community Hlth Ed., Southern Illinois Univ.; MHEd, Community Hlth, BYU; AD, Registered Nurse, WSU; BS, Zoology, BYU | Prof., Human Disease, Community Hlth Services, Drug & Alcohol Ed., Death Ed., Hlth Behavior | CHES, Registered Nurse, Alcohol & Drug Counselor, Prof., Western Illinois Univ., 1984-1994 (tenured), 22 years teaching experience |

| Faculty       | Degrees and/or<br>Certifications / Institution                                                                                    | Rank & Areas of<br>Emphasis                                                                          | Certification/Significant<br>Professional Experience                                                                                                                  |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anne Jurek    | PhD, Univ. of Minnesota; MS, Biomedical Sciences, Medical Univ. of South Carolina, Charleston; BA, Mathematics, Jamestown College | Assist. Prof., Epidemiology, Environmental Hlth                                                      | Society for Epidemiologic Research, American Public Hlth Association, International Epidemiological Association, International Society for Environmental Epidemiology |
| Reba Keele    | PhD, Rhetoric & Public Address, Purdue Univ. BS Speech & Drama; MA, Rhetoric & Public Address,                                    | Prof./Director of Faculty Relations                                                                  | Hlth Care Specialist for Cottonwood Hospital; Developed first women's health center in Utah                                                                           |
| Susanne Loris | MHEd, Hlth Ed./Physical Ed.; BSN., Nursing; BYU                                                                                   | Prof., Stress Management, Nutrition, First Aid, Human Disease                                        | Registered Nurse, UVSC Dept. of Nursing 1973-1999, 31 years teaching experience                                                                                       |
| Lori Richards | MS, Hlth Ed.; BS, Hlth Ed.-Physical Ed., BYU                                                                                      | Assist. Prof., Human Sexuality, School Hlth Ed.                                                      | UVSC Volleyball Coach, 1981-1999, High School Teacher, Hawaii School for Girls, 1980-1981, 23 years teaching experience                                               |
| Lynley Rowan  | PhD; Hlth Promotion & Ed., UU MS Hlth Sciences; BS, Hlth Ed.; BYU,                                                                | Assist. Prof., Academic Advisor, International Hlth, Women's Hlth, Research Methods, School Hlth Ed. | Instructor, Hlth Science Dept., BYU, 1997-2003, High School Teacher, Magruder High, Maryland, 1994-1995, 9 years teaching experience                                  |
| Bob Walsh     | EdD, Hlth Ed., Univ. of Idaho; MHE, Hlth Ed., Idaho St. Univ.; BS, BYU                                                            | Assoc. Prof., Dept. Chair, Epidemiology, Community Programming, Drug Ed., Environmental Hlth         | CHES, Assist. Prof. of Hlth Ed., Dept. of Hlth & Nutrition Science, Idaho St. Univ., 1996-2000, 23 years teaching experience                                          |

#### Appendix D: List of Roles and Job Listings for Community Health Education

According to Reagan and Brookins-Fisher, a premiere text in the Community Health Education field:

...the community health educator is a generalist, an applied scientist and educator who uses the knowledge and skills of the natural, behavioral, health, and environmental sciences to prevent disease and injury and to promote human well being in the context of the global environmental community.... Depending on how public and community health tasks are delineated in any state, the tasks and roles of the community health educator may be:

|                                                               |                                                                       |
|---------------------------------------------------------------|-----------------------------------------------------------------------|
| Making inspections of restaurants, nursing homes, playgrounds | Planning programs for youth, older Americans, special interest groups |
|---------------------------------------------------------------|-----------------------------------------------------------------------|

|                                                            |                                                                          |
|------------------------------------------------------------|--------------------------------------------------------------------------|
| Conducting special studies of at risk populations          | Acting as a consultant to civic groups, business, industry & individuals |
| Sampling air, water, & food                                | Enforcing environmental & public health laws                             |
| Reviewing plans for health curriculum & promotion projects | Conducting evaluations of program outcomes                               |
| Acting as an educator & public relations officer           | Advocating for target populations with which he or she works             |
| Community organizing for volunteer agencies                |                                                                          |

Among the areas he or she may be involved in are:

|                                                 |                                       |
|-------------------------------------------------|---------------------------------------|
| Personal health assessment                      | Noise control & abatement             |
| Accident prevention                             | Home healthcare                       |
| Air pollution control                           | Occupational health & safety          |
| Communicable disease prevention/control         | Consumer product safety               |
| Environmental emergencies                       | Radiation control                     |
| Food processing & food handling                 | Public nursing clinics                |
| Outbreaks of food borne & waterborne infections | Public & private sewage               |
| Hazardous substances control                    | Chronic disease prevention/control    |
| Housing/Indoor environment standards            | Health education & health promotion   |
| Vector control                                  | Water pollution control               |
| Minority population advocacy                    | Promotion of risk reduction behaviors |
| School health issues                            | Assessment of health status           |

### Related Utah Occupational Employment Projections 2000-2010

| Job Titles                                                  | 2000   | 2010   |
|-------------------------------------------------------------|--------|--------|
| Administrative Services Managers                            | 2,500  | 3,330  |
| Agricultural & Food Science Technicians                     | 60     | 70     |
| Customer Service Representative                             | 21,410 | 31,080 |
| Demonstrators & Product Promoters                           | 1,060  | 1,370  |
| Environmental Engineering Technicians                       | 120    | 180    |
| Environmental Science & Protection Technicians,             | 290    | 410    |
| - including Health Epidemiologist                           | 50     | 70     |
| First-line Supervisors/Managers of Personal Service Workers | 820    | 1,130  |
| Graduate Teaching Assistants                                | 1,630  | 2,210  |
| Health & Safety Engineers, Except Mining Safety Engineers   | 700    | 1,080  |
| Health Educators                                            | 170    | 230    |
| Instructional Coordinators                                  | 1,100  | 1,540  |
| Medical & Health Services Managers                          | 1,640  | 2,460  |
| Medical & Public Health Social Workers                      | 520    | 760    |
| Medical Records & Health Information Technicians            | 1,040  | 1,520  |

| Job Titles                                             | 2000          | 2010          |
|--------------------------------------------------------|---------------|---------------|
| Medical Scientists, Except Epidemiologist              | 820           | 1,260         |
| Mental Health & Substance Abuse Social Workers         | 590           | 860           |
| Mental Health Counselors                               | 820           | 1,130         |
| Middle School Teachers                                 | 5,410         | 7,180         |
| Natural Science Managers                               | 720           | 870           |
| Occupational Health & Safety Specialists & Technicians | 210           | 250           |
| Pest Control Workers                                   | 860           | 1,240         |
| Public Relations Specialists                           | 930           | 1,390         |
| Rehabilitation Counselors                              | 590           | 760           |
| Self-Enrichment Ed. Teachers                           | 890           | 1,250         |
| Social & Community Service Managers                    | 1,450         | 2,070         |
| Social & Human Service Assistants                      | 3,460         | 5,660         |
| Substance Abuse & Behavioral Disorder Counselors       | 480           | 71            |
| Training & Development Specialists                     | 1,650         | 2,140         |
| <b>Total</b>                                           | <b>51,990</b> | <b>74,210</b> |

## Memorandum

March 9, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College Associate of Applied Science Degree in Medical Radiography–  
Action Item

### Issue

Officials at Dixie State College request approval to offer an Associate of Applied Science (ASS) in Medical Radiography effective Fall Semester, 2005.

### Background

The purpose of the A.A.S. Degree in Medical Radiography is two-fold; first to address the local need and student interest in this program and second to address the state's long-term need for this Four-Star rated occupation as defined by the Utah Department of Workforce Services and the U.S. Bureau of Labor Statistics. This degree will produce nationally accredited licensed Medical Radiography Technologists for this high demand profession. Currently graduates in this program face a job market with a higher vacancy rate than RN's.

Students in the proposed program will be provided education and training in the radiology sciences leading to the A.A.S. degree in Medical Radiography. Students completing this program will prepare to be licensed with the Division of Occupational and Professional Licensing by the Utah Radiology Technology and Radiology Practical Technician Licensing Board as a Radiology Technologist. Licensed Radiology Technologists can perform diagnostic imaging with the use of radiation, administer radio-opaque dyes, and understand the principles of radiation biology and radiation physics including the proper safety and protection. Employment opportunities for licensed graduates include hospitals, medical clinics, physician's offices, and industrial applications of x-ray imaging.

Certified Radiologic Technologists, (Medical Radiographers), have excellent career opportunities. A broad range of career opportunities exists through extensive career ladder opportunities. Diagnostic medical instrumentation is a rapidly developing area with additional certification opportunities through continuing education for Radiologic Technology graduates in Diagnostic Medical Sonography, Nuclear Medical Technology, Mammography, Computer Tomography Technology, Magnetic Resonance Technology and Cardiovascular Technology. Radiologic Technologists (RT) with added certifications in any of the above areas increase their career options. Employment opportunities exist in hospitals, medical clinics, physician offices, public health facilities, and industry.

#### Policy Issues

Weber State University (WSU) raised initial concerns concerning the proposed enrollment figures in the Letter of Intent. The Weber State University Department of Radiologic Sciences has been delivering Radiology education to Southern Utah since 1978. In the past 26 years, the largest class at Dixie Regional Medical Center has been eight students. The number of students selected has been determined by the hospitals depending on the need in area and the hospitals' ability to provide a well-rounded clinical education as required by the national certification agency. WSU suggested that DSC carefully consider both the demand and the opportunity for clinical experiences for students as they plan for the implementation of the program. Officials at WSU and DSC will continue to discuss these issues and will collaborate to be sure that the program appropriately addresses the needs of the community.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request by Dixie State College to offer an Associate of Applied Science Degree in Medical Radiography effective Fall Semester 2005.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment



Academic, Applied Technology and Student Success Committee

Action Item

Request to offer an Associate of Applied Science Degree in Medical Radiography

Dixie State College

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

March 9, 2005

## **Section I: The Request**

Dixie State College requests approval to offer an Associate of Applied Science Degree in Medical Radiography effective Fall 2005. This program has been approved by Dixie State College's Board of Trustees on October 21, 2004. On January 4, 2005 the Program Review Committee (PRC) approved the DSC Letter of Intent and requested the presentation of a full proposal.

## **Section II: Program Description**

### **Program Description**

Students in the proposed program will be provided education and training in the radiology sciences leading to the A.A.S. degree in Medical Radiography. Students completing this program will be prepared to be licensed with the Division of Occupational and Professional Licensing by the Utah Radiology Technology and Radiology Practical Technician Licensing Board as a Radiology Technologist. Licensed Radiology Technologists can perform diagnostic imaging with the use of radiation, administer radio-opaque dyes, and understand the principles of radiation biology and radiation physics including the proper safety and protection. Employment opportunities for licensed graduates include hospitals, medical clinics, physician's offices, and industrial applications of x-ray imaging. (See Appendix A for the Curriculum Description)

### **Purpose of the Degree**

The purpose of offering the A.A.S. Degree in Medical Radiography is two-fold; first to address the local need and student interest in this program and second to address the state's long-term need for this Four-Star rated occupation as defined by the Utah Department of Workforce Services and the U.S. Bureau of Labor Statistics. This degree will produce nationally accredited licensed Medical Radiography Technologists for this high demand profession. Currently graduates in this program will interact with the job market with a higher vacancy rate than RN's.

### **Institutional Readiness**

The Medical Radiography A.A.S. Degree has been a part of the college strategic plan for several years and fits into the health science emphasis. Dixie State College is currently seeking new health science facilities to accommodate the enrollment growth in the health science programs. The institution is positioned and ready to support this proposed program.

### **Faculty**

Current DSC biology, physics, and chemistry faculty are qualified and look forward to providing program service courses and prerequisite courses for the Medical Radiography program. (See Appendix B)

DSC will hire two new faculty members specifically for this program. It is anticipated that these faculty will provide the necessary full-time faculty resources for five years. The college will provide these faculty members through the elimination or transfer of current programs. Recently the college

transferred the drafting program to the Dixie Advanced Technology Center adjacent to the Dixie State College campus.

### **Staff**

The Dean of Business, Technology, and Health will administer this program along with the program director. Secretarial support will be provided by the division. No additional staff will be required.

### **Library and Information Resources**

The Dixie State College current health science holdings and access to the health sciences electronic databases will supply much of the needed library support. Additional discipline specific access will be added as follows: the college will provide library support to the Radiography Program the library of \$2,200 in on-going funds. These funds will provide access to the following journals at an annual cost of \$1,850: RadioGraphics, Radiography, Radiologic Clinics of North America, Radiologic Technology, Radiologist, Radiology, RSNA News, Synergy, and Synergy News. The CINAHL database, which DSC already owns, provides adequate indexing to the literature. DSC will spend \$350 on monographs to keep the collection current. An additional \$700 in one-time money will be needed to build the original collection of monographs.

### **Admission Requirements**

Admission requirements are consistent with Dixie State College open admission procedures and guidelines.

### **Student Advisement**

The college currently provides all health science students with a designated health sciences academic advisor. In addition, students meet with program faculty for further advising.

### **Justification for the Number of Credits**

The proposed A.A.S. degree in Medical Radiography will comply with the USHE guidelines for the number of credit hours for an A.A.S. Degree.

### **External Review and Accreditation**

The American Registry of Radiologic Technologists (ARRT) administers the national certification exam for Radiologic Technologists. The Joint Review Committee on Education in Radiologic Technology (JRCERT) is the Radiologic Technology Program accrediting organization. ARRT, JRCERT, and ASRT have jointly developed a detailed curriculum in Radiography leading graduates to certification as Radiologic Technologists. Dixie State College will follow the prescribed R.T. curriculum. Dixie State faculty in the Medical Radiology program will expand and broaden these

fundamental objectives and incorporate them into the curriculum. DSC faculty will be encouraged to use their creativity in the delivery of this instruction while maintaining the clinical and didactic competencies of the national committee. The Medical Radiography curriculum is prescribed by the American Society of Radiologic Technologists for Accredited programs.

External Review - Consultant Report: Dixie State College hired a nationally known Director of a College Medical Radiography Program to provide the college with an assessment of the ability of local clinical facilities and to provide Medical Radiography students with the required clinical competencies. He concluded that 15-20 students annually could be supported by the existing clinical facilities. The summary letter of findings is found in Appendix C.

### **Projected Enrollment:**

DSC anticipates the first entering class to be a minimum 15 students. The following year, they will enter 20 students and continue to produce graduates at the rate of 20 per year. The statewide demand is 90 per year from 2002 through 2012 as determined by Utah Department of Workforce Services 2002 Occupational report. The addition of the Medical Radiography program at Dixie State College will help USHE system to better service growing healthcare service needs of southern Utah. With the approval of this program, USHE will be in a position to address the occupational forecasts of UDWS for medical radiographers.

### **Section III: Need**

#### **Program Necessity**

Certified Radiologic Technologists, (Medical Radiographers), have excellent career opportunities. A broad range of career opportunities exists through extensive career ladder opportunities. Diagnostic medical instrumentation is a rapidly developing area with additional certification opportunities through continuing education for Radiologic Technology graduates in Diagnostic Medical Sonography, Nuclear Medical Technology, Mammography, Computer Tomography Technology, Magnetic Resonance Technology and Cardiovascular Technology. Radiologic Technologists (RT) with added certifications in any of the above areas increase their career options. Employment opportunities exist in hospitals, medical clinics, physician offices, public health facilities, and industry.

#### **Labor Market Demand**

Dixie State College in partnership with Dixie Regional Medical Center and the local health care community seek approval to begin a program designed to produce certified Radiologic Technologists to meet the demands of the region and the needs of the state. Nationally there are 212,000 certified Radiologic Technologists. Utah has 3,671 certified Radiology Technologists. The U.S. Bureau of Labor Statistics projects 75,000 additional radiographers will be needed nationally between 2002 and

2010 to meet demand. It is projected that the current national production of Radiologic Technologists will fall short of the need projected by BLS by 30%. The rate at which programs with full enrollment are turning away qualified applicants nationally has created a backlog of 26,700 qualified students that are currently denied access. Five factors have been identified as the leading reasons for this dilemma and are listed in priority order: space, funding, faculty, equipment, and clinical sites.

Hospital vacancy rates for Radiologic Technologists are 15.3%. Higher vacancy rates than the 13% vacancy rate for Registered Nurses (The report is on file in the Commissioners Office.) The current and projected demand for health care workers is the result of a growing use of diagnostic medical procedures and anticipated health care impacts created by the aging baby boomers (The report is on file in the Commissioners Office.) Utah is affected to a greater extent since the state is growing faster than the national average. Washington County is affected to a greater extent than the rest of the state due to a greater growth rate and the demographics of the population growth. Washington County's growth comes from births and in-migration weighted toward the senior citizen. This creates a pediatric/geriatric weighting in the population. Unfortunately, both of these populations require more health-care creating a greater demand on the health care community. To respond to these needs, Dixie Regional Medical Center has recently added a new 100 million dollar facility and is in the process of accelerating the expansion of their facilities. Dixie State College has expanded their nursing programs and recently added a new BSN degree program to the nursing career ladder. This request for the addition of an A.A.S. degree in Medical Radiography will provide another critically needed health science program.

The Department of Workforce Services, June 2003 report of Occupational Projections for 2000-2010 anticipates 60 annual openings for Radiologic Technologists with Associate Degrees for the next decade. The Median salary range for Radiologic Technologists in Utah is \$35,690. The U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment and Wages, May 2003 report lists a mean average wage nationally as \$41,660 for Radiologic Technologists. The American Society of Radiologic Technologists (ASRT) 2004 Wage and Salary Survey reports salary by level of education and job site. The mean hourly wages were reported as \$20.28/hr, which is a 26.5% increase since the 2001 report. This survey lists hourly wages in Utah around \$20/hr. (The survey is on file in the Commissioners Office.)

### **Student Demand**

Current student demand is based on input from DSC Admissions interest surveys and phone inquiries from the advisory offices and the BTH Division office. DSC currently has students on a waiting list for this program. Weber State University has taught this program locally for several years. The Weber State program requires students to drive to Ogden to do course work.

### **Similar Programs**

The Board of Regents lists two USHE member schools as offering programs in Radiologic Technology, Salt Lake Community College offers a JRCERT accredited A.A.S. degree and Weber State University offers a B.S. degree in Advanced Radiologic Sciences, A.A.S. degree in Radiologic Technology/Radiography and certificates in Diagnostic Medical Sonography and Advanced Radiologic

Sciences. Weber State has an extension A.A.S. degree program in Radiologic Technology program in which students do part of their studies at Weber State University and part of their studies at Dixie Regional Medical Center (DRMC). This program has a limited enrollment and does not meet the local needs. Dixie State's proposed A.A.S. degree focuses on producing students in the critical need area of Medical Radiography using local resources and eliminating the cost of relocation for the students.

DSC/DRMC collaboration can produce significant cost savings by shared facilities and equipment. This concept is one of the reasons Dixie State College is requesting the proposed new Health Science facility be located adjacent to the Dixie Regional Medical Center campus.

### **Collaboration With and Impact on Other USHE Institutions**

SUU and DSC have discussed this program and SUU has acknowledged and supports DSC's request. During the Letter of Intent process, all member institutions within USHE commented and supported this new program at Dixie State College.

### **Benefits**

With the approval of this program, USHE will be providing the state with additional licensed professionals to help meet the high demand for Medical Radiographic technologists to service the healthcare industry.

### **Consistency with Institutional Mission**

Regents Policy R312 States that Dixie State College of Utah's mission is to transmit knowledge and skills primarily through education and training programs at the certificate and associate degree level, including applied technology education programs, and selected baccalaureate programs in high demand areas. This section further charges the institution to contribute to the quality of life and economic development of the community and the state. The Medical Radiography A.A.S. degree program being requested assists in meeting these criteria by providing critically needed healthcare workers for the DSC region of the state and the state at large. The requested program will produce nationally certified Radiologic Technologists in two years at a significantly reduced cost to the student and the citizens of Utah.

### **Institutional Priority**

Dixie State College has ranked the Proposed Associate of Applied Science Degree in Medical Radiography as its number one priority for two-year degrees on the new program list. This list has been approved by the DSC Board of Trustees. This ranking was given for two reasons: first, to provide graduates to help fill the critical need in the state for these graduates and secondly to provide the students with a high demand/high wage career opportunity. This program is part of a plan to provide career ladder opportunities for DSC health science graduates.

## **Section IV: Program and Student Assessment**

### **Program and Student Assessment**

Dixie State College does annual assessments of all programs. Included in DSC Annual Report are fourteen core indicators of the effectiveness of the DSC programs. Core Indicator 3 tracks Degree Completion Rate; Core Indicator 4 tracks the in-field placement rate of graduates in the workforce; Core Indicator 5 tracks the employer's assessment of graduates one year after graduation; Core Indicator 6 tracks the Licensure and Certification Pass Rates of graduates.

### **Expected Standards of Performance**

These indicators will be used to track the success of the DSC Medical Radiography graduates. The DSC goal is to build the class size to meet a sustained market demand. DSC anticipates the A.A.S. Medical Radiography program will be in-line with the results of our other health science programs. We have maintained for several years over a 95% graduation rate in all of our health science programs. Our health science graduates achieve first-time pass rate on licensing and certification exams of over 95% and many years this number has been 100%. We would expect no less of this medical radiography program.

### **Continued Quality Improvement**

The curriculum will be reviewed annually by the department. The department will review syllabi, course proposals, and findings of assessment activities on a regular basis and makes changes as needed. The program advisory committee will also review and validate the curriculum on a regular basis.

## **Section V: Finance**

### **(Budget, Funding Sources, Reallocation, Impact on Existing Budgets)**

Dixie State College is seeking to meet the educational needs for health care workers in the rapidly growing Washington county area. The health care worker shortage extends across the state and includes various allied health areas such as Medical Radiographers. DSC is seeking to begin a Medical Radiographer Technology Associate Degree program. DSC is requesting a budget to secure the necessary equipment only. The college has committed the resources for the instructional personnel from funds saved by program elimination and administrative reorganization.

### On-Going Budget Table

|                          | 2005- 06        | 2006- 07         | 2007- 08         |
|--------------------------|-----------------|------------------|------------------|
| Salaries & Wages         | \$60,000        | \$100,000*       | \$100,000*       |
| Benefits                 | \$22,000        | \$40,000         | \$40,000         |
| Operating Expense        | \$5,000         | \$5,000          | \$5,000          |
| Library                  | \$2,200         | \$2,200          | \$2,200          |
| Equipment                | \$0000***       | \$14,000**       | \$14,000**       |
| Professional Development | \$2,000         | \$2,000          | \$2,000          |
| <b>TOTAL</b>             | <b>\$91,200</b> | <b>\$163,200</b> | <b>\$163,200</b> |

\*Additional faculty funding will be required commensurate with program growth.

\*\*Equipment maintenance contracts \*\*\* One-Time Money

### Funding Sources

#### Reallocation

\$100,000 transferred from Transferred Drafting program

- Dixie State College transferred the Drafting program to the Dixie Applied Technology College and will use part of the approximately \$100,000 savings to hire two new faculty members: a Program Coordinator - \$60,000; the remaining \$40,000 to hire a second faculty member.
- The College is committed to funding fringe benefits of approximately \$40,000 for the two faculty members. These funds will be allocated from a portion of the funds made available through transfer or elimination of another program within the Division during 2004-2005.
- Dixie State College has committed approximately \$3,000 for the necessary library resources to support this degree program.

#### One-Time Equipment Budget

Start up equipment costs are estimated to be \$281,000 and were requested in the 2004/5 USHE Budget Request. Funding was not received. Dixie State College has committed to provide the necessary



equipment to start this program to fill the critically needed job vacancies. If state funds are not available for medical radiography equipment, the college is committed to fund the equipment through one-time money.

***X-ray Laboratory Equipment***

|                                      |           |
|--------------------------------------|-----------|
| Two X-ray Machines 1 RAD, 1 RAD/TOMO | \$120,000 |
| File processor and cassettes         | 25,000    |
| Two X-ray Phantoms                   | 26,000    |
| One Computed Radiography Unit        | \$110,000 |
|                                      | -----     |
|                                      | \$281,000 |

***Library Acquisitions***

|                                |       |
|--------------------------------|-------|
| Medical Radiography Monographs | \$700 |
|--------------------------------|-------|

**Impact on Existing Budgets**

No impact on existing budgets is anticipated.

## **Appendix A: Program Curriculum**

### **A.A.S. Degree Medical Radiography Curriculum Associate of Applied Science Degree**

#### **Dixie State College General Education Requirements: 15/16 cc.**

Mathematics: either Math 1030 Quantitative Reasoning or MAT 1050/1090 College Algebra

English: ENGL 1010 Intro to Writing and ENGL 2011/2010 Intermediate Writing

Human Diversity/Relations

Computer Competency: CIS 1200 Intro to Computers Applications

#### **Prerequisite courses: 8 cc.**

Human Anatomy with laboratory

Human Physiology with laboratory

### **ASRT Radiography Curriculum**

#### **Fundamentals of Radiologic Science and Health Care**

##### Course Description:

Content is designed to provide an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices and policies of the health care organization(s) will be examined and discussed in addition to the professional responsibilities of the radiographer.

#### **Ethics and Law in the Radiologic Sciences**

##### Course Description:

Content is designed to provide a fundamental background in ethics. The historical and philosophical basis of ethics, as well as the elements of ethical behavior, will be discussed. The student will examine a variety of ethical issues and dilemmas found in clinical practice.

An introduction to legal terminology, concepts and principles will also be presented.

Topics include misconduct, malpractice, legal and professional standards and the ASRT scope of practice. The importance of proper documentation and informed consent is emphasized.

#### **HLOC 1000 Medical Terminology**

##### Course Description:

Content is designed to provide an introduction to the origins of medical terminology. A word-building system will be introduced, and abbreviations and symbols will be discussed. Also introduced will be an orientation to the understanding of radiographic orders and interpretation of diagnostic reports. Related terminology is addressed.

#### **Patient Care in Radiologic Sciences**

##### Course Description:

Content is designed to provide the basic concepts of patient care, including consideration for the physical and psychological needs of the patient and family. Routine and emergency patient care procedures will be described, as well as infection control procedures utilizing standard precautions. The role of the radiographer in patient education will be identified.

## **Radiographic Procedures**

### Course Description:

Content is designed to provide a knowledge base necessary to perform standard radiographic procedures along with the application to special studies. Consideration will be given to the production of images of optimal diagnostic quality. Laboratory experience should be used to complement the didactic portion.

## **Imaging and Processing**

### Course Description:

Content is designed to establish a knowledge base in factors that govern and influence the production and recording of radiologic images. Film and electronic imaging with related accessories will be emphasized. Class demonstrations/labs are used to demonstrate application of theory.

## **Imaging Equipment**

### Course Description:

Content is designed to establish a knowledge base in radiographic, fluoroscopic, mobile and tomographic equipment requirements and design. The content will also provide a basic knowledge of quality control.

## **Image Analysis**

### Course Description:

Content is designed to provide a basis for analyzing radiographic images. Included are the importance of minimum imaging standards, discussion of a problem-solving technique for image evaluation and the factors that can affect image quality. Actual images will be included for analysis.

## **Radiation Production and Characteristics**

### Course Description:

Content is designed to establish a basic knowledge of atomic structure and terminology. Also presented are the nature and characteristics of radiation, x-ray production and the fundamentals of photon interactions with matter.

## **Radiation Protection**

### Course Description:

Content is designed to present an overview of the principles of radiation protection including the responsibilities of the radiographer for patients, personnel and the public. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies and health care organizations are incorporated.

## **Radiation Biology**

### Course Description:

Content is designed to provide an overview of the principles of the interaction of radiation with living systems. Radiation effects on molecules, cells, tissues and the body as a whole are presented. Factors affecting biological response are presented, including acute and chronic effects of radiation.

## **Radiographic Pathology**

### Course Description:

Content is designed to introduce theories of disease causation and the pathophysiologic disorders that compromise healthy systems. Etiology, pathophysiologic responses,

clinical manifestations, radiographic appearance and management of alterations in body systems will be presented.

### **Computers in Radiologic Sciences**

#### Course Description:

Content is designed to introduce knowledge in computing and information processing. Computer applications in the radiologic sciences related to image capture, display, storage and distribution are presented.

### **Pharmacology and Drug Administration**

#### Course Description:

Content is designed to provide basic concepts of pharmacology. The theory and practice of basic techniques of venipuncture and the administration of diagnostic contrast agents and/or intravenous medications is included. The appropriate delivery of patient care during these procedures is emphasized.

### **Clinical Practice**

#### Course Description:

Content and clinical practice experiences shall be designed for sequential development, application, critical analysis, integration, synthesis and evaluation of concepts and theories in the performance of radiologic procedures. Through structured sequential, competency-based assignments in clinical setting, concepts of team practice, patient centered clinical practice and professional development shall be discussed, examined and evaluated. Clinical practice experiences shall be designed to provide patient care and assessment, competent performance of radiologic imaging and total quality management. Levels of competency and outcomes measurement shall ensure the well-being of the patient preparatory to, during and following the radiologic procedure.

## **Appendix B:**

### **Current DSC Support Faculty:**

Biology faculty members will offer required anatomy and physiology courses.

Physics faculty members will be used to offer required radiation physics course as needed.

### **BIOLOGICAL SCIENCES**

Professor Curt Walker

B.S., 1987, University of Wisconsin, Ph.D., 1993, University of Idaho

Associate Professor Patt Allen

B.S., 1977, Kansas State University; M.A., 1984, University of Kansas; D.V.M., 1987, Kansas State University; Post-doctoral, 1994, University of Arizona; 1995 Ceran Lingua, Spa, Belgium

Associate Professor Karen Bauer

B.S. Zoology, B.S. Secondary Education, 1984; M.S., 1989; D.A., 1996, Idaho State University

Assistant Professor Thomas McNeillis

Assistant Professor Grant Wilson

B.S., 1986, Brigham Young University; M.S., 1989, Brigham Young University; Ph.D., 2001, Utah State University

### **PHYSICS**

Assistant Professor Steve Sullivan

B.S., Utah State University, 1990; M.S., 1994, Brigham Young University

## Appendix C

Dr. David Burris  
Dixie State College  
225 S. 700 East  
St. George, Utah 84770

Dear Dr. Burris:

It was a pleasure to meet with you and your staff while exploring the development of a Medical Radiography Program at your institution. I think you have a beautiful campus with a great work environment and many opportunities for growth in the years to come.

Below is a summary of my visit with conclusions. They are based on a review of institutional documents, accreditation agency documents, discussions with various individuals that have an interest in the program, and a review of related literature.

### Conclusions:

1. Clarification: According to the chart in the JRCERT Annual Report there was 1 program in the state of Utah. It should be noted that there is only 1 JRCERT accredited program in the state of Utah and that program is Salt Lake Community College. The other program, Weber State, uses its institutional accreditation from one of the 9 regional accrediting agencies which means that it has not sought programmatic accreditation from the JRCERT. So to the best of my knowledge there are 2 Medical Radiography programs in the state of Utah. Graduates can sit for the ARRT national certification exam from either accrediting body.
2. Enrollment: Enrollment is typically determined by the number of slots for students in the clinical settings geographically located within Dixie's service area. Consensus reached during discussions seemed to indicate that enrollment would be around 15-20 students and would remain level for around 5 years or until local medical services expand.
3. ARRT Clinical Competencies and local Clinical Facilities: The certifying body that assesses graduate level of performance after graduation requires these competencies. The ARRT asks that the Program Director attest to the fact that all graduates have met at least those specified competencies before the students are allowed to sit for the exam. After visiting the local hospital and seeing the radiology services provided, it was determined that the competencies could be achieved in all categories. Smaller facilities in neighboring communities or local imaging centers may not be able to provide all the competencies, but what they cannot provide can be obtained within the major facility in town.
4. Capital Equipment: For capital equipment expenditures the recommendation is a \$280K budget. That figure also includes a \$4K operating budget. No dollars were allocated for personnel. The capital dollars are for the purchase of new equipment for on-campus use and would be typically found in either a hospital or an imaging center facility. Specifically, the breakdown would be as follows:
  - a. 1- Radiographic/Tomographic unit with an energized high-frequency generator for lab use on campus.
  - b. 1- Radiographic unit with an energized high-frequency generator for lab use on campus.
  - c. 1- Computed Radiography unit (like a Fuji Smart CR unit) for lab use on campus.

With two machines (rather than one) the lab enrollment can be lower resulting in more hands-on time for each student. The CR system is strongly recommended so that the principles of digital imaging can be demonstrated in the lab setting, preferably before the student enters the clinical setting.

## Memorandum

March 9, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Dixie State College Mission and Roles Statement– Action Item

### Issue

The Regents' 2002 Master Planning Task Force on Missions and Roles recommended the development of Policy R312, Configuration of the Utah System of Higher Education, and Institutional Missions and Roles. This policy, approved May 2003 will eventually contain a new mission and role statement for each institution of higher education in Utah. Dixie State College has submitted the attached statement for Regent's consideration.

### Background

Policy R312 describes the categories that the Utah System of Higher Education institutions are placed in according to their approved specific mission and roles. It reflects changes that have occurred within the system during the last decade, and establishes mission and roles for the institutions for a five year period. Mission and Role statements are approved by the institution's Board of Trustees and then submitted to the Board of Regents for their approval.

### Commissioner's Recommendation

The Commissioner recommends that the Board review the Dixie State College's mission and roles statement, and if satisfied that it accurately describes the institution, as set forth in Policy R312, approve its inclusion in Policy R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles.

---

Richard E. Kendell, Commissioner

REK/GW  
Attachment

# **Dixie State College of Utah**

## **MISSION STATEMENT**

*(Approved by the Dixie State College Board of Trustees on December 3, 2004)*

Dixie State College (DSC) strives to help students to define, shape and achieve educational and life goals. It is committed to providing personalized and excellent teaching in a learning environment where all students can become passionate about their individual educational endeavors.

As a publicly supported institution authorized by the Utah State Board of Regents, DSC offers baccalaureate programs in high demand areas, as well as associate and certificate programs that meet the needs of students, the community and the state. DSC enhances its campus climate by promoting cultural and demographic diversity, inviting students from throughout Utah and the West to participate in its open-door, post-secondary educational programs.

### **DSC is the students' college:**

Students will develop the skills and knowledge needed for the next phases in their lives, whether productive employment that contributes to society and economically sustains the student, further education at a transfer or graduate institution, or some other unique and personal aspiration. They will prepare to be life-long learners.

Graduates will be able to think critically, communicate clearly, and solve problems. Through exposure to the breadth of human knowledge and experience, they will investigate and enhance their world views to achieve a global perspective. They will make responsible and meaningful contributions to society, in part through service to others. Graduates will become citizen-scholars.

### **DSC is the community's college:**

Local citizens and alumni will enjoy educational, economic, cultural, and recreational opportunities provided by DSC that enhance the community's quality of life. They will feel ownership and pride in the College, sustaining it through donations and promoting it among their associations.

### **DSC is the state's college:**

The citizens of Utah and state decision makers will benefit from DSC's accountability and creativity. The College will be a cooperative and conscientious partner, responsibly using public funds to meet the state's needs.



## **Dixie State College's goals and values are:**

### **Academic Rigor in a Challenging, Supportive Learning Environment**

DSC focuses on quality teaching and learning, and will be resolute in maintaining high academic standards and rigorous expectations for faculty and students. DSC will also nurture student confidence, retention and success by attracting and retaining dedicated employees, and by maintaining small classes, academic freedom and quality service.

### **Access and Opportunity**

DSC will invite members of the community with varying preparation for higher education, reaching out to under-represented populations, and meeting individuals' needs with offerings ranging from adult basic education to an honors program.

### **Diversity**

DSC will promote diversity among its employees and student body to enrich the teaching and learning environment. DSC will provide diverse educational, economic, cultural, and recreational opportunities.

### **Workforce and Economic Development**

DSC will cooperate with the local community, region, and state to identify and meet the demands of business and industry. The college will provide leadership and support to economic development.

### **Sound Management and Responsible Stewardship**

DSC will be accountable in its stewardship over public resources and students' trust, using state, tuition, and donor resources to promote the College's mission.

March 18, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

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

The following requests have been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

A. **University of Utah**

1. Center for Reading and Literacy, College of Education

**Request.** The College of Education requests establishment of the Center for Reading and Literacy (CRL), an interdisciplinary, multi-project center focusing on research and intervention regarding the challenges facing children, adolescents, and adults developing skills in reading and literacy. The CRL will house multiple projects on the creation, testing, and implementation of practical, innovative solutions for the acquisition of basic literacy skills. The interdisciplinary nature of the CRL is generated through collaboration of four College of Education departments: Teaching and Learning, Special Education, Educational Psychology, and Educational Leadership and Policy. It has been reviewed and enthusiastically endorsed by the College Advisory Board, the Dean's Administrative Group (Department Chairs), and faculty members with research interests relating to the CRL. The CRL has the following goals:

1. Promote research and programs on reading and literacy across multiple ages and in various contexts.
2. Enhance reading skills of children to their appropriate grade-level functioning by 3<sup>rd</sup> grade.
3. Encourage and prepare parents to read to their children and facilitate their children's development.
4. Investigate and provide focused interventions on other areas of academic literacy.

The CRL will focus on *outreach* and *research*. The CRL will provide outreach services and activities to assist teachers in providing high quality reading and writing instruction based on current research and best practices. Secondly, the CRL will undertake research and solve problems that individuals face as they learn to read and thrive as literate citizens. Research will focus on how reading and literacy skill sets emerge

from school settings, how reading programs are assessed, and how schools fund programs. Research work will likely flow into outreach efforts as these initiatives advance.

**Need.** Attention to reading and academic literacy is a serious need for all educators. Governor Olene Walker stated, "Students *learn to read* from kindergarten through third grade. After third grade, they *read to learn*. We need to ensure each student can read or they will not succeed." Currently, one in four students does not read at grade level ([www.utah.gov/governor/newsrels/2003/newsrel\\_121003.html](http://www.utah.gov/governor/newsrels/2003/newsrel_121003.html)).

The need for an administrative restructuring and formation of the CRL arises from the fact that the challenges of reading and literacy are extremely complex and that the faculty and staff expertise appropriate is truly interdisciplinary. Consequently, coordinated efforts for both scientific research and effective interventions requires significant crossing of traditional organizational boundaries.

The CRL addresses the broad array of basic academic skills needed for school and life success. Within the CRL, initiatives offer research and outreach/intervention efforts aimed at, for example, skill or academic deficits and developmental challenges. The CRL will coordinate these projects to maximize impact and efficient business practices. Currently there are no units with the proposed purpose and expertise in the region. There are organizations formed to emphasize and explore the needs that emerge from reading and literacy deficiencies in the population. The proposed Center, however, is aimed at the actual conduct and implementation of science and intervention that these organizations advocate.

**Institutional Impact.** Establishment of the CRL will not affect the level of enrollments in UU programs but will increase the likelihood that highly qualified students will apply to existing programs. The Center will provide fertile opportunities for graduate student research. Establishment of the CRL will provide a vehicle to enhance the academic work of faculty but will not require changes regarding appointments. The CRL will have a synergistic and beneficial impact on College faculty and those with whom they interact. The fundraising efforts of the College of Education will be targeted at operational, infrastructure, and facility needs of the CRL and will enhance existing programs as well as the expanded initiatives of the CRL.

CRL activities will be coordinated in the College of Education Dean's Office, enhancing interdisciplinary collaboration and college fundraising. Some projects, e.g., the UURC, function within a department and will continue to do so, but with coordination coming from the Dean's Office. Other projects or initiatives will operate within the CRL and will be supervised in the Dean's Office. Operational staff will initially come from existing staff members within the Dean's Office but will ultimately need to be expanded as the CRL grows.

**Finances.** Core costs of CRL coordination will be supported by the Dean's Office's administrative budget as currently configured. The Dean's Office anticipates employing a Center Business Manager and Outreach Coordinator. Additional costs will be supported by fundraising efforts and outside sources. No budgetary impact is expected on other institutional programs or units.

No equipment other than general staff computers is required for the CRL. In some cases, specialized equipment is used for research efforts (e.g., the Reading Fluency and Comprehension research using the eye-tracker). Those efforts will include such equipment costs in calculations of direct costs unless specific arrangements are made. Additional specialized equipment needs for Center activities will be included as basic activity support by the College of Education and the cognizant academic department in an integrated fundraising effort to sustain the CRL. It should also be noted that selected Center services are provided to public schools on a fee-for-service basis and therefore represent a self-sustaining outreach activity.

## 2. Center for Water, Ecosystems, and Climate Science

**Request.** The UU requests to form a Center for Water, Ecosystem, and Climate Science (CWES) in order to position UU researchers to attract large grants that increasingly call for interdisciplinary approaches to environmental research. To provide the scientific information needed to make informed decisions, water and ecosystems must be viewed within their full framework, including physical, chemical, and biological aspects within terrestrial and atmospheric contexts. A CWECS could position the UU to meet this need. The only immediate administrative impact of the proposed Center will be to change the origination point of large interdisciplinary environmental proposals from particular departments to the Center.

Three short-term goals of the Center for Water, Ecosystem, and Climate Science are:

1. Conduct interdisciplinary research examining processes acting at the interfaces between ecological, hydrologic, and climate systems, including human-dominated systems.
2. Develop a nationally recognized center of activity regarding water, ecosystems, and climate science.
3. Act as the conduit for large research proposals in this arena.

**Need.** The UU lacks a center to provide support to the numerous faculty engaged in interdisciplinary environmental research. At this time there is no entity identifiable to funding agencies to provide visibility to UU scientists conducting interdisciplinary environmental research, thereby detracting from their ability to attract large and increasingly interdisciplinary projects, and detracting from the ability of state agencies to identify faculty members with needed expertise. Furthermore, the presence of this Center will enhance the ability of the UU to attract faculty in interdisciplinary research, which is a general priority of the University.

Creation of the CWECS is in fact being driven by collaborations with the Utah Water Research Laboratory (Utah State University) and the Desert Research Institute (University of Nevada at Reno). These collaborations have formed to promote the establishment of a long-term hydrologic observatory in the Great Salt Lake Basin (see [www.greatsaltlake.utah.edu](http://www.greatsaltlake.utah.edu)). The need for CWECS is made clear by the lack of group identity and visibility. If the effort to establish a long-term hydrologic observatory in the Great Salt Lake Basin is successful, the National Science Foundation will invest an initial \$10,000,000 in observatory infrastructure, and an additional \$3,000,000 per year in operating expenses for an unspecified time.

**Institutional Impact.** Large interdisciplinary proposals will be submitted through this Center rather than a particular department. Distribution of returned overhead generated by grants originating from this Center will need to be negotiated with Deans of the three participating colleges on a grant-by-grant basis.

Depending on the outcomes of large collaborative research proposals, the CWECS may request support for an Executive Director to explore means to raise visibility of the Center, to track proposals submitted through the Center, and to coordinate activities among faculty participating in the Center. As well, if collaborative proposals submitted through the Center are successful, requests for office space to house the Center Executive Director and support staff may be made.

As interdisciplinary projects progress, enrollments in some courses in participating departments can be expected to increase because of increased student awareness of course offerings from participating faculty in other departments. Potential impacts, such as the establishment of an interdisciplinary graduate program and exploration of possibilities for physical co-location of participating faculty, will be addressed after projects have progressed and consensus has been reached regarding a vision for the program and space.

**Finances.** The Office of the Vice President for Research and the Dean of the College of Mines and Earth Sciences have each already provided \$25,000 support for the hydrologic observatory effort. These funds are being used to develop the Great Salt Lake Basin Hydrologic Observatory website and database ([www.greatsaltlake.utah.edu](http://www.greatsaltlake.utah.edu)), fund organization and consensus-building workshops among observatory design team members, and provide funds for travel to national meetings related to the development of a hydrologic observatory network. This effort is of a sufficiently large scope and it consumes sufficient man-hours that the addition of a 0.5 FTE position as Assistant to the Director would greatly aid the effort. Long-term financial impacts will be positive, resulting from the ability of collaborating researchers to pursue large interdisciplinary projects.

### 3. Graduate Certificate of Urban Planning

**Request.** The UU requests approval to offer a Graduate Certificate of Urban Planning effective Spring, 2005. This proposal seeks to complement the proposed Master's program.

The Graduate Certificate of Urban Planning will serve three related audiences: (1) students in related fields wanting to better understand and work with urban planners, (2) students, professionals and community activists seeking further training to better engage planning problems, and (3) students not yet able to embrace the greater commitment required by the proposed Master's in Urban Planning.

**Need.** Planning professionals regularly work together with citizens and other professionals to preserve critical lands, manage urban growth, promote water conservation and clean air, preserve historic resources, improve transportation systems, and diversify housing opportunities. Many people are interested in developing better the capacity to work on these issues. The proposed Certificate will ensure that such people gain basic competency in planning's societal function, its approach to problem formulation, its practical skills, and its substantive problem domains.

Interest by planning practitioners, community activists, graduate students, and undergraduates combine to create a need for the Certificate. Many planning practitioners in the region have been drawn from related fields of practice: the Certificate will serve practitioners who want a more formal exposure to planning instruction. Members of this community are often motivated by personal experience with urban change: several have indicated a desire for professional instruction in planning and would welcome a planning program with flexibility and a limited scope. A small number of undergraduates are expected to enter the Certificate program as an intermediate activity prior to applying to professional programs in related fields. Finally, the Certificate will serve graduate students who seek to ally their disciplinary studies with competence in a practical field of professional endeavor. Otherwise, the need for a Certificate program is ancillary to the need for a Master's degree in Urban Planning as amply documented in a parallel proposal.

Nevada, Idaho, Montana, and Wyoming do not have accredited degree programs in urban planning, creating a potential regional market in some of the country's fastest urbanizing areas. Based on labor market projections formally available for three of these four states, we estimate there will be 15-20 job openings annually for urban and regional planners there as well. At its peak, the Master's program will graduate approximately 18 students per year. Consequently, there is expected to be sufficient labor market demand in Utah and surrounding states to absorb both our Master's candidates and the limited number of Graduate Certificate candidates. The Utah Labor Market Information System at <http://jobs.utah.gov/wi/pubs/Outlooks/State/> provides the following Utah job openings projections (Table 1).

Table 1: Utah Occupation Projections, 2000-2010, US Bureau of Labor Statistics

|                           | Employment |      | Annual Job Openings |              |       | Hourly Wage |         | Training Level  |
|---------------------------|------------|------|---------------------|--------------|-------|-------------|---------|-----------------|
|                           | 2000       | 2010 | Growth              | Replacements | Total | Entry       | Average |                 |
| Urban & Regional Planners | 250        | 350  | 10                  | 10           | 20    | \$14.80     | \$22.00 | Master's Degree |

**Institutional Impact.** "Institutional Impact" is included more thoroughly in the current proposal for the Master's in Urban Planning. These two programs are brought in tandem and have much the same impact.

**Finances.** Apart from the most incidental expenditures, any expenses incurred in conjunction with program delivery will be incurred in the normal course of offering the proposed Master's in Urban Planning, The Certificate Program will not maintain a separate budget apart from the overall Urban Planning Program budget. Nor will there be any need for or value in having a separate accounting of program expenses as it neither is driven by pecuniary objectives nor competes for scarce resources.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the institutional requests on the Consent Calendar on the Programs Committee as described above.

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Richard E. Kendell, Commissioner

REK/AMW

March 18, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

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

The following requests have been submitted for consideration by the Regents on the Information Calendar of the Programs Committee.

***University of Utah***

**1. Change of Name of PhD in Applied Linguistics to PhD in Linguistics**

***Request.*** The Linguistics Department requests that the name of its PhD degree, currently "PhD in Applied Linguistics," be changed to, simply, "PhD in Linguistics".

***Need.*** The Department's PhD program in Applied Linguistics is currently in its third year. The name "PhD in Applied Linguistics" emphasized the Department's strength in applied linguistics. However, the Department has two new faculty this year, has launched the Center for American Indian Languages, and has developed additional concentrations of strength in American Indian languages, Endangered Languages and Language Revitalization, and aspects of theoretical linguistics (in particular phonology and language acquisition). The name of the graduate degree needs to reflect these changes and attract graduate students interested in these areas. (The title "Applied Linguistics" will not be as attractive, even though these areas and the applied programs interact and strengthen one another.)

It is uncommon for PhD degrees from linguistics departments to bear the name "Applied Linguistics." Rather, the degree is usually called "PhD in Linguistics," where the PhD student's specialized subfield is indicated in the curriculum vitae, e.g., "applied linguistics," "American Indian linguistics," "phonology," "syntax." PhD degrees in "Applied Linguistics" are rare, mostly not found in peer institutions, and are more common at universities which lack an actual Linguistics Department. This change will bring the University of Utah more in line with common practice elsewhere.

***Institutional Impact.*** The proposed change will not affect existing administrative structures in any way. The proposed change will help to improve enrollments in linguistics at the PhD level. While the change represents no significant change in course offerings, symbolically it will result in the programs offered being more attractive to a wider range of students and will capitalize on the department's strengths.

***Finances.*** The change requires no additional cost, new facilities, new faculty, or extra equipment. It can be done with existing resources and structures. The change is of name only, not substance or behavior. It has no budgetary implications or impact (save the potential increased revenue from anticipated increased doctoral-level enrollment, which the department is already well equipped to handle).

## 2. Change of Name of Master of Arts in Teaching to Master of Arts in Language Pedagogy

**Request.** The Department of Languages and Literature requests that the name of its Master of Arts in Teaching (MAT) be changed to Master of Arts in Language Pedagogy (with French, German, or Spanish emphases). "Language Pedagogy" is more appropriate than "Linguistics" because the degree is granted in the Department of Languages & Literature, not in Linguistics. "Pedagogy" is preferred to "Second Language Acquisition" as the degree focuses on the teaching of a foreign language rather than its acquisition. Finally, this degree is not an "option" as it is separate from the Department's MA in Literature.

The change affects only the degree name itself. None of the courses offered will be affected by this.

**Need.** The name change from MAT in Teaching to MA in Language Pedagogy reflects current practices. A Master of Arts in Teaching (MAT) typically refers to a program that includes certification for teaching in public schools and is therefore associated with a school of education. A master's degree related to language teaching without such certification is typically granted from a languages or linguistics department and prepares students to teach in private high schools or at the post-secondary level, typically a two- or four-year college, or to pursue a PhD in Applied Linguistics. The MAT currently offered in the Department of Languages & Literature falls into the latter category, since the degree does not provide students with public school certification. The new name thus more accurately reflects the nature of the program.

Note also that the Department of Learning and Teaching at the UU is putting into place an MAT with a teaching certification. Therefore, this graduate program should not bear the same title.

**Institutional Impact.** The name change has no bearing on enrollment or administrative structure. The program will continue to be one of two MA degrees offered in the Department of Languages & Literature.

**Finances.** There are no costs associated with the name change.

### Commissioner's Recommendation

The Commissioner recommends that the Regents review the Information Calendar and raise any issues for clarification. No action is required by the Board.

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Richard E. Kendell, Commissioner

REK/AMW



March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Baccalaureate Programs in Chemistry, Mathematics, and Physics

Issue

In June 2001, the Board of Regents approved a proposal from Utah Valley State College (UVSC) to offer baccalaureate programs in Chemistry, Mathematics, and Physics. When these programs were approved, the Regents requested a yearly report for the first three years of the programs. The attached report contains the data from the final academic year of the reporting series, 2003-2004.

Background

Issues were raised by the Regents when the three baccalaureate programs were approved. These included: the number and preparation of new faculty along with their scholarly activities; the qualifications of laboratory managers and the equipment needed in these laboratories; the size and depth of appropriate library holdings; student enrollments and the number of graduates; institutional financial commitment to the three programs; and funding for faculty development.

Faculty: All new faculty hires hold terminal degrees in Chemistry, Mathematics, or Physics. More remarkable is the scholarly output of the departmental faculty in both their publications and presentations during the last two years.

Laboratory: At least three of the five Chemistry and Physics laboratory managers and research instrumentation physicist hold doctoral degrees. In Mathematics, on-campus computer labs are sufficient to meet the educational needs of students. Funding has supported all necessary laboratory equipment for basic undergraduate laboratories in Chemistry and Physics. In addition, the Chemistry Department has installed virtual computer labs within computer labs for science students. Two additional Chemistry labs are planned with the renovation of the Pope Science

Building.. Chemistry and Physics share the use of instruments and equipment. Also, the Chemistry Department received a donation from Brigham Young University of a \$100,000 X-ray diffraction instrument.

Library Holdings: New holdings have been acquired in the three programs and on-line research tools have been improved.

Student Enrollment and Graduates: The numbers of enrollments may be misleading, reflecting only the students who have actually declared their major and matriculated, which they tend to do after the third year. This coming Fall semester, the School will require all students to declare their major directly. Currently, faculty need to hold discussions with students to learn if those taking a high percentage of departmental courses actually believe they are majoring in one of the three programs. These inquiries indicate that enrollment numbers are actually higher than they appear. However, department faculty can cite the number of students who graduated and were accepted to graduate schools across the country.

Institutional Funding Commitment: The report demonstrates institutional support for the three departmental budgets.

Faculty Development: All three departmental budgets include \$1,000 per faculty for development or scholarly activities. Included is a Scholarship Activity Fund supported by the School of Science and Health. The Departments of Physics and Mathematics have received awards and donations.

All three departments continue to support student research and other scholarly work.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review Utah Valley State College's progress report on the baccalaureate programs in Chemistry, Mathematics, and Physics, raise questions, and, if satisfied, accept the reports as having met the Regents' expectations.

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Richard E. Kendell, Commissioner

REK/PCS  
Attachment

March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECTS: Utah State University and the University of Utah - Fifth Annual Undergraduate Research on Capitol Hill

Poster Session

On Thursday, January 20, 2005, Utah State University (USU) and the University of Utah (U of U) held their fifth annual session of "Research on Capitol Hill" in the North Building on Capitol Hill. The purposes of the poster session were to honor and showcase research projects completed by undergraduates from both institutions. Students worked one-on-one with faculty mentors who oversaw their research projects. The posters are a visual representation of the students' research and findings.

Dr. Joyce Kinkead, Vice Provost for Undergraduate Studies and Research (USU), and the originator of "Posters on the Hill," oversees the work submitted by Utah State University students. Dr. Slava Lubomudrov, Director and Senior Associate Dean of the Undergraduate Research Opportunities Program and Undergraduate Studies (U of U), organizes the University of Utah students whose poster presentations are represented.

This year's student research covered such topics as: Alkaloids and Old Lace: Pollen Toxins Exclude Generalist Pollinators from Death Camus; Head Lice: a Growing Epidemic; Analysis of Airborne Particles in Cache Valley with an Aerosol Mass Spectrometer; Diesel Fuel from Almost Nothing; The Determinants of Customer Purchases at Independent Garden Centers; Meeting the Health Needs of the Medically Underserved at the Hartland Apartments; Metastasis Suppression by BRMS 1 Involves Reduction of Phosphoinositide Signaling in MDA-MB-435 Breast Carcinoma Cells; Development of an HIV/AIDS Stigma Questionnaire; and How Will Climate Changes Affect CO<sub>2</sub> Loss from Forest and Rangeland Soils in Northern Utah.

The "Research on Capitol Hill" poster project has expanded since its inception. Sixty-seven students participated in this year's event. In addition, all of the USU and U of U student researchers were from Utah. To attract the attention of their local legislators, students' hometowns were listed in the USU brochure and on the U of U posters. As in years past, the posters attract much attention among legislators and visitors alike.

The poster sessions demonstrate to Utah legislators the scope of meaningful research activities in which

USU and U of U students are engaged during their undergraduate years. These sessions also highlight the opportunities students have to be mentored by faculty members who are leading researchers in their fields.

Commissioner's Recommendation

The Commissioner recommends that the Board of Regents recognize the contributions in undergraduate research made by students and faculty from Utah State University and the University of Utah. Also, the commitment of both institutions to expand this opportunity to both faculty and undergraduates is to be commended and encouraged.

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Richard E. Kendell, Commissioner

REK/PCS

## MEMORANDUM

March 9, 2004

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – Proposed Fee Increases for 2005-06

### Issue

USHE officials seek Regent approval for general student fee changes for 2005-06.

### Background

Each year, toward the conclusion of the General Session of the Legislature, USHE officials consult with student leaders to determine the level of general student fees to be assessed during the upcoming year. These fees are charged to all regular students in conjunction with the payment of tuition, and go to support various campus programs such as student activities, student center operations, student computer operations, intercollegiate athletics, and student health programs.

As a general rule-of-thumb, the Regents have allowed institutions to increase student fees each year up to the rate at which first-tier tuition is increased. If an institution proposes fee increases that exceed this rate, justification and evidence of student support has been required. As discussion of fee increases began for 2005-06, institutions and students believed the first tier tuition increase would be 3.5 percent.

At the time of printing to mail the agenda, the institutions had not yet finalized the proposed fee increases for 2005-06. All fee proposals will be hand carried to the meeting.

### Commissioner's Recommendation

The Commissioner recommends that the Regents review the proposed fee increases, and if satisfied that all increases are necessary and appropriate, approve the institutional fee schedules.

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Richard E. Kendell, Commissioner

REK/MHS/KW/KLH

March 9, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Proposed Revisions to Policy R710, *Capital Facilities*

Issue

Changes to statute require an update of Regent Policy 710.

Background

Regent Policy 710 outlines "the role of the State Board of Regents, that of the institutional Boards of Trustees and of the institutional Presidents with respect to capital facilities." Recent statutory changes redefined state law in regard to capital developments and capital improvements. The attached document updates R710 to reflect these changes, updates language in the policy and makes technical corrections.

Regents should note four substantive aspects of the new policy"

1. Definition of capital developments (3.1);
2. Definition of capital improvements (3.2);
3. Clarification of Trustee role in capital improvement request submissions (3.2 and 4.7.2);
4. Clarification of timing for Regent approval of campus master plans (4.5.2).

OCHE staff will be present to answer Regent questions on the proposed changes.

Recommendation

The Commissioner recommends that the Board of Regents adopt the update of policy R710.

Richard E. Kendell, Commissioner

REK/MHS/KW

## *Proposed changes to R710, Capital Facilities*

### **R710-3. Definitions**

**3.1. "Capital Development"**—~~A permanent addition of square footage to the state's fixed capital assets, or a change in function of major cost and importance. The state's fixed capital assets consist of property, plant and major equipment used to provide program services; rolling stock is excluded. All costs related to the addition or change are encompassed, such as, land acquisition, demolition, moveable and fixed equipment, on and off-site development, architectural and engineering design, and construction. Items included in this category are those with a useful life of at least five years. Major structural renovations or reconstructions, such as gutting a structure's interior while retaining the exterior shell or where a change in use of the structure is involved, or major remodel projects are also included. Remodeling, site, or utility projects with a total cost of \$1,000,000 or more, addition of new space that will cost more than \$100,000; or land acquisition where an appropriation is requested are "capital developments."~~ (Utah Code [§63A-5-206](#))

**3.2. "Capital Improvement"**—~~Any alteration, repair or improvement of the state's fixed capital assets, either to maintain current levels of service or to expand current facilities to meet an increasing demand for services that enhances the value of the facility. Reoccurring capital outlays, such as for motor vehicles, are excluded. Acquisition of equipment should also be excluded unless it is an integral component of a capital improvement. Requests for normal maintenance of fixed capital assets (i.e. unplanned or discretionary) should continue to be included in the operations budget requests. Normal maintenance would exclude preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility, such as a roof. Remodeling, alteration, repair projects with a total cost of less than \$1,000,000; or site and utility improvements with a total cost of less than \$1,000,000 are "capital improvements."~~ (Utah Code [§63A-5-206](#))

**3.1. "Capital Development"** – [Utah Code 63A-5-104\(1\)\(a\)](#) defines a capital development as any:

- [remodeling, site, or utility projects with a total cost of \\$1,500,000 or more;](#)
- [new facility with a construction cost of \\$250,000 or more; or,](#)
- [purchase of real property where an appropriation is requested to fund the purchase.](#)

**3.1.1. "New Facility"** [means the construction of any new building on state property regardless of funding source, including](#)

- [an addition to an existing building; and](#)
- [the enclosure of space that was not previously fully enclosed.](#)

"New facility" does **not** include:

- the replacement of state-owned space that is demolished, if the total construction cost of the replacement space is less than \$1,500,000; or
- the construction of facilities that do not fully enclose a space.

**3.2. "Capital Improvement"** – – [Utah Code 63A-5-104\(1\)\(b\)](#) defines a capital improvement as any:

- remodeling, alteration, replacement, or repair project with a total cost of less than \$1,500,000;
- site and utility improvement with a total cost of less than \$1,500,000; or
- new facility with a total construction cost of less than \$250,000.

**3.2.1. Submission of Capital Improvement Requests** – Each year institutions shall submit to the Division of Facilities Construction and Management (DFCM) a prioritized list of projects for funding through the state capital improvement program. Requests for funding of Capital Improvement Projects shall be approved by institutional Boards of Trustees. ~~Any alteration, repair or improvement of the state's fixed capital assets, either to maintain current levels of service or to expand current facilities to meet an increasing demand for services that enhances the value of the facility. Reoccurring capital outlays, such as for motor vehicles, are excluded. Acquisition of equipment should also be excluded unless it is an integral component of a capital improvement. Requests for normal maintenance of fixed capital assets (i.e. unplanned or discretionary) should continue to be included in operating the operations budget requests. Normal maintenance would excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility, such as a roof. Remodeling, alteration, repair projects with a total cost of less than \$1,000,000; or site and utility improvements with a total cost of less than \$1,000,000 are "capital improvements." (Utah Code [§63A-5-206](#))~~

Institutions may not include acquisition of equipment unless it is an integral component of a capital improvement. Normal maintenance of fixed capital assets (i.e., unplanned or discretionary) shall be considered part of the annual operating budget. Normal maintenance excludes preventive and corrective maintenance of equipment scheduled by the Division of Facilities Construction and Management (DFCM), as well as planned or programmed maintenance of major structural components of a facility (i.e., roofs, parking lots).

**3.3. "Capital Investment Plan"** - Integrated scheduling of capital developments and improvements ~~for the~~ over a five-year planning period.



**3.4. "Capital Facility"** - Includes buildings and other physical structures such as utility lines, waste disposal systems, storage areas, drainage structures, parking lots ~~and traffic movements~~, and landscape development.

#### **R710-4 Policy**

**4.1. Statutory Authority** - Title 53B outlines the broad responsibilities of the State Board of Regents in administering the facilities, grounds, buildings and equipment at institutions under its jurisdiction. These policies and procedures are issued under that authority to clarify the roles to be assigned to the institutional Presidents, the institutional Boards of Trustees and the State Board of Regents. ~~in the acquisition and maintaining of facilities on each of the several campuses of the State under the jurisdiction of the State Board of Regents.~~

**4.2. Purpose** - The purpose of these policies is to develop and maintain a well-planned, harmonious and safe physical environment for student achievement and personal growth on each of the institutional campuses of the State System of Higher Education in accordance with the applicable provisions of Title 53B.

**4.3. Effective and Efficient Use of Resources** - ~~In order to maximize the effective and efficient use of resources, the construction of new capital facilities or remodeling of existing facilities will be undertaken only when the need for such construction is demonstrated with reference to approved institutional academic and facilities master plans and other justification data, including information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, operating budget constraints and other justification information deemed relevant; and only after giving full consideration to the availability of state and other resources.~~

The Utah System of Higher Education seeks to maximize the effective and efficient use of state resources. Institutions must demonstrate that requests for construction of new capital facilities or remodeling of existing facilities meet the standards of approved academic and facilities master plans. Such justification should consider the availability of state resources and include information relating to student enrollments, space utilization, structural obsolescence, operational inefficiencies, and operating budget constraints.

**4.4. Remodeling** - Remodeling of existing capital facilities for the purpose of effecting a change in functions will be undertaken only when the need for such a project is justified by and is consistent with the role assignment of the institution involved and in accord with previously approved goals and objectives set by the State Board of Regents. The term "remodeling" as used herein includes any alteration, modification, or improvement project other than routine maintenance or repair work, regardless of the source of funding.

**4.5. The State Board of Regents Will:**

**4.5.1. Programmatic Planning** - Require institutions to undertake comprehensive programmatic planning as part of the comprehensive programmatic planning for the Utah System of Higher Education. This programmatic planning will inform the evaluation of any proposals for planning and construction of additional capital facilities.

**4.5.2. Campus Facilities Master Plans** - Require comprehensive campus facilities master plans to be completed and approved for each institution in correlation with the programmatic planning. ~~The facilities master plan will be reviewed during the meetings of the Finance and Facilities Committee on each institutional campus in conjunction with the regular Board of Regents meetings.~~ Each institution shall seek formal Regent approval of its campus master plan on a biennial basis.

**4.5.3. Requests for Appropriated Funds** - Review and approve all institutional requests for funds for capital facilities to be appropriated by the State Legislature through the State Building Board, ~~and make Recommendations to the State Building Board, Governor, and Legislature~~ shall be based upon the programmatic planning and facilities master plan requirements of the institutions. Each funding request must be accompanied by a detailed planning and budget guide ~~or other appropriate justification.~~

**4.5.4. Projects Requiring Approval** - Review and approve all institutional requests for property acquisition, including consideration paid for options to acquire property that commit institutional funds in excess of \$25,000. Review and approve all other institutional requests for planning and construction of facilities, or major remodeling of existing facilities, regardless of the source of funds to be used for such activity, where the proposed construction or remodeling is inconsistent with the role assignment of the institution involved, is not in accord with institutional goals and objectives previously approved by the State Board of Regents, will require a substantial change in the approved programmatic planning or facilities master plan, or where the construction, or remodeling is subject to legislative project approval.

**4.5.5. Projects Funded from Non State Appropriated Funds** - Review and approve institutional project requests for planning and construction of facilities, or remodeling of existing facilities, for which no appropriation of state funds or authority to incur bonded indebtedness is requested, as follows:

**4.5.5.1. Funded from Student Fees, Contractual Debt, or Disposal or Exchange ~~or of Capital Assets~~** - ~~If it is proposed that the~~ Proposals for projects be funded in whole or in part from an adjustment in student fees, incurring of contractual debt, or the disposal or exchange of land or other capital assets the project proposal, after being shall be approved by the institutional Board of Trustees prior to submission to the Board of Regents. ~~shall be scheduled, in consultation with the Commissioner, for presentation to the Board of Regents for~~

~~action at the same time that Board of Regents action approving the proposed funding arrangement is sought.~~

**4.5.5.2. Funded from Private Sources** - ~~If the project involves major construction or major remodeling, and it is proposed that it be funded from private sources, or from a combination of private sources and other non-state appropriated funds, the institutional President, after receiving the approval of the institutional Board of Trustees, shall inform the Commissioner of the scope and character of the proposal for submission to the Regents for Board approval. The terms "major construction" and "major remodeling" refer to projects with an estimated total project cost that exceeds \$1,000,000.~~

Major construction or remodeling projects (defined as projects costing more than \$1,000,000) funded through private sources or a combination of private sources and other non-state funds shall be approved by the institutional Board of Trustees. Upon trustee approval, the institutional President shall submit the project to the Commissioner for inclusion as an action item on an upcoming Board of Regents agenda.

**4.5.6. Operating and Maintenance (O & M) Costs on Non-State Funded Projects** - (a) An acquisition, construction or remodeling project funded from private sources, or from a combination of private sources and other non-state appropriated funds will be eligible for state appropriated O & M when the use of the building is primarily for approved academic and training purposes and associated support and is consistent with the programmatic planning and facilities master plan requirements of the institutions. Examples of such space include classrooms, class/labs, faculty and education and general administrative offices and related space, library and study space, open labs, education and general conference rooms, physical education space, and academic and approved training support space, i.e., admissions, records, counseling, student aid administration, campus security, computer center and telecommunication space, etc.. If an academic facility, funded in whole or in part by non-state funds, is built to a scale larger than Board approved programmatic or facilities planning requirements, the excess space may not qualify for state appropriated O & M funding. The Board will consider the eligibility of the institution to receive state O & M funding for such excess space on a case-by-case basis.

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

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

#### **4.5.6.1. O & M Funding Sources for Projects Not Eligible for State**

**Appropriated O & M** - In those cases where property acquisitions, construction, or remodeling projects are not eligible for state appropriated O & M funding, the institutional proposal must include arrangements as to how O & M as defined by the State Building Board will be covered. Institutions are to pursue O & M funding in the following sequence for such ineligible non-state funded facilities: first, separate non-state funding assured through private contracts or an O & M endowment established by a private donor; and second, an institutional O & M funding plan with additional revenue to support the new space to be credited to its O & M accounts.

**4.5.6.2. Board Approval of O & M Funding Plan** - The institutional O & M funding plan must be consistent with the provisions of 4.5.6 and 4.5.6.1 to receive Regents' acquisition, construction or remodeling project approval. Increased consideration for state appropriated O & M will be given to projects previously listed in the Utah State Building Board Five Year Building Program. Board approval of the acquisition of the facility shall include approval of a plan to fund the O & M costs, including the source of the funds and the projected amount needed. Further approval of such proposals, when legally required by the State Building Board and the Legislature, will follow their respective established procedures.

**4.5.7. Leased Space** - Review and approve institutional requests for plans to lease capital facilities space with state-appropriated funds for programs of instruction, research, or service when contracts for leasing such facilities: (1) exceed \$50,000 per year; (2) commit the institution to space rentals for a 5-year duration or beyond; or (3) lead to the establishment of regular state-supported daytime programs of instruction in leased space. An annual report of all space leased by the institutions, including space leased for off-campus continuing education programs and space leased in research parks, shall be compiled by the Commissioner's Office for review by the Board of Regents and forwarding to the State Building Board for possible inclusion its comprehensive 5-year building plan.

#### **4.6. The Commissioner Is Authorized to:**

**4.6.1. Recommendations** - Propose annual recommendations for capital facilities development and improvement projects based on approved capital facilities qualification and prioritization procedures for consideration by the Board in the preparation of its recommendations to the State Building Board, Governor and Legislature.

#### **4.7. Institutional Boards of Trustees Are Authorized to:**

**4.7.1. Facilities Master Plans** - Review and approve institutional campus facilities master plans before they are forwarded to the State Board of Regents.

**4.7.2. Requests for Appropriated Funds** - Review and approve for submission to the State Board of Regents all institutional requests for funds for capital facilities developments and capital improvements to be appropriated by the State Legislature through the State Building Board before these requests are forwarded to the State Board of Regents.

**4.7.3. Inconsistent Projects** - Review and approve all other institutional proposals relating to planning or construction of capital facilities, or major remodeling of existing capital facilities that require State Building Board approval and/or legislative project approval, regardless of the source of funds to be used for such activity, except to the extent that responsibility has been delegated to the institutional President as specified below in section 4.8. These actions will be reported to the State Board of Regents monthly as a part of the institutional Board of Trustees minutes, and will include planning and budget reports in the form prescribed by the Commissioner or other appropriate description and justification. ~~If such construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans, is inconsistent with the role assignment of the institution involved, or is not in accord with previously approved institutional goals or objectives, these proposals must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents.~~

Proposals for inconsistent projects must be forwarded to the State Board of Regents by the institutional President, together with the institutional Board of Trustees' recommendations, for review and action by the Regents if:

- construction or remodeling is contrary to or will require substantial change in the approved programmatic planning or facility master plans;
- is inconsistent with the role assignment of the institution involved; or,
- is not in accord with previously approved institutional goals or objectives.

**4.7.46. Public Hearings** - Conduct all required public hearings on any project, provided that adequate notice be given the State Board of Regents of any such required public hearings.

**4.8. Institutional Presidents Are Authorized to:**

**4.8.1. Other Necessary Actions** - Take all necessary actions relating to construction and remodeling activities that do not require State Building Board approval.

**4.8.2. Routine Repair and Maintenance** - Assume the responsibility for routine repair and maintenance of existing structures or facilities (i.e., painting, roof repair, plumbing, and electrical repairs, etc.). Institutions must adhere to the State Building Board facility maintenance standards.

**4.8.3. Change Orders** - Assume the responsibility to approve and recommend to the DFCM any change orders on projects under construction, as long as funds are available and the change order is within the approved purpose of the project.

**4.8.4. Accept Completed Facilities** - Accept completed capital facilities from the DFCM.

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(Approved September 16, 1975; amended February 16, 1982, June 24, 1988, December 14, 1990, June 18, 1993, September 24, 1993, December 11, 1998 and June 4, 1999.)

March 9, 2005

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Revisions to Policy R565 (Audit Committees), and Other Related Policies

Issue

Regent Policy R565 (Audit Committees) needs to be updated with respect to required committee composition and committee authority. Current policy language is not sufficient to determine whether Regent and Trustee audit committees are "public bodies" and therefore subject to Utah's Open and Public Meeting laws. Revisions related to committee composition represent actual changes to the policy, while revisions related to committee authority represent only clarifications to the intent of the original language.

In addition, institutional representatives have proposed revisions that recognize the expanded advisory and oversight role of Trustee audit committees. Finally, the policy has been updated to eliminate a perceived duplication of effort between Regent and Trustee audit committees. In connection with these proposed revisions, some minor housekeeping changes are required in other policies (R567, R550, R557) in order to maintain parallel language and intent.

Background

Regent Policy R565 governs the creation of both Regent and Trustee audit committees. As currently configured, policy directs that audit committees consist of at least four and no more than six members. In the case of institutional Boards of Trustees (with ten members each), an audit committee with six members has the potential (depending on committee makeup) to inadvertently constitute a quorum of the full Board of Trustees. The Attorney General has suggested that R565 be revised to direct that audit committees consist of at least three and no more than five members. Under this scenario, even the largest possible audit committee would not include enough Board members to ever constitute a quorum of the full Board.

In addition, current policy language does not clearly specify that audit committees have no authority to make decisions regarding the public's business. Audit committees are advisory groups, and exist only to provide advice and recommendations to the full Board. All decisions regarding the public's business are to be made by the full Board. The proposed policy revisions serve to reinforce these points, thereby ensuring that audit committee actions are consistent with their charter and appropriate to their level of oversight. With these changes in place, audit committee meetings and related activities will more closely align with original Regent intent.

State Board of Regents  
March 11, 2005  
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In connection with revisions to R565, other policies governing internal audit functions and required internal audits (R567, R550, R557) need to be updated. These proposed revisions seek to eliminate invalid policy references, recognize new organizational structures in the System and the Office of the Commissioner, and update language to provide consistency across policies. None of these revisions represent changes to the intent of the internal audit policies of the system.

Recommendation

It is the recommendation of the Commissioner that the Board approve the proposed revisions to Regent Policies R565, R567, R550, and R557.

Richard E. Kendell, Commissioner

REK/MHS/BRF  
Attachments



## ***R565, Audit Committees***

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### R565-1. Purpose

To provide for the functions and responsibilities of Audit Committees within the Utah System of Higher Education (System).

### R565-2. References

- 2.1. Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2. Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)
- 2.3. Utah Code [Title 52, Chapter 4](#) (Utah Open and Public Meeting Act)
- 2.4. Policy and Procedures [R561](#), Accounting and Financial Controls
- 2.5. Policy and Procedures [R567](#), Internal Audit Program

### R565-3. Creation of Audit Committees

- 3.1 Creation of Regent Audit Committee - There is hereby created a Regent Audit Committee as a standing subcommittee of the Finance, Facilities and Accountability Committee.
- 3.2 Creation of Trustee Audit Committees - Each Board of Trustees will create a standing Audit Committee to assist the full board in fulfilling its oversight responsibilities for financial matters.

### R565-4. Regent and Trustee Audit Committee Charters

#### 4.1 Purpose

4.1.1 Regent Audit Committee - To assist the Board of Regents in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations. ~~This includes providing the Board of Regents with information concerning each institution's control environment.~~

4.1.2 Trustee Audit Committee -To assist the Board of Trustees in fulfilling its oversight responsibilities for financial reporting, internal control, audit processes, and compliance with laws and regulations. ~~This~~

~~includes providing the Board of Trustees with information concerning the institution's control environment.~~

## 4.2 Authority

4.2.1 Regent Audit Committee - **The Regent Audit Committee shall obtain pertinent information, become knowledgeable, and provide advice and recommendations to the full Board of Regents with regard to financial oversight of each institution. The Regent Audit Committee is not vested with decision making authority on behalf of the full Board of Regents. However, the Regent Audit Committee has authority to:**

4.2.1.1 ~~Collaborate~~ **Consult** with the State Auditor ~~in~~ **on** the appointment of ~~principal~~ external auditors.

4.2.1.2 ~~Seek~~ **Request** information from ~~institutional~~ **boards of trustees, campus administrators, and other institutional representatives**, all of whom are directed to cooperate with Committee requests.

4.2.1.3 ~~Confer with~~ **Meet with** external auditors, legal counsel, and others as necessary.

4.2.2 Trustee Audit Committee - **The Trustee Audit Committee shall obtain pertinent information, become knowledgeable, and provide advice and recommendations to the full Board of Trustees with regard to financial oversight of the institution. The Trustee Audit Committee is not vested with decision making authority on behalf of the full Board of Trustees. However, the Trustee Audit Committee has authority to:**

4.2.2.1 ~~Confer with~~ **Meet with** external auditors, legal counsel, **and others as necessary.**

4.2.2.2 ~~Coordinate the work of~~ **Facilitate full access for** ~~principal~~ external auditors **during annual audits** ~~to conduct the annual audit(s).~~

4.2.2.3 ~~Mediate~~ **Assist in the resolution of** disagreements between **institutional representatives** ~~and the administration~~ and external auditors ~~regarding financial reporting.~~

4.2.2.4 **Request** ~~Seek~~ information from **campus** administrators, faculty, staff, and other institutional representatives, all of whom are directed to cooperate with Committee requests.

4.2.2.5 Conduct or authorize investigations into any matters considered necessary to achieve its purpose.

**4.2.2.6 Consult with institutional representatives, the Board of Trustees, and the Regent Audit Committee concerning the adequacy of the institution's accounting personnel, staffing levels, and controls.**

#### 4.3 Composition

4.3.1 Regent Audit Committee - The Regent Audit Committee will consist of at least ~~four~~ **three** and no more than ~~six~~ **five** members of the Board of Regents. The members, individually, will be independent and free from any relationship the Board of Regents believes would interfere with the exercise of each member's judgment as a member of the Committee. The Committee members will be appointed by the Chair of the Regents. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote.

4.3.2 Trustee Audit Committee - The Audit Committee will consist of at least ~~four~~ **three** and no more than ~~six~~ **five** members, at least three of whom are members of the Board of Trustees, each of whom shall be independent and free from any relationship that, in the opinion of the Board of Trustees, would interfere with the exercise of his or her independent judgment as a member of the Committee. The Committee members will be appointed by the Chair of the Trustees. Unless a Committee chair is appointed by the Board chair, the members of the Committee may designate a Chair by majority vote.

#### 4.4 Meetings

4.4.1 Regent Audit Committee - The Committee will meet as needed to review audit and financial information. The Committee may meet with boards of trustees, institutional administrators, and auditors. Meeting agendas will be prepared and provided in advance to members, along with appropriate briefing materials. **Informal** minutes will be prepared.

4.4.2 Trustee Audit Committee - The Committee shall meet at least three times a year, with ~~authority to convene~~ additional meetings as ~~required~~ **needed**. The Committee ~~will~~ **may** invite institutional administrators, auditors, and others to attend meetings and provide pertinent information. Meeting agendas will be prepared and provided in advance to members,

along with appropriate briefing materials. **Informal** minutes will be prepared.

#### 4.5 Responsibilities

##### 4.5.1 External Audits and Financial Statements

###### 4.5.1.1 Regent Audit Committee

~~4.5.1.1.1 Ensure there is regular, independent communication and information flow between the Regent Audit Committee and principal external auditors. The Committee will schedule~~ **Schedule** such meetings ~~or~~ and correspondence **as** necessary to **maintain regular, independent communication and information flow between the Regent Audit Committee and trustee audit committees**, whether or not irregularities or other problems have been identified.

**4.5.1.1.2 Receive and review reports from trustee audit committees** regarding the annual financial statements, including a summary of significant accounting and reporting issues.

**4.5.1.1.3 Receive and review reports from trustee audit committees regarding** the results of the annual financial statement audit, including ~~any difficulties encountered~~ audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

###### 4.5.1.2 Trustee Audit Committee

~~4.5.1.2.1 Ensure there is regular, independent communication and information flow between the Trustee Audit Committee and principal external auditor(s). The Committee will schedule~~ **Schedule** such meetings ~~or~~ and correspondence **as** necessary to **maintain regular, independent communication and information flow between the Trustee Audit Committee and external auditors**, whether or not irregularities or problems have been identified.

**4.5.1.2.2 Review** the institution's financial statements, including significant accounting and reporting issues. This includes reviewing the management discussion and analysis of the financial statements, along with any analyses prepared by institutional administration and/or external auditors setting forth significant financial reporting issues and judgments made in connection with the preparation of the financial statements.

4.5.1.2.3 Review with the administration and the external auditors the results of the annual financial statement audit, including ~~any difficulties encountered~~ audit scope and approach, any restrictions on the auditor's activities or on access to requested information, and any significant disagreements with institutional representatives.

#### 4.5.2 Internal Control

##### 4.5.2.1 Regent Audit Committee

4.5.2.1.1 **Receive and** review reports from institutions regarding the **control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management** ~~quality of their respective systems of internal control—as defined by the Committee of Sponsoring Organizations (COSO). This includes assessing the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.~~

4.5.2.1.2 **Receive and** review reports from institutions regarding ~~the~~ **quality of institutional** systems of internal control.

4.5.2.1.3 **Receive and review reports from institutions regarding** ~~Ensure that an appropriate process exists for the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.~~

##### 4.5.2.2 Trustee Audit Committee

4.5.2.2.1 **Review information regarding** ~~the quality of the institution's system of internal control—as defined by the Committee of Sponsoring Organizations (COSO). This includes assessing~~ the institution's control environment, means of communicating standards of conduct, and practices with respect to risk assessment and risk management.

4.5.2.2.2 ~~Receive and review~~ **Confer with** external and internal auditors regarding the quality of institutional systems ~~the of~~ internal control.

4.5.2.2.3 **Review information regarding** ~~Ensure that an appropriate process exists for the receipt, retention, and treatment of complaints, including anonymous complaints about accounting, auditing, internal control, and other related issues.~~

**4.5.2.2.4 Review with campus administrators and other institutional representatives the adequacy of the institution's accounting personnel, staffing levels, and controls.**

#### 4.5.3 Compliance

##### 4.5.3.1 Regent Audit Committee

4.5.3.1.1 Review reports from institutions regarding systems for monitoring compliance with laws and regulations.

4.5.3.1.2 Obtain regular updates from institutions regarding instances of material noncompliance that might have implications for the System.

##### 4.5.3.2 Trustee Audit Committee

**4.5.3.2.1 Review information provided by the administration regarding systems** ~~for the administration's system~~ for monitoring compliance with laws and regulations.

4.5.3.2.2 Obtain regular updates from institutional administrators and/or legal counsel regarding instances of material noncompliance that might have implications for the institution.

#### 4.5.4 Internal Audit

##### 4.5.4.1 Regent Audit Committee

4.5.4.1.1 Receive annual summary reports from trustee audit committees regarding the results of the internal auditing program at each institution, **including any restrictions and limitations on internal auditing activities.**

~~4.5.4.1.2 Evaluate whether there are any unjustified restrictions or limitations on internal auditing programs.~~

~~4.5.4.1.3 Review and concur in the appointment, or dismissal of the chief internal audit executive in the Office of the Commissioner (OCHE).~~

~~4.5.4.1.4 Ensure there is regular, independent communication and information flow between the Committee and the OCHE chief internal audit executive. The Committee will schedule such meetings or~~

~~correspondence necessary to accomplish this communication, whether or not any irregularities or other problems have been identified.~~

#### 4.5.4.2 Trustee Audit Committee

4.5.4.2.1 Review with the administration and the chief internal audit executive the charter, plans, activities, staffing and organizational structure of the internal audit function.

4.5.4.2.2 ~~Ensure there are no~~ **Review any unjustified** restrictions ~~or and~~ limitations on internal auditing activities.

4.5.4.2.3 ~~Review and concur in~~ **Advise the Board of Trustees regarding** the appointment, replacement, or dismissal of the institution's chief internal audit executive.

4.5.4.2.4 Receive and review internal audit reports and/or periodic summaries of internal audit activities prepared by the chief internal audit executive.

4.5.4.2.5 ~~Ensure there is regular, independent communication and information flow between the Committee and the institution's chief internal audit executive. Such~~ **Schedule** meetings ~~or and~~ correspondence **as necessary to maintain regular, independent communication and information flow between the Committee and the institution's chief internal audit executive.**

#### 4.6 Reporting

##### 4.6.1 Regent Audit Committee

4.6.1.1 At least annually, the Committee will provide a report or minutes of meetings to the full Board of Regents detailing the Committee's activities and recommendations.

##### 4.6.2 Trustee Audit Committee

4.6.2.1 At least annually, the Committee shall provide a report or minutes of meetings to the full Board of Trustees detailing the Committee's activities and recommendations.

**4.6.2.2 In connection with regularly scheduled Board of Regents meetings, the Committee shall meet periodically with the Regent Audit Committee to provide updates on the institutional activities**

**contemplated by this policy. In addition, the Committee shall prepare an annual report consisting of a cover letter outlining audit programs and plans, a summary of key committee and related institutional activity (including an assessment of the results of that activity), and meeting agendas/minutes documenting the full efforts of the Committee. This report shall be submitted to the Office of the Commissioner by December 31 of each year.**

R565-5 Necessary Actions Not Contemplated by R565-4

5.1 To assure appropriate institutional or System governance, the Regent Audit Committee is authorized, as directed by the chair of the Board of Regents, to pursue other actions which the Committee believes are needed, **so long as the Regent Audit Committee is not vested with any authority to make decisions regarding the public's business.**

5.2 The Trustee Audit Committee may pursue other courses of action, as directed by the chair of the Board of Trustees, which the Committee believes are needed, **so long as the Trustee Audit Committee is not vested with any authority to make decisions regarding the public's business.**

Revised and approved March 18, 2005.



# ***R567, Internal Audit Program***

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## **R567-1. Purpose**

To establish policies and standards for internal audit departments within the Utah System of Higher Education (USHE).

## **R567-2. References**

- 2.1.** Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2.** Utah Code [§53B-7-101](#) (Financial Affairs Under the General Supervision of the Board)
- 2.3.** Policy and Procedures [R565](#), Audit Review Subcommittee
- 2.4.** Policy and Procedure [R566](#), ~~Audit Review Process~~
- 2.5.** Policy and Procedure [R120-3.3.2.7](#), Bylaws of the Board of Regents, Auditing Records

## **R567-3. Definitions**

**3.1. Internal Auditing** - Internal auditing is an independent appraisal function established to examine and evaluate activities as a service to management. The objective of internal auditing is to assist USHE personnel in the effective discharge of their responsibilities. To this end, internal auditing furnishes analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed.

**3.2. Institutional Audit Department** - An institutional audit department is an employee or department of a USHE institution responsible to provide internal auditing services, as defined above, and whose functions are governed by a statement of purpose, authority, and responsibility which has been proposed by the president and approved by the institution's Board of Trustees.

**3.3. State Board of Regents Audit Department** - The State Board of Regents audit department is an internal audit department resident in the Commissioner's Office responsible to provide internal auditing services, as defined above, and whose functions are governed by a statement of purpose, authority, and responsibility which has been approved by the Commissioner.

## **R567-4. Policy**

**4.1. Internal Audits Required at All Institutions** - The State Board of Regents requires each Utah System of Higher Education institution to complete internal audits as directed by the State Board of Regents, the Commissioner, the institutional President, or the appropriate authority at the institution.

~~**4.2. Reports to the State Board of Regents Audit Review Subcommittee**—The chief internal auditor of each internal audit department shall provide regular written and/or verbal reports to the State Board of Regents Audit Review Subcommittee in a form and manner specified by the Subcommittee (see Policy and Procedures [R565](#) and [R566](#)). Such reports shall include annual notification of audits planned for the next fiscal year.~~

**4.3. System Wide Audits - Institutional audit departments shall conduct system wide audits for their institutions and the State Board of Regents audit department shall conduct system wide audits at institutions having no resident audit department.**

~~**4.3.1.** Institutional audit departments shall conduct system wide audits for their institutions and the State Board of Regents audit department shall conduct such system wide audits at institutions having no resident audit department.~~

~~**4.3.2.** Internal financial audits shall be conducted in accordance with State Board of Regents policy.~~

**4.4. Coordination of System Wide Audits Investigations** - Assignments to conduct system wide internal ~~audits investigations~~ will be coordinated between the Commissioner of Higher Education and the institutional Presidents.

**4.5. Special Audits Directed by the Commissioner** - The Commissioner, with prior notification to the President of the institution, may direct the State Board of Regents audit department to schedule and conduct an audit at the institution, separately or in cooperation with a resident internal audit group, provided the audit is not part of a system wide audit. (See State Board of Regents Bylaw [R120-3.3.2.7.](#))

**4.6. General Standards** - the functions and activities of internal audit departments within USHE shall be consistent with the "Standards for the Professional Practice of Internal Auditing" as promulgated by the Institute of Internal Auditors. Other professional standards (such as "generally accepted auditing standards" as promulgated by the American Institute of CPAs) may also apply to particular audit assignments as determined by the institution's Board of Trustees or the State Board of Regents ~~Audit Review Subcommittee~~.

**4.7. Reports to the Board of Trustees** - ~~In addition to the reports required under paragraph 4.2,~~ The President and the internal audit director shall meet periodically as needed with the institutional Board of Trustees, or an Audit Subcommittee of the institutional Board of Trustees, to review completed audits, institutional responses, and to discuss concerns of the institutional Board of Trustees or the director.

**~~4.8. Personnel Actions Concerning the Director of Internal Audits~~**—~~The President shall prepare performance evaluations and recommended personnel actions relating to the director of internal audits for approval by the institutional Board of Trustees.~~

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(Adopted April 24, 1973, amended May 29, 1973, June 26, 1973, November 27, 1973, January 28, 1975 and April 22, 1975; replaced January 17, 1992, amended April 17, 1992.)

## ***R550, Auxiliary Enterprises Operation and Accountability***

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### **R550-1. Purpose**

To provide for institutional operation of auxiliary enterprises, identification of activities operated as auxiliary enterprises at each institution, and reporting and accountability requirements for such auxiliary enterprises.

### **R550-2. References**

- 2.1.** Utah Code [§53B-6-102](#) (Standardized Systems Prescribed by the Board)
- 2.2.** Utah Code [§53B-7-101\(9\)](#) (Each Institution Handles Financial Affairs Under General Supervision of the Board)
- 2.3.** Policy and Procedures [R555](#), Providing Facilities, Goods and Services in Competition with Private Enterprise.

### **R550-3. Definitions**

**3.1. Auxiliary Enterprises** - Business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service, and from organized activities and intercollegiate athletics) the primary purpose of which is to provide specified services to students, faculty, staff or guests of the institution. All housing, food service, and college store activities in any institution are to be classified and managed as auxiliary enterprises. Other activities which serve primarily individuals (as distinguished from internal departments of the institution) and operate on an essentially self-supporting basis, also should be classified and managed as auxiliary enterprises.

**3.2. Essentially Self-Supporting** - Means receiving revenues (fees for services, sales, dedicated general fees, contributions, and investment income) to cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt service and capital expenditures for the activity.

### **R550-4. General Policy**

**4.1. Support to Education, Research and Public Service** - Auxiliary enterprises are operated as essential elements in support of the education, research and public service programs of the institutions. They are to be operated at a level of quality sufficient to support the objectives of the primary programs. Direct charges for services are to be sufficient to enable the auxiliary enterprises to operate on an essentially self-supporting basis whenever possible. Services provided by auxiliary enterprises may be incidentally available to members of the general

public but are not to be marketed to the general public or outside organizations. All auxiliary enterprise organizations are required to comply with Policy R555, which regulates provision of facilities, goods and services which might be in competition with private enterprise.

**4.2. Limitations of R555** - The Board recognizes that Policy [R555](#) limits the ability of institutional auxiliary enterprises such as book stores and food services to generate revenue from outside sources and therefore maximize revenues or to minimize charges to institutional users. In recognition of this limitation, institutions which cannot reach a total self-support level for designated auxiliary enterprise activities are permitted to provide subsidies from institutional discretionary funds or, if necessary, from other education and general funds, subject to the accounting requirements set forth below.

## **R550-5. Designation of Activities to be Operated as Auxiliary Enterprises**

**5.1. Criteria for Designation** - In addition to the core activities of housing, food services, and college or university stores, institutions should propose for designation as auxiliary enterprises any other activities which meet the definitions provided above. However, the fact that an organized activity receives significant direct income is not in itself a reason for auxiliary enterprises designation unless the activity also serves primarily students, faculty, or staff members.

### **5.2. Designated Auxiliary Enterprises, by Institution**

#### **University of Utah**

Bookstore  
Food Services  
Housing (Residence Halls and University Student Apartments)  
Student Center (A. Ray Olpin University Union)  
Golf Course  
Parking and Campus Transportation Services  
Jon M. Huntsman Center (Special Events Center)  
Student Health Services

#### **Utah State University**

Bookstore Student Health Services  
Housing Parking Terrace  
Food Services University Residence Center  
Student Center

**Weber State University**

Bookstore Student Center  
Food Services Housing  
Student Health Services

**Southern Utah University**

Bookstore Student Center  
Food Services Housing

**Snow College**

Bookstore Student Center  
Food Services Housing

**Dixie College**

Bookstore Student Center  
Food Services Housing

**College of Eastern Utah**

Bookstore Student Center  
Food Services Housing

**Utah Valley State College**

Bookstore Student Center  
Food Services

**Salt Lake Community College**

Bookstore Student Center  
Food Services

**R550-6. Principles of Operation**

**6.1. Management** - Except as may be in conflict with any provisions of this policy, institutional auxiliary enterprises are to be operated in accordance with overall management principles set forth in Chapter 3.2 of College and University Business Administration (National Association of College and University Business Officers, Washington, D.C., 1982). Institutions are expected to employ professional management for their auxiliary enterprise activities, and to provide administrative, accounting and financial management oversight of each auxiliary enterprise, through one or more senior officers designated by the President.

**6.2. Working Capital** - In order to render adequate service, auxiliary enterprises should have a solid financial base that includes sufficient reserves. Each auxiliary enterprise which involves sale of goods and services should have adequate working capital to support accounts receivable and necessary inventories of goods and supplies. (Where this policy conflicts with existing bond covenants, the bond covenants shall prevail.) Renewal and replacement funds for all auxiliary enterprises should be accumulated in amounts sufficient to provide for major equipment repair and replacement as well as refurbishment, renewal and replacement of physical facilities. Auxiliary enterprises are not, however, expected to accumulate fund balances in excess of requirements for working capital, renewals and replacements, and debt service. Subsidies from outside funds and then charges to users should be adjusted downward if an enterprise produces revenues in excess of this requirement.

**6.3. Physical Plant Operations and Financial Accounting Services** - Auxiliary enterprises budgets are to include costs of physical plant operations and accounting services directly chargeable to their operations. The cost of these support services may either be budgeted directly in the operations of the auxiliary enterprises, or budgeted as payments to the education and general departments or service enterprises providing the support services.

**6.4. Charges for Other Indirect Costs** - In addition to direct charges for support costs, under 6.3, auxiliary enterprises are to be charged for an appropriate share of other administrative support costs of the institution.

**6.5. Level of Prices and Charges** - Appropriate fees shall be charged to users of the auxiliary enterprises, including academic or administrative departments. To the extent reasonably possible, selling prices, rents, fees, admissions and other charges by each auxiliary enterprise are to be set at a level adequate to support the operating and reserve requirements of the enterprise.

## **R550-7. Accounting and Audit Requirements**

**7.1. Accounting Requirements** - Each auxiliary enterprise is to use accounting systems appropriate to the type of business of program operated. Accounts for each auxiliary enterprises are to include all revenues, expenditures, and transfers relating to the enterprise, including interest on loans from other institutional or outside sources and expenditures or indirect charges for operation and maintenance of physical plant and financial accounting services and for other administrative support costs. Mandatory and non mandatory transfers out are to be specifically identified, as are all loans and all transfers in from other auxiliary enterprises and from institutional discretionary funds, other education and general funds, or other funds of the institution.

**7.2. Auxiliary Enterprises Reports in the Annual Budget Process** - A report of auxiliary enterprises operations, covering the completed actual year and the

current budget year, is to be provided annually by each institution, as part of the regular Board of Regents budget process. The report, on forms or in a format provided by the Commissioner, is to include as a minimum, for each designated auxiliary enterprise and for the institutional auxiliary enterprises in total, the following information: (1) appropriate detail on revenues (e.g., sales and services, student fees, other income) and expenditures (e.g., costs of goods sold, direct operating expenses, charges for indirect costs); (2) identification of each specific source and amount of transfers in; (3) identification of each specific amount and recipient of transfers out; and (4) Details of any outstanding loans other than bonded indebtedness. (Bonded indebtedness is disclosed in the institution's audited financial statements.)

**7.3. Audits of Auxiliary Enterprises** - Internal ~~management~~ audits of all auxiliary enterprises are to be made at appropriate intervals, **as determined by the Board of Trustees and institutional administrators.** Each institution's chief executive officer shall arrange for these audits, conducted by either the resident auditors or the Regents' audit staff. Each audit report will include the auditor's opinion regarding: (1) fairness of presentation of the most recent annual reports, in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (2) the institution's compliance with this policy.

**7.4. Annual Review of Financial Condition of Auxiliary Enterprises** - The Associate Commissioner for Budget and Finance will prepare an analysis of the financial condition of auxiliary enterprises at each institution prior to January of each year, using reports submitted in the annual budget process pursuant to paragraph 7.2. The report will be submitted for review by the Finance and Facilities Committee, which may direct follow-up action and reports in any case where the financial condition of individual auxiliary enterprises, or institutional auxiliary enterprises in total, is not satisfactory.

## **R550-8. Oversight by institutional Board of Trustees**

**8.1. Review Reports and Audits, Monitor Services** - The institutional Board of Trustees of each institution is responsible to review the institution's auxiliary enterprises annual reports prepared pursuant to Section 7.2, and periodic internal audits prepared pursuant to Section 7.3. The institutional boards of trustees also are responsible for monitoring both management of and quality of services provided by the institution's auxiliary enterprises.

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(Adopted July 1, 1975, amended December 14, 1982 and April 19, 1985; replaced October 21, 1988, amended June 18, 1993.)



# ***R557, Motor Vehicles***

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## **R557-1. Purpose**

To provide guidelines and oversight for the purchase, maintenance and use of vehicles at the institutions.

## **R557-2. References**

- 2.1. Utah Code [§41-1a-407](#) (Use of "EX" Plates by Political Subdivisions or State)
- 2.2. Utah Code [Title 63A, Chapter 9](#) (Division of Fleet Operations and Administration of State Vehicles)
- 2.3. Utah Code [Title 63, Chapter 56](#) (Utah Procurement Code)
- 2.4. Policy and Procedures [R205](#), Presidential Appointment, Term of Office, and Compensation and Benefits
- 2.5. Policy and Procedures [R555](#), Providing Facilities, Goods and Services in Competition with the Private Sector
- 2.6. Policy and Procedures [R556](#), Transportation in Campus Vehicles
- 2.7. Policy and Procedures [R558](#), Surplus Property

## **R557-3. Definitions**

- 3.1. **Motor Pool Fleet** - The motor pool fleet is comprised of all vehicles owned or leased by the institution and maintained in a pool for daily and monthly use by departments and employees of the institution.
- 3.2. **Vehicle Fleet** - The vehicle fleet is comprised of all licensed vehicles owned or leased by the institution, including the motor pool fleet.
- 3.3. **Service Enterprises** - Service enterprises are operations within the institution established by the institution to provide services to departments and employees of the institution. Fees are set at a level adequate to support projected operating requirements without generating excess revenues.

**3.4. Commute** - Commute means travel between and employee's home and place of work more often than five times per month. Commute includes travel to any work site closer to any employee's home than the principal place of assignment.

**3.5. Employee** - Employee means any person who is paid by the institution or is acting as an agent of the institution in a volunteer position or as a student.

**3.6. Incidental Personal Use** - Use of a vehicle to obtain meals and lodging in connection with an authorized business trip.

#### **R557-4. Policy**

**4.1. Ownership and Control of Vehicle Fleets** - Each institution shall monitor and control its vehicle fleet. The institution shall:

**4.1.1.** employ professional management for its fleet;

**4.1.2.** operate the motor pool fleet as a service enterprise;

**4.1.3.** monitor the utilization of fleet vehicles and analyze and evaluate the optimal size of the fleet;

**4.1.4.** before any new or replacement vehicle is purchased, review both the overall need for the vehicle pursuant to 4.1.3 and a cost-benefit analysis of entering into a long-term lease versus vehicle purchase;

**4.1.5.** comply with [Title 63, Chapter 56](#), Utah Code Annotated (State Procurement Code) in the purchase of all vehicles;

**4.1.6.** evaluate the need for and cost of departmentally owned vehicles versus vehicles included in the motor pool fleet; and

**4.1.7.** dispose of vehicles in accordance with [R558](#), Surplus Property.

**4.2. Marking of Vehicles and "EX" Plates** - In accordance with Utah Code [§63A-9-601](#), all vehicles in the fleet shall be marked and have "EX" plates, unless exempted under that section or Utah Code [§41-1a-407](#).

**4.3. Commute Policies** - Commute privileges should be authorized only where it is determined to benefit the institution. Institutions shall establish commute policies to provide:

**4.3.1.** authorization criteria for the use of vehicles for commuting;

**4.3.2.** disciplinary procedures and sanctions for unauthorized commuting; and

**4.3.3.** accounting guidelines for maintaining proper records of the taxable benefit to the employee of commuting in an institutional vehicle.

**4.4. Maintenance and Safe Use of Vehicles** - Institutions shall establish policies governing the maintenance and safe use of the vehicle fleet by departments and employees. These policies shall provide:

**4.4.1.** for compliance with guidelines established by the Office of Risk Management in connection with providing vehicle insurance to the institution; and

**4.4.2.** for employee reporting of vehicles involved in accidents and traffic violations, for compliance with seat belt laws, alcohol and drug regulations and other traffic laws.

**4.5. Use of Vehicles** - Fleet vehicles shall only be used for official institutional business purposes, except when:

**4.5.1.** personal use has been authorized for the President in compliance with Board policy;

**4.5.2.** commute privileges have been authorized pursuant to section 4.3; or

**4.5.3.** non-incidental personal use has been specifically authorized by the President and reported to the institutional Board of Trustees.

**4.6. Vehicle Fleet Use Restricted by Board Policies** - Institutions shall comply with Board policies relating to vehicle use such as [R555](#), Providing Facilities, Goods and Services in Competition with Private Enterprise, and [R556](#), Transportation in Campus Vehicles.

**4.7. Audit and Reporting Requirements** - Internal ~~management~~ audits of all vehicle fleets are to be made at appropriate intervals, **as determined by the Board of Trustees and institutional administrators. Each institution's chief executive officer shall arrange for these audits, conducted by either the resident auditors or the Regents' audit staff. Each audit report will include the auditor's opinion regarding: (1) fairness of presentation of the most recent annual reports, in accordance with generally accepted auditing standards for reporting on prescribed format statements; and (2) the institution's compliance with this policy.** Each institution shall report annually regarding its vehicle fleet and motor pool fleet.

**4.7.1.** The annual vehicle fleet report is made to the Division of Fleet Operations and shall include:

**4.7.1.1.** the number of vehicles in the vehicle fleet, a description of each vehicle owned or leased by the institution, including the license number, year, make, and model of the vehicle, and the person and administrative unit within the institution to whom each vehicle is assigned;

**4.7.1.2.** other information requested by the Division of Administrative Services in compliance with Utah Code [§63A-9-402](#); and

**4.7.1.3.** the number and names of employees with authorized commute privileges, with authorized personal use privileges, and who drive unmarked vehicles.

**4.7.2.** The annual motor pool fleet report shall be part of the regular budget process and shall include:

**4.7.2.1.** revenues and expenditures;

**4.7.2.2.** rates and charges for vehicle use;

**4.7.2.3.** vehicle utilization rates, and

**4.7.2.4.** other pertinent information about the operations of motor pool fleet.

**4.8. Oversight by Board of Trustees** - The Board of Trustees of each institution is responsible to review the institution's annual vehicle fleet reports and periodic internal audits prepared pursuant to Section 4.7. The Board of Trustees also is responsible for monitoring both management and utilization of vehicle fleets.

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(Approved November 3, 1995, amended to conform with Title 63A, Chapter 9, effective March 12, 1997.)

## MEMORANDUM

March 9, 2005

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Authorization for Increased Differential Tuition for Doctor of Pharmacy Degree Program

### Issue

The University of Utah seeks approval to increase the current tuition differential for students in the Doctor of Pharmacy degree 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 levels based on student and market demand, potential earning capacity of program graduates, societal importance of the program, and program costs. To date, 23 graduate programs at the four USHE universities have differential tuition.

The University of Utah's proposes to increase the current Doctor of Pharmacy degree program differential tuition from \$1,985 per semester to \$2,660 per semester. Total tuition and fees, apart from any changes in general rates, would be \$4,949 per semester, or \$9,898 per year, for the 2005-2006 entering class. This increase is necessary to maintain the quality of this program. The proposed tuition level is consistent with similar clinical-intensive pharmacy education programs in other universities.

### Recommendation

The Commissioner recommends approval of the proposed increase in differential tuition for the Doctor of Pharmacy degree program at the University of Utah.

REK/MHS  
Attachments

Richard E. Kendell, Commissioner

March 9, 2005

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Refunding Bond Resolutions for University of Utah with respect to (1) the Hospital Revenue System, (2) the Auxiliary and Campus Facilities Revenue System and (3) the Research Facilities Revenue System

Background

Current market conditions present the University of Utah with an opportunity to refund certain outstanding bonds issued from each of the three above-mentioned revenue systems.

Issue

The following issues are proposed for inclusion in this refunding proposal:

The Hospital Revenue System.

- State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 1998 issued to finance the (i) the purchase of the University Neuropsychiatric Institute and Summit Health Center, (ii) remodeling of the Hospital's adult critical care facilities, rehabilitation unit, and therapy support services, and (iii) clinical training and support facilities for various departments of the University's School of Medicine.
- State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 2001 issued to finance an expansion to the Hospital including the addition of a helipad, an increase in the number of operating rooms and ICU beds, and expansion of the emergency room.

The Auxiliary and Campus Facilities Revenue System.

- State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1998A issued to finance construction of student housing complexes and to refinance a portion of the costs related to the expansion and renovation of the University's football stadium.

- State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1999 and Series 2001 issued to finance parking improvements.

#### The Research Facilities Revenue System.

- State Board of Regents of the State of Utah, University of Utah Research Facilities Revenue Bonds, Series 1996A issued to finance the Biology Research Building Project.
- State Board of Regents of the State of Utah, University of Utah Research Facilities Revenue Bonds, Series 2000A issued to finance a portion of the Huntsman Cancer Institute Building Project.

Due to lower market interest rates, the University anticipates opportunities to achieve debt service savings by refunding all or a portion of the above-described bonds. Generally, tax regulations prohibit bonds from being refunded in advance of their maturity more than once per issue. Therefore, the University administration, along with its financial advisor, will monitor market conditions to determine when to refinance to achieve an acceptable debt service savings to the University.

Refunding bonds will be issued for each of the representative revenue systems, as the market permits. Debt service on the new refunding bonds shall be payable solely from the University's revenue systems described above and do not constitute a general obligation or liability of the Board, the University or the State of Utah.

Representatives from the University of Utah and Bond Counsel will be available to answer Regent questions.

#### Recommendation

The Commissioner recommends that the Board approve the University of Utah request to refund all or a portion of revenue bonds described above.

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Richard E. Kendell, Commissioner

RK/MS/KW  
Attachments

UNIVERSITY OF UTAH  
Summary of Refunding Analyses  
8-Mar-05

| Bond System                                     | Refunded Bonds' Par |            | Refunding Bonds' Par* |            | Gross Savings* | NPV Savings* | NPV Savings (%)* | Average Annual D/S Savings* | Estimated Costs of Issuance* | Notes                                                    |
|-------------------------------------------------|---------------------|------------|-----------------------|------------|----------------|--------------|------------------|-----------------------------|------------------------------|----------------------------------------------------------|
| Auxiliary and Campus Facilities System ("ACFS") | \$                  | 45,670,000 | \$                    | 36,000,000 | \$ 14,000,000  | \$ 1,300,000 | 2.84%            | \$ 933,000                  | \$ 186,000                   | Assumes \$8.7 million cash reserve contributed to deal   |
| Hospital                                        | \$                  | 30,735,000 | \$                    | 26,500,000 | \$ 7,800,000   | \$ 956,000   | 3.11%            | \$ 530,000                  | \$ 178,000                   | Assumes \$4.29 million cash reserves contributed to deal |
| Research Facilities                             | \$                  | 19,820,000 | \$                    | 19,700,000 | \$ 757,000     | \$ 637,000   | 3.21%            | \$ 50,000                   | \$ 128,000                   | No cash reserves contributed                             |

\*Preliminary, subject to change

NOTE: Estimates only. Bond parameters set to provide added flexibility.



APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
HOSPITAL REVENUE REFUNDING BONDS, SERIES 2005

Salt Lake City, Utah

March 18, 2005

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on March 18, 2005, commencing at 9:00 a.m. The following members were present:

|                     |            |
|---------------------|------------|
| Nolan E. Karras     | Chair      |
| E. George Mantes    | Vice Chair |
| Jerry C. Atkin      | Member     |
| Daryl C. Barrett    | Member     |
| Bonnie Jean Beesley | Member     |
| Janet A. Cannon*    | Member     |
| Katharine B. Garff  | Member     |
| David J. Grant      | Member     |
| Meghan Holbrook     | Member     |
| James S. Jardine    | Member     |
| Michael R. Jensen   | Member     |
| David J. Jordan     | Member     |
| Trent Kemp          | Member     |
| John C. Pingree*    | Member     |
| Jed H. Pitcher      | Member     |
| Sara V. Sinclair    | Member     |
| Marlon O. Snow      | Member     |
| Maria Sweeten       | Member     |

Absent:

Also Present:

|                     |                                  |
|---------------------|----------------------------------|
| Richard E. Kendell  | Commissioner of Higher Education |
| Joyce Cottrell, CPS | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Hospital Revenue Refunding Bonds, Series 2005.

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\* Non-voting member from State Board of Education

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH HOSPITAL REVENUE REFUNDING BONDS, SERIES 2005 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$48,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A FOURTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of November 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued, for and on behalf of the University, its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 1998 (the “Series 1998 Bonds”) and its State Board of Regents of the State of Utah, University of Utah Hospital Revenue Bonds, Series 2001 (the “Series 2001 Bonds” and together with the Series 1998 Bonds (the “Refunded Bonds”)); and

WHEREAS, in order to benefit the Board and the University by achieving a debt service savings due to present lower interest rates, the Board desires to refund the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds; (ii) funding a deposit to a debt service reserve fund, and (iii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Hospital Revenue Refunding Bonds, Series 2005 (or such other series designations that may be determined) (the "Series 2005 Bonds") in an aggregate principal amount of not to exceed \$48,000,000 pursuant to the General Indenture and a Fourth Supplemental Indenture of Trust between the Board and the Trustee (the "Fourth Supplemental Indenture" and collectively with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2005 Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board will enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriter for the Series 2005 Bonds (the "Underwriter"), a form of a Preliminary Official Statement relating to the Series 2005 Bonds (the "Preliminary Official Statement"), a form of a Escrow Agreement and a form of the Fourth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds and to approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2005 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2005 Bonds are hereby ratified, approved and confirmed.

Section 3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with

the offering and sale of the Bonds. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

Section 4. The Fourth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Fourth Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2005 Bonds, the Board hereby authorizes the issuance of the Series 2005 Bonds in the aggregate principal amount of not to exceed \$48,000,000. The Series 2005 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2005 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2005 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2005 Bonds and to deliver the Series 2005 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2005 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2005 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2005 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 1.0% of the face amount of the Series 2005 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the

Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2005 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds and to specify and agree as to the bonds to be refunded and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2005 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Fourth Supplemental Indenture.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Fourth Supplemental Indenture, the Series 2005 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

Section 10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture,

the Preliminary Official Statement, the Official Statement, the Escrow Agreement or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

Section 11. Upon their issuance, the Series 2005 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2005 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in The Salt Lake Tribune, a newspaper of general circulation in the county in which the principal administrative office of the University is located and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on March 18, 2005, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Hospital Revenue Refunding Bonds, Series 2005 (or such other or further designation as the officers of the Board may determine) (the "Series 2005 Bonds") in the aggregate principal amount of not to exceed Forty Eight Million Dollars (\$48,000,000), to bear interest at a rate or rates of not to exceed Five and Three Quarters percent (5.75%) per annum, to mature in not more than 17 years from their date or dates, and to be sold at a price or prices not less than 98% of the total principal amount thereof, for the purpose of refunding all or a portion of certain of the Board's outstanding Hospital Revenue Bonds. No deposit is contemplated in connection with the issuance of the Series 2005 Bonds.

The Series 2005 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Fourth Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at, 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2005 Bonds), or the Series 2005 Bonds, or any provision made for the security and payment of the Series 2005 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 18<sup>th</sup> day of March, 2005.

\_\_\_\_\_  
/s/ Joyce Cottrell

Secretary



Section 13. After any of the Series 2005 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2005 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE STATE OF UTAH THIS 18TH DAY OF MARCH, 2005.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

---

Chair

ATTEST:

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Secretary

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

(SEAL)

---

Chair

ATTEST:

---

Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 18, 2005 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 18th day of March, 2005.

---

Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the March 18, 2005 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2005 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on September 8, 2004 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on September 8, 2004 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 18th day of March, 2005.

---

Secretary

(SEAL)

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_\_\_)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY



EXHIBIT A

PARAMETERS OF THE SERIES 2005 BONDS

|                                                            |                                   |
|------------------------------------------------------------|-----------------------------------|
| Principal amount not to exceed                             | \$48,000,000                      |
| Interest rates not to exceed                               | 5.75%                             |
| Discount from par not to exceed                            | 2.0%                              |
| Final Maturity not to exceed                               | 11 years from<br>date of issuance |
| Optional Call at not more than 101% of par on or prior to: | 17 years from<br>date of issuance |

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
RESEARCH FACILITIES REVENUE REFUNDING BONDS, SERIES 2005

Salt Lake City, Utah

March 18, 2005

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at The Board of Regents offices in Salt Lake City, Utah on March 18, 2005, commencing at 9:00 a.m. The following members were present:

|                     |            |
|---------------------|------------|
| Nolan E. Karras     | Chair      |
| E. George Mantes    | Vice Chair |
| Jerry C. Atkin      | Member     |
| Daryl C. Barrett    | Member     |
| Bonnie Jean Beesley | Member     |
| Janet A. Cannon*    | Member     |
| Katharine B. Garff  | Member     |
| David J. Grant      | Member     |
| Meghan Holbrook     | Member     |
| James S. Jardine    | Member     |
| Michael R. Jensen   | Member     |
| David J. Jordan     | Member     |
| Trent Kemp          | Member     |
| John C. Pingree*    | Member     |
| Jed H. Pitcher      | Member     |
| Sara V. Sinclair    | Member     |
| Marlon O. Snow      | Member     |
| Maria Sweeten       | Member     |

Absent:

Also Present:

|                     |                                  |
|---------------------|----------------------------------|
| Richard E. Kendell  | Commissioner of Higher Education |
| Joyce Cottrell, CPS | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result and after other matters not pertinent to this

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\* Non-voting member from State Board of Education

Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah University of Utah Research Facilities Revenue Refunding Bonds, Series 2005.

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

AYE:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH RESEARCH FACILITIES REVENUE REFUNDING BONDS, SERIES 2005 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$25,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A FOURTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (collectively, the “Act”); and

WHEREAS, in accordance with the provisions of the Act, the Board is authorized to issue revenue bonds, for and on behalf of the University, for the purpose of (i) refunding all or a portion of the Issuer’s outstanding (x) University of Utah Research Facilities Revenue Bonds, Series 1996A (Biology Research Building Project) and (y) University of Utah Research Facilities Revenue Refunding Bonds, Series 2000A (Huntsman Cancer Institute Building Project) (collectively, the “Refunded Bonds”) in order to achieve a debt service savings, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto, said bonds to be issued under a General Indenture of Trust dated as of July 1, 2000, as heretofore supplemented (the “General Indenture”) between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”) and as further supplemented by a Fourth Supplemental Indenture of Trust (the “Fourth Supplemental Indenture” and together with the General Indenture, the “Indenture”) between the Board and the Trustee, which bonds will be designated as the “State Board of Regents of the State of Utah University of Utah Research Facilities Revenue Refunding Bonds, Series 2005” (or such other or further designation as officers of the Board may determine), (the “Series 2005 Bonds”) in an aggregate principal amount of not to exceed \$25,000,000; and

WHEREAS, in connection with funding an escrow to provide for the advance refunding of the Refunded Bonds, the Board will enter into an Escrow Deposit Agreement with Wells Fargo Bank, N.A. as escrow agent (the “Escrow Agreement”); and

WHEREAS, the Series 2005 Bonds shall be payable solely from the revenues and other moneys pledged therefor and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the “Bond Purchase Agreement”) to be entered into among the Board, the University and the underwriters for the Series 2005 Bonds (the “Underwriter”), a form of a Preliminary Official Statement relating to the Series 2005 Bonds (the “Preliminary Official Statement”), a form of the Fourth Supplemental Indenture and a form of the Escrow Agreement; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board, the authority to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds and approve the bonds to be refunded and the interest rates, principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2005 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

Section 2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2005 Bonds are hereby ratified, approved and confirmed.

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

Section 4. The Fourth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Fourth Supplemental Indenture and the Escrow Agreement in substantially the same form and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

Section 5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2005 Bonds, the Board hereby authorizes the issuance of the Series 2005 Bonds in the aggregate principal amount of not to exceed \$25,000,000. The Series 2005 Bonds shall mature on such date or dates, be subject to redemption and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2005 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

Section 6. The form, terms and provisions of the Series 2005 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee and the Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2005 Bonds and to deliver the Series 2005 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2005 Bonds are hereby incorporated in this Resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2005 Bonds in accordance with the provisions of the Indenture.

Section 7. The Series 2005 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 1.0% of the face amount of the Series 2005 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2005 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice-Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President

for Administrative Services of the University are hereby authorized to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds and specify and agree as to the bonds to be refunded and final principal amounts, terms, discounts, maturities, interest rates, redemption provisions and purchase price with respect to the Series 2005 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Fourth Supplemental Indenture. Pursuant to Section 11-17-17(3) Utah Code Annotated 1953, as amended, the Board has determined that the issuance of the Series 2005 Bonds is exempt from the requirements of Section 11-17-17(2) Utah Code Annotated 1953, as amended, because the Series 2005 Bonds will be issued to reduce debt service costs and will mature during the same time frame as the Refunded Bonds.

Section 8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee and the President and Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Fourth Supplemental Indenture, the Escrow Agreement, the Series 2005 Bonds, the Bond Purchase Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this Resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

Section 9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

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

Section 11. Upon their issuance, the Series 2005 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2005 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Official Statement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

Section 12. In accordance with the provisions of the Act, the Board shall cause the following “Notice of Bonds to be Issued” to be published one (1) time in The Salt Lake Tribune, a newspaper of general circulation in the county in which the principal administrative office of the University is located and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board’s office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The “Notice of Bonds to be Issued” shall be in substantially the following form:



## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on March 18, 2005, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Research Facilities Revenue Refunding Bonds, Series 2005 (or such other or further designation as officers of the Board may determine), (the "Series 2005 Bonds") in the aggregate principal amount of not to exceed Twenty-Five Million Dollars (\$25,000,000), to bear interest at a rate or rates of not to exceed Five and Three Quarters percent (5.75%) per annum, to mature in not more than 16 years from their date or dates, and to be sold at a price not less than 98% of the total principal amount thereof, for the purpose of refunding a portion of the Board's outstanding University of Utah Research Facilities Revenue Bonds. No deposit is contemplated in connection with the issuance of the Series 2005 Bonds.

The Series 2005 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust as previously amended and supplemented and a Fourth Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2005 Bonds), or the Series 2005 Bonds, or any provision made for the security and payment of the Series 2005 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 18<sup>th</sup> day of March, 2005.

\_\_\_\_\_  
/s/ Joyce Cottrell  
Secretary

Section 13. After any of the Series 2005 Bonds are delivered by the Trustee to or for the account of the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2005 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

Section 14. If any provisions of this Resolution should be held invalid, the invalidity of such provisions shall not affect the validity of any of the other provisions of this Resolution.

Section 15. All resolutions of the Board or parts thereof inconsistent herewith, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed as reviving any bylaw, order, resolution or ordinance or part thereof.

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

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 18TH DAY OF MARCH, 2005.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

(SEAL)

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Chair

ATTEST:

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Secretary

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

(SEAL)

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Chair

ATTEST:

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Secretary

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

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

I further certify that the above and foregoing constitutes a true and correct copy of an excerpt of the minutes of a meeting of said Board held on March 18, 2005 and of a resolution adopted at said meeting, as said minutes and resolution are officially of record in my possession.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of said Board this 18th day of March, 2005.

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Secretary

(SEAL)

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

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

(a) in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the March 18, 2005 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b) that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2005 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on September 8, 2004 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on September 8, 2004 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c) the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.

IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 18th day of March, 2005.

(SEAL)

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_\_\_\_)



SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_\_\_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2005 BONDS

|                                                            |                                   |
|------------------------------------------------------------|-----------------------------------|
| Principal amount not to exceed                             | \$25,000,000                      |
| Interest rates not to exceed                               | 5.75%                             |
| Discount from par not to exceed                            | 2%                                |
| Final Maturity not to exceed                               | 16 years from<br>Date of Issuance |
| Optional Call at not more than 101% of par on or prior to: | 11 years from<br>Date of Issuance |

APPROVING RESOLUTION  
UNIVERSITY OF UTAH  
AUXILIARY AND CAMPUS FACILITIES SYSTEM REVENUE REFUNDING BONDS,  
SERIES 2005

Salt Lake City, Utah

March 18, 2005

The State Board of Regents of the State of Utah met in regular session (including by electronic means) at the Board of Regents offices in Salt Lake City, Utah on March 18, 2005, commencing at 9:00 a.m. The following members were present:

|                     |            |
|---------------------|------------|
| Nolan E. Karras     | Chair      |
| E. George Mantes    | Vice Chair |
| Jerry C. Atkin      | Member     |
| Daryl C. Barrett    | Member     |
| Bonnie Jean Beesley | Member     |
| Janet A. Cannon*    | Member     |
| Katharine B. Garff  | Member     |
| David J. Grant      | Member     |
| Meghan Holbrook     | Member     |
| James S. Jardine    | Member     |
| Michael R. Jensen   | Member     |
| David J. Jordan     | Member     |
| Trent Kemp          | Member     |
| John C. Pingree*    | Member     |
| Jed H. Pitcher      | Member     |
| Sara V. Sinclair    | Member     |
| Marlon O. Snow      | Member     |
| Maria Sweeten       | Member     |

Absent:

Also Present:

|                     |                                  |
|---------------------|----------------------------------|
| Richard E. Kendell  | Commissioner of Higher Education |
| Joyce Cottrell, CPS | Secretary                        |

After the meeting had been duly convened and called to order by the Chair, the roll had been called with the above result, and after other matters not pertinent to this

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\* Non-voting member from State Board of Education

Resolution had been discussed, the Chair announced that one of the purposes of the meeting was the consideration of various matters with respect to the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, Series 2005.

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

YEA:

NAY:

The resolution is as follows:

## RESOLUTION

A RESOLUTION OF THE STATE BOARD OF REGENTS OF THE STATE OF UTAH AUTHORIZING THE ISSUANCE AND SALE OF ITS UNIVERSITY OF UTAH AUXILIARY AND CAMPUS FACILITIES SYSTEM REVENUE REFUNDING BONDS, SERIES 2005 IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$85,000,000; AUTHORIZING THE PUBLICATION OF A NOTICE OF BONDS TO BE ISSUED; AUTHORIZING THE EXECUTION OF A FIFTH SUPPLEMENTAL INDENTURE OF TRUST, A BOND PURCHASE AGREEMENT, AN OFFICIAL STATEMENT, AN ESCROW AGREEMENT AND OTHER DOCUMENTS REQUIRED IN CONNECTION THEREWITH; AUTHORIZING THE TAKING OF ALL OTHER ACTIONS NECESSARY TO THE CONSUMMATION OF THE TRANSACTIONS CONTEMPLATED BY THIS RESOLUTION; AND RELATED MATTERS.

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

WHEREAS, pursuant to the provisions of Title 53B, Chapter 1, Utah Code Annotated 1953, as amended, the Board is authorized to act as the governing authority of the University of Utah (the “University”) for the purpose of exercising the powers contained in the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended (the “Act”); and

WHEREAS, pursuant to a General Indenture of Trust, dated as of June 1, 1997 between the Board and Wells Fargo Bank, N.A., as trustee (the “Trustee”), as heretofore amended and supplemented (the “General Indenture”), the Board previously issued, for and on behalf of the University, its (i) University of Utah Auxiliary and Campus Facilities System Revenue and Refunding Bonds, Series 1998A, (ii) University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 1999A, and (iii) University of Utah Auxiliary and Campus Facilities System Revenue Bonds, Series 2001 (collectively the “Refunded Bonds”); and

WHEREAS, in order to benefit the Board and the University by achieving a debt service savings due to present lower interest rates, the Board desires to refund the Refunded Bonds; and

WHEREAS, pursuant to the Act, the Board, for and on behalf of the University, is authorized to issue bonds payable from certain revenues of the University, as may be deposited into a special fund, for the purpose of (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance related thereto; and

WHEREAS, in order to accomplish the purposes set forth in the preceding recital, the Board desires to authorize and approve the issuance and sale of the State Board of Regents of the State of Utah, University of Utah Auxiliary and Campus Facilities System Revenue Refunding Bonds, Series 2005 (or such other or further designation as the officers of the Board may determine) (the "Series 2005 Bonds") in an aggregate principal amount of not to exceed \$85,000,000 pursuant to the General Indenture and a Fifth Supplemental Indenture of Trust between the Board and the Trustee (the "Fifth Supplemental Indenture" and together with the General Indenture, the "Indenture"); and

WHEREAS, the Series 2005 Bonds shall be payable solely from the University's revenues and other moneys pledged therefor in the Indenture and shall not constitute nor give rise to a general obligation or liability of the Board, the University or the State of Utah or constitute a charge against their general credit; and

WHEREAS, in connection with the funding of an escrow to provide for the advance refunding of the Refunded Bonds, the Board will enter into an Escrow Deposit Agreement with the Trustee, as escrow agent (the "Escrow Agreement"); and

WHEREAS, there has been presented to the Board at this meeting a form of a Bond Purchase Agreement (the "Bond Purchase Agreement") to be entered into among the Board, the University and the underwriter for the Series 2005 Bonds (the "Underwriter"), a form of a Preliminary Official Statement relating to the Series 2005 Bonds (the "Preliminary Official Statement"), a form of Escrow Agreement, and a form of the Fifth Supplemental Indenture; and

WHEREAS, the Board desires to grant to the Chair and/or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board the authority to consider the debt service savings generated due to the refunding of all or a portion of the Refunded Bonds and to approve the bonds to be refunded and the interest rates, the principal amounts, terms, maturities, redemption features, and purchase price at which the Series 2005 Bonds shall be sold and any changes with respect thereto from those terms which were before the Board at the time of adoption of this Resolution; provided such terms do not exceed the parameters set forth in this Resolution.

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

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

2. All action heretofore taken (not inconsistent with the provisions of this resolution) by the Board and the University and the officers of the Board or the University directed toward the issuance of the Series 2005 Bonds are hereby ratified, approved and confirmed.

3. The Board hereby authorizes, approves and directs the use and distribution of the Preliminary Official Statement substantially in the form of the Preliminary Official Statement presented to the Board at this meeting in connection with the offering and sale

of the Bonds. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee of the Board, and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver on behalf of the Board a final Official Statement in substantially the same form and with substantially the same content as the form of the Preliminary Official Statement presented to this meeting with any such alterations, changes or additions as may be necessary to finalize the Official Statement. The preparation, use and distribution of the Official Statement are also hereby authorized.

4. The Fifth Supplemental Indenture and the Escrow Agreement in substantially the forms presented to this meeting are in all respects authorized, approved and confirmed. The Chair, Vice Chair, and/or Chair of the Finance, Facilities and Accountability Committee, and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Fifth Supplemental Indenture and the Escrow Agreement in substantially the same forms and with substantially the same content as the forms of such documents presented to this meeting for and on behalf of the Board and the University with such alterations, changes or additions as may be authorized by Section 8 hereof.

5. For the purpose of providing funds to be used for (i) refunding the Refunded Bonds, (ii) funding a deposit to a debt service reserve fund and (iii) paying costs of issuance of the Series 2005 Bonds, the Board hereby authorizes the issuance of the Series 2005 Bonds in the aggregate principal amount of not to exceed \$85,000,000. The Series 2005 Bonds shall mature on such date or dates, be subject to redemption, and bear interest at the rates, as shall be approved by the Chair or Vice Chair of the Board or the Chair of the Finance, Facilities and Accountability Committee, all within the parameters set forth on Exhibit A attached hereto and incorporated herein by reference. The issuance of the Series 2005 Bonds shall be subject to the final advice of Bond Counsel and to the approval of the office of the Attorney General of the State of Utah.

6. The form, terms and provisions of the Series 2005 Bonds and the provisions for the signatures, authentication, payment, registration, transfer, exchange, interest rates, redemption and number shall be as set forth in the Indenture. The Chair, Vice Chair and/or Chair of the Finance, Facilities and Accountability Committee, and the Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to execute and seal by manual or facsimile signature the Series 2005 Bonds and to deliver the Series 2005 Bonds to the Trustee for authentication. All terms and provisions of the Indenture and the Series 2005 Bonds are hereby incorporated in this resolution. The appropriate officials of the Board and the University are hereby authorized to execute and deliver to the Trustee the written order of the Board for authentication and delivery of the Series 2005 Bonds in accordance with the provisions of the Indenture.

7. The Series 2005 Bonds shall be sold to the Underwriter with an Underwriter's discount of not to exceed 1.0% of the face amount of the Series 2005 Bonds. The Bond Purchase Agreement in substantially the form presented to this meeting is hereby authorized, approved and confirmed. The Chair or Vice Chair of the



Board or the Chair of the Finance, Facilities and Accountability Committee, and the President and Vice President for Administrative Services of the University are hereby authorized to execute and deliver the Bond Purchase Agreement in substantially the same form and with substantially the same content as the form of the Bond Purchase Agreement presented at this meeting for and on behalf of the Board with final terms as may be established for the Series 2005 Bonds within the parameters set forth herein and with such alterations, changes or additions as may be necessary or as may be authorized by Section 8 hereof. The Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee, and the President and Vice President for Administrative Services of the University are hereby authorized to consider the debt service savings generated by refunding all or a portion of the Refunded Bonds, and to specify and agree as to the bonds to be refunded, and the final principal amounts, terms, discounts, maturities, interest rates, redemption features and purchase price with respect to the Series 2005 Bonds for and on behalf of the Board and the University and any changes thereto from those terms which were before the Board at the time of adoption of this Resolution, provided such terms are within the parameters set by this Resolution, with such approval to be conclusively established by the execution of the Bond Purchase Agreement and the Fifth Supplemental Indenture.

8. The appropriate officials of the Board and the University, including without limitation the Chair or Vice Chair of the Board and/or the Chair of the Finance, Facilities and Accountability Committee of the Board, and President and Vice President for Administrative Services of the University are authorized to make any alterations, changes or additions to the Fifth Supplemental Indenture, the Series 2005 Bonds, the Bond Purchase Agreement, the Escrow Agreement, the Preliminary Official Statement, the Official Statement or any other document herein authorized and approved which may be necessary to correct errors or omissions therein, to complete the same, to remove ambiguities therefrom, to conform the same to other provisions of said instruments, to the provisions of this resolution or any resolution adopted by the Board or the provisions of the laws of the State of Utah or the United States.

9. The appropriate officials of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board, and the President and Vice President for Administrative Services of the University, are hereby authorized and directed to execute and deliver for and on behalf of the Board and the University any or all additional certificates, documents and other papers (including any reserve instrument guaranty agreements not in conflict with the Indenture) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this Resolution and the documents authorized and approved herein.

10. The appropriate officers of the Board and the University, including without limitation the Chair, Vice Chair, the Chair of the Finance, Facilities and Accountability Committee, Commissioner of Higher Education and Secretary of the Board and the President and Vice President for Administrative Services of the University are hereby authorized to take all action necessary or reasonably required by the Indenture,

the Preliminary Official Statement, the Official Statement, the Escrow Agreement, or the Bond Purchase Agreement to carry out, give effect to and consummate the transactions as contemplated thereby and are authorized to take all action necessary in conformity with the Act.

11. Upon their issuance, the Series 2005 Bonds will constitute special limited obligations of the Board payable solely from and to the extent of the sources set forth in the Indenture. No provision of this Resolution, the Series 2005 Bonds, the Bond Purchase Agreement, the Official Statement, the Escrow Agreement, the Indenture or any other instrument, shall be construed as creating a general obligation of the Board or the University, or of creating a general obligation of the State of Utah or any political subdivision thereof, nor as incurring or creating a charge upon the general credit of the Board, the University, the State of Utah or any political subdivision thereof.

12. In accordance with the provisions of the Act, the Board shall cause the following "Notice of Bonds to be Issued" to be published one (1) time in The Salt Lake Tribune, a newspaper of general circulation in the county in which the principal administrative office of the University is located and shall cause a copy of this Resolution and the Indenture to be kept on file in the Board's office in Salt Lake City, Utah, for public examination during the regular business hours of the Board until at least thirty (30) days from and after the date of publication thereof. The "Notice of Bonds to be Issued" shall be in substantially the following form:

## NOTICE OF BONDS TO BE ISSUED

NOTICE IS HEREBY GIVEN pursuant to the provisions of the Utah Refunding Bond Act, Title 11, Chapter 27, Utah Code Annotated 1953, as amended, that on March 18, 2005, the State Board of Regents of the State of Utah (the "Board") adopted a resolution (the "Resolution") in which it authorized the issuance of the Board's Auxiliary and Campus Facilities Revenue Refunding Bonds, Series 2005 (or such other or further designation as officers of the Board may determine) (the "Series 2005 Bonds") in the aggregate principal amount of not to exceed Eighty Five Million Dollars (\$85,000,000), to bear interest at a rate or rates of not to exceed Five and Three-Quarters percent (5.75%) per annum, to mature in not more than 20 years from their date or dates, and to be sold at a price not less than 98% of the total principal amount thereof, for the purpose of refunding all or a portion of certain of the Board's outstanding University of Utah Auxiliary and Campus Facilities System Revenue Bonds. No deposit is contemplated in connection with the issuance of the Series 2005 Bonds.

The Series 2005 Bonds are to be issued and sold by the Board pursuant to the Resolution, including as part of said Resolution a form of a General Indenture of Trust, as previously amended and supplemented, and a Fifth Supplemental Indenture of Trust (collectively, the "Indenture").

A copy of the Resolution and the Indenture are on file in the office of the Board at 60 South 400 West, 5<sup>th</sup> Floor, Salt Lake City, Utah, where they may be examined during regular business hours of the Board from 8:00 a.m. to 5:00 p.m. for a period of at least thirty (30) days from and after the date of publication of this notice.

NOTICE IS FURTHER GIVEN that a period of thirty (30) days from and after the date of the publication of this notice is provided by law during which any person in interest shall have the right to contest the legality of the Resolution, the Indenture (as it relates to the Series 2005 Bonds), or the Series 2005 Bonds, or any provision made for the security and payment of the Series 2005 Bonds, and that after such time, no one shall have any cause of action to contest the regularity, formality or legality thereof for any cause whatsoever.

DATED this 18<sup>th</sup> day of March, 2005.

\_\_\_\_\_  
/s/ Joyce Cottrell  
Secretary

13. After any of the Series 2005 Bonds are delivered by the Trustee or for the account of to the Underwriter and upon receipt of payment therefor, this Resolution shall be and remain irrevocable until the principal of, premium, if any, and interest on the Series 2005 Bonds are deemed to have been fully discharged in accordance with the terms and provisions of the Indenture.

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

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

16. This Resolution shall become effective immediately upon its adoption.

PASSED AND APPROVED BY THE STATE BOARD OF REGENTS OF THE  
STATE OF UTAH THIS 18<sup>TH</sup> DAY OF MARCH, 2005.

STATE BOARD OF REGENTS OF THE  
STATE OF UTAH

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Chair

(SEAL)

ATTEST:

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Secretary

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

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Chair

(SEAL)

ATTEST:

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Secretary



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

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

(a)           in accordance with the requirements of Section 52-4-6(2), Utah Code Annotated 1953, as amended I gave public notice of the agenda, date, time and place of the March 18, 2005 public meeting held by the Members of the State Board of Regents by causing a Notice of Public Meeting to be posted at the principal office of the State Board of Regents at 60 South 400 West, in Salt Lake City, Utah, on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, in the form attached hereto as Schedule 1; said Notice of Public Meeting having continuously remained so posted and available for public inspection during the regular office hours of the State Board of Regents until the convening of the meeting; and causing a copy of said Notice of Public Meeting in the form attached hereto as Schedule 1 to be provided on \_\_\_\_\_, 2005, at least 24 hours prior to the convening of such meeting, to the Deseret News and The Salt Lake Tribune, newspapers of general circulation within the geographic jurisdiction of the State Board of Regents, and to each local media correspondent, newspaper, radio station or television station which has requested notification of meetings of the State Board of Regents; and

(b)           that in accordance with the requirements of Section 52-4-6(1), Utah Code Annotated 1953, as amended, public notice of the 2005 Annual Meeting Schedule of the State Board of Regents was given specifying the date, time and place of the regular meetings of the State Board of Regents scheduled to be held during the year, by causing a Notice of Annual Meeting Schedule for the State Board of Regents (in the form attached as Schedule 2) to be posted on September 8, 2004 at the principal office of the State Board of Regents in Salt Lake City, Utah and causing a copy of such Notice of Annual Meeting Schedule to be provided on September 8, 2004 to a newspaper of general circulation within the geographic jurisdiction of Salt Lake City, Utah.

(c)           the Board has adopted written procedures governing the holding of electronic meetings in accordance with Section 52-4-7.8 Utah Code Annotated 1953, as amended (a copy of which is attached hereto as Schedule 3). In accordance with said Section and the aforementioned procedures, notice was given to each member of the Board and to members of the public at least 24 hours before the meeting to allow members of the Board and the public to participate in the meeting, including a description of how they could be connected to the meeting. The Board held the meeting (the anchor location) in the building where it normally meets and provided space and facilities at the anchor location so that interested persons and the public could attend and participate.



IN WITNESS WHEREOF, I have hereunto subscribed my official signature and impressed hereon the official seal of the State Board of Regents of the State of Utah, this 18<sup>th</sup> day of March, 2005.

(SEAL)

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Secretary

SCHEDULE 1

NOTICE OF PUBLIC MEETING

(See Transcript Document No. \_\_)

SCHEDULE 2

NOTICE OF ANNUAL MEETING SCHEDULE

(See Transcript Document No. \_\_)

SCHEDULE 3

ELECTRONIC MEETING POLICY

EXHIBIT A

PARAMETERS OF THE SERIES 2005 BONDS

|                                                            |                                   |
|------------------------------------------------------------|-----------------------------------|
| Principal amount not to exceed                             | \$85,000,000                      |
| Interest rates not to exceed                               | 5.75%                             |
| Discount from par not to exceed                            | 2%                                |
| Final Maturity not to exceed                               | 20 years from date<br>of issuance |
| Optional Call at not more than 101% of par on or prior to: | 11 years from date<br>of issuance |

March 11, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: WSU Lease Approval (Delayed)

Weber State University planned to bring a lease item for approval during the March meeting. Due to unforeseen delays, the University has asked to withdraw the item and will re-submit the request in time for the April meeting.

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Richard E. Kendell, Commissioner

MHS/KW

March 9, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Salt Lake Community College Property Purchase

Issue

Salt Lake Community College seeks permission to purchase property adjacent to its Redwood Road Campus.

Background

Salt Lake Community College's Master Plan includes expansion on the Redwood Campus to include properties abutting the north end of campus. The property located at 4386 Redwood Road is now available and the college entered an agreement to purchase for the appraised value of \$198,000.

Immediate plans for the property call for demolition of the existing house and conversion of the lot to green space or parking. Expansion plans as envisioned by the master plan will be brought to the Board as the College acquires other properties contiguous to this parcel.

Please find attached to this memo a letter from SLCC Vice-President for Business Don Porter. The letter details the transaction and provides a map for reference. Funds for the purchase come from one-time reserves in the physical plant fund.

Recommendation

The Commissioner recommends approval of the property purchase.

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Richard E. Kendell, Commissioner

MHS/KW/KLH  
Attachments



February 1, 2005

Commissioner Richard E. Kendell  
Utah System of Higher Education  
Board of Regents Building; The Gateway  
60 South 400 West  
Salt Lake City, Utah 84010-1284

RE: Proposed Purchase of Property  
4386 South Redwood Road

Dear Commissioner Kendell:

Over the past 15 years, Salt Lake Community College officials have offered to purchase this property located immediately adjacent to the north edge of our Redwood Road Campus. The proposed acquisition has long been a component of our Redwood Road Campus Master Plan. The discussions we have conducted with the owner have finally borne fruit; he has accepted our latest offer. The .68 acre property currently contains a house that the College will plan to demolish so that the property might be used for additional parking and green space until further acquisitions are made and other property development possibilities are discussed. SLCC's Board of Trustees and administration believe that it is good and prudent planning for the College to purchase these adjacent properties whenever they become available.

Salt Lake Community College's strategic interest in the property is strong. The Redwood Road campus cannot expand until some of the adjacent properties are acquired, and this acquisition is a step in that direction. An appraisal was ordered and performed by Free and Associates. The appraised value of the property is \$198,000.

The agreed purchase price on the property is \$198,000, plus required closing costs. SLCC will purchase this property from Plant Funds reserved for such acquisitions of property.

At its January 25, 2005 meeting, the SLCC Board of Trustees considered this matter in depth and voted unanimously to support this proposal and recommend its presentation for approval to the USHE Board of Regents. SLCC therefore requests the Board of Regents to authorize the administrators of Salt Lake Community College to complete the proposed purchase of the property located at 4386 South Redwood Road, Taylorsville, Utah.

Sincerely,

Donald L. Porter

(Attachment)





TO: Board of Trustees Members  
FROM: Judd Morgan, President  
Don Porter, Vice President – Business Services  
DATE: January 14, 2005  
RE: Purchase of Wilcock Property

A property immediately adjacent to the north edge of College property on Redwood Road has become available for purchase. The property currently belongs to Richard Wilcock / R&M Properties, and is located at 4386 Redwood Road. The property consists of a house and .68 acres of land. An appraisal was obtained from Free and Associates, which appraisal places the value of the property at \$198,000. A signed offer to purchase the property for the amount of \$198,000 plus closing costs is attached to this memo.

The property is one that has long been included in the Redwood Road Campus Master Plan as a property that should be acquired whenever possible. Other offers have been made to purchase this property over the past 15 years, but none have been accepted. This is the first time the College's offer has been seriously considered, and it is the administration's opinion that the College should proceed with the owner's acceptance. The acquisition of this property will enable the future development of the site as other properties are similarly acquired and the expansion of the Redwood Road Campus becomes possible. In the meantime, there is a growing need for additional parking and a modest expansion could now become possible.

It is the administration's recommendation that the Board of Trustees approve this acquisition and forward this request for approval to the USHE Board of Regents.

*[Approved; Board of Trustees; January 25, 2005]*

## OFFER TO PURCHASE

Salt Lake Community College, a body politic of the State of Utah, offers to purchase the following described property from Richard Willcock/R&M Properties:

House, outbuildings and land located at 4386 Redwood Road described as:

ALL OF LOT 2, BARKER'S SUB. ALSO BEG AT SW COR OF LOT 2A, SDSUB; N 0° 3' 15" W 40 FT; S 89° 59' 15" E 166.5 FT; S 0° 03' 15" E 40 FT; N 89° 59' 15" W 166.5 FT TO BEG. 4838-1266 8284-8487 8284-8494 8650-5265 8656-8006 86 SEG 322.

This offer is subject to the following terms and conditions:

1. Purchase price is \$198,000 to be paid in full on the date of closing.
2. Purchase is subject to the approval of the Salt Lake Community College Board of Trustees and the Utah State Board of Regents.
3. Closing date of the transaction shall be within 30 days after the purchase is approved by the Utah State Board of Regents. It is understood by both parties that obtaining approval for the purchase could take 30 to 60 days, depending on regularly scheduled monthly meetings.
4. Buyer is to notify Seller of the name of the title company to be used and the name of its contact-person prior to the closing.
5. Buyer will take possession of the property on the date of closing.
6. Seller will provide at its expense Title Insurance demonstrating clear and marketable title to the property. Taxes will be prorated based on the closing date.
7. Buyer will pay all other related closing costs.
8. It is understood that it is the responsibility of Seller to ensure that any and all tenants have vacated the premises prior to the possession date.
8. Seller will leave the property in broom clean condition.
9. This offer is subject to the satisfactory results of a Level I Environmental Assessment.
10. This agreement shall be binding upon the parties and their heirs, executors, administrators, successors, or assigns.
12. This is the entire agreement between the parties and may be modified only by a writing signed by both Parties.

Dated this 28 day of November, 2004

December, 2004

Buyer: Salt Lake Community College

By 

Vice President of Business Services

Acceptance:

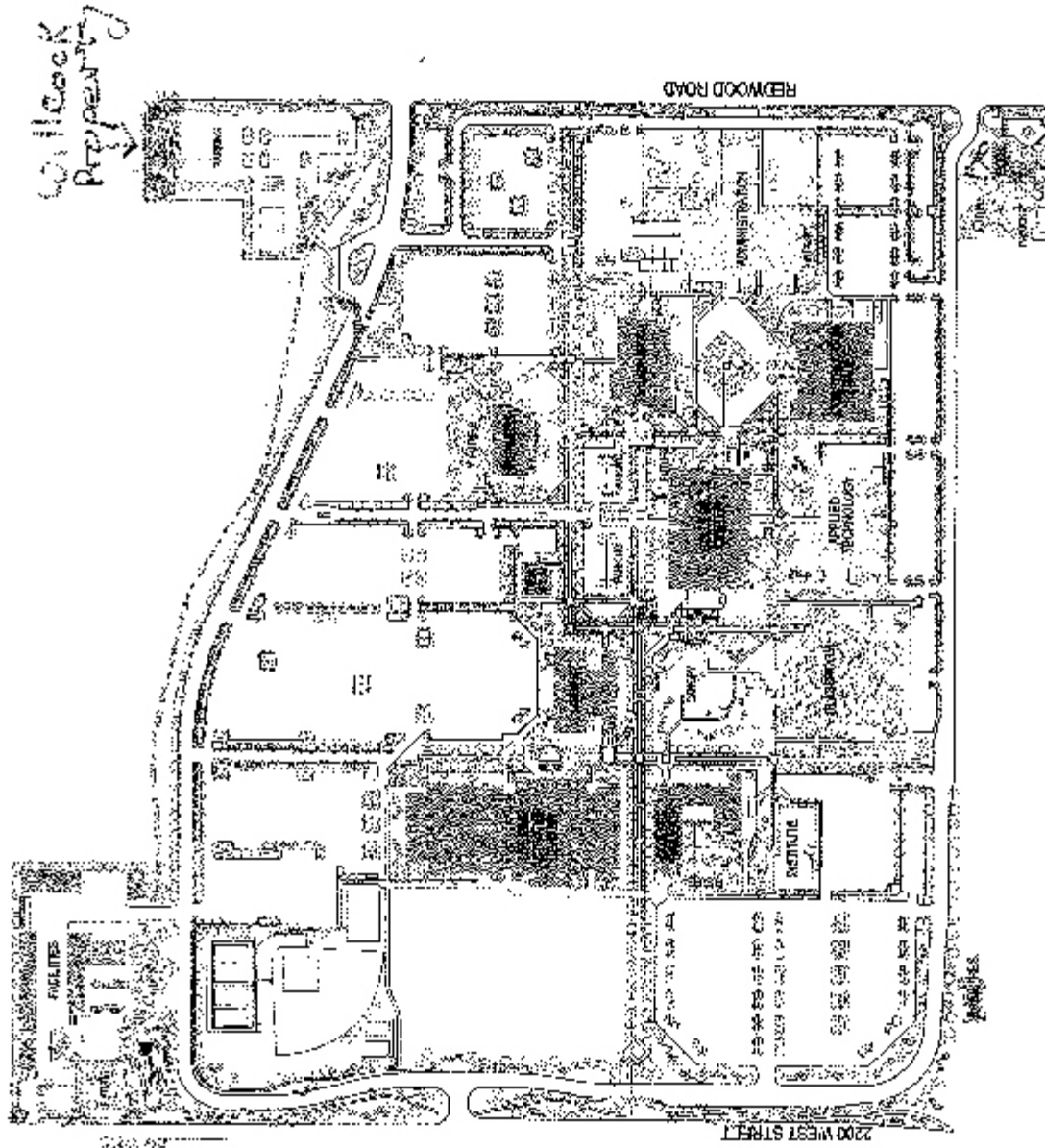
The seller accepts the terms and conditions of the above offer and agrees to execute such documents as are necessary to consummate the sale at such time as the required approvals are obtained from the Salt Lake Community College Board of Trustees and Utah State Board of Regents.

Dated this 20<sup>th</sup> day of November, 2004

DECEMBER

Seller: 

Richard Willcock/R&M Properties

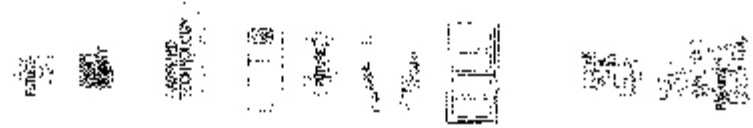


REDWOOD ROAD CAMPUS

# MASTER PLAN 2003



- FUTURE MAINTENANCE FACILITY
- EXISTING BUILDING
- REHABILITATED BUILDING
- NEW PARKING AREA
- FUTURE DORMITORY
- EXISTING CONAI
- TREES
- EXISTING TENNIS COURTS
- EXISTING SINGLE FAMILY RESIDENCES
- SCULPTURE GARDEN
- FUTURE DAY CARE ADDITION



March 9, 2005

MEMORANDUM

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

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

- 1) **Capital Improvements (Attachment 1).** Each year the Legislature sets aside funds for Capital Improvements. The attached list details the full request for all state agencies. The prioritized list is developed by institutional representatives in cooperation with the Division of Facilities Construction and Management and is presented to each school's board of trustees. The statewide request amount exceeds the \$60 million available. Prioritization of projects will occur during the State Building Board's April meeting.
- 2) **USHE- Housekeeping Revisions to Policies R901-R962, Personnel Policies (Attachment 2).** The creation of the Office of Human Resources in the Office of the Commissioner has provided impetus for a thorough review of the Board's Policy and Procedures. Section 9 relates to personnel policies for the Office. These recommended revisions clarify existing rights and obligations and bring the affected policies into compliance with current law and practices. Other policies are still under review and will be brought to the Board for amendment or enactment, as necessary.
- 3) **USHE- UofU and USU – Capital Facilities Delegation Reports (Attachment 3).** In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.
- 4) **SUU Flood Control Plan- (Attachment 4).** With recent growth in Cedar City increasing pressure on drainage infrastructure, Iron County fears that they do not possess capacity to channel melting snow this spring. As a solution, the county partnered with SUU to take over an irrigation ditch on the University's Valley Farm property and convert it to a flood drainage ditch. This project will be done at no cost to the state or University. Details are provided in the attached letter from President Bennion.

- 5) **SLCC/MUAH Lease- (Attachment 5).** The Regents approved a lease between Salt Lake Community College and the Museum of Art and History subject to Executive Committee approval of an amendment regarding severing the lease. The Amendment is ready for signature. Given timing of the final draft, staff recommends approval by the full board as a consent item. The addendum is attached to this memo.

REK/MHS/MV  
Attachments

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Richard E. Kendell, Commissioner

## MEMORANDUM

March 9, 2004

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: USHE – 2005-2006 Tuition

### Issue

Regents are asked to finalize first-tier and second-tier tuition increases for 2005-06.

### Background

At the time of printing the agenda, not all institutions had completed the student "Truth-in-Tuition" hearings. Information being collected from the institutions will be hand carried to the meeting.

### Commissioner's Recommendation

The Commissioner recommends that the Regents:

- Finalize the first-tier tuition increase at 3.5 percent, consistent with the understanding that first-tier tuition is used to cover the institutional share of the legislatively approved compensation package;
- Review the final second-tier increase proposals for each institution as described in Attachment 1 (to be hand carried to the meeting), and finalize the second-tier increases.

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Richard E. Kendell, Commissioner

REK/MHS/KW/KLH

March 9, 2005

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: UHEAA - UESP Update

Utah Educational Savings Plan (UESP) has undergone many positive changes over the last several months. Lynne Ward, UESP Director, will update the Board on the changes made by UESP and the status in terms of dollars and demographics.

UESP was recently rated by Morningstar as one of the top three direct-sold 529 plans in the country. This national attention has contributed to a large increase in accounts and assets held.

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Richard E. Kendell, Commissioner

RK:LNW

March 9, 2005

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 –

1. Minutes of the Regular Board of Regents Meeting held January 14, 2005 at the Board of Regents' Offices in Salt Lake City, Utah.
2. Minutes of the Special Board of Regents Meeting held January 18, 2005 at Utah State University in Logan, Utah.

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

1. University of Utah – Department of Health and Human Services; "Center for Integrative Biomedical Computing;" \$5,771,658. Christopher R. Johnson, Principal Investigator.
2. University of Utah – National Science Foundation; "Center for Engineering Research on Intermountain Urban Sustainability;" \$17,750,000. Joann S. Lighty, Principal Investigator.
3. University of Utah – Public Health Service; "Optimization and Interactive Control of Hifu Therapy;" \$2,872,906. Robert B. Roemer, Principal Investigator.
4. University of Utah – National Science Foundation; "Nanomechanical Architecture of Strained By-Layer Thin Films—from Design Principles to Fabrication;" \$1,946,442. Feng Liu, Principal Investigator.
5. University of Utah – Public Health Service; "Antimicrobial Resistance in Candida Albicans Biofilms;" \$1,584,125. Bonnie J. Tyler, Principal Investigator.
6. University of Utah – Public Health Service; "Biosensing Based upon Molecular Confinement in an Array of Metallic Nanocavities;" \$1,261,100. Steven M. Blair, Principal Investigator.
7. University of Utah – Public Health Service; "Energy Balance and Colon Cancer in Southwestern U.S. Populations;" \$11,234,846. Martha L. Slattery, Principal Investigator.



8. University of Utah – Public Health Service; “Center of Excellence in Molecular Hematology;” \$6,309,110. James P. Kushner, Principal Investigator.
9. University of Utah – Public Health Service; “Translation Research in the Dystrophinopathies;” \$6,131,049. Kevin M. Flanigan, Principal Investigator.
10. University of Utah – Foundation for Fighting Blindness; “Wynn Center for the Study of Retinal Degeneration;” \$2,995,766. Wolfgang B. Baehr, Principal Investigator.
11. University of Utah – Public Health Service; “Stem Cell Regulation;” \$1,914,818. Alejandro A. Sanchez, Principal Investigator.
12. University of Utah – Public Health Service; “Pharmagenomics of Dermatologic Corticosteroids;” \$1,491,834. Lynn K. Pershing, Principal Investigator.
13. University of Utah – National Aeronautical and Space Administration; “Evaluating Ice Microphysical Schemes in Cloud-Resolving Models Using Modern Datasets;” \$1,089,192. Steven K. Krueger, Principal Investigator.
14. University of Utah – Health Resources & Services Administration; “Advanced Education Nursing Traineeships;” \$1,677,535. Carole A. Gassert, Principal Investigator.
15. University of Utah – Public Health Service; “Mechanisms of Altered Baroflex Responses by Dietary Sodium;” \$1,046,500. Steven L. Bealer, Principal Investigator.
16. University of Utah – US Navy/Off Naval Reserves; “A New Research Tool for the Computer Simulation of Chemical Dynamics Complex Systems;” \$3,587,168. Gregory A. Voth, Principal Investigator.
17. University of Utah – US Navy/Off Naval Reserves; “Mechanically Robust and Integrated Separation/Sensing Elements for Ultrasensitive Chemical Detection;” \$2,430,175. Henry S. White, Principal Investigator.
18. University of Utah – National Science Foundation; “Chemically Functionalized Nanopores for Biosystem Engineering and Electronic Devices;” \$1,992,870. Ilya Zharov, Principal Investigator.
19. University of Utah – National Science Foundation; “NIRT: Nanoparticles in the Environment: Their Interaction with Critical Biomolecular Structures;” \$1,953,707. Gregory A. Voth, Principal Investigator.

20. University of Utah – National Science Foundation; “NIRT: Photonics, Plasmonics, and Super-conductivity in Nanoscale: Fabrication, Physical Properties and Applications;” \$1,476,139. Alexei L. Efros, Principal Investigator.
21. University of Utah – Public Health Service; “A Mechanism for Electron Capture Dissociation;” \$1,171,250. John P. Simons, Principal Investigator.
22. University of Utah – Public Health Service; “Genetic Regulation of Left-Right Organ Asymmetry;” \$1,868,750. H. Joseph Yost, Principal Investigator.
23. University of Utah – Public Health Service; “Micro-Electric Injection of Single Cells;” \$2,479,414. Richard D. Rabbitt, Principal Investigator.
24. University of Utah – Public Health Service; “Image Guidance of Localized Chemotherapy;” \$1,900,250. Natalya Rapoport, Principal Investigator.
25. University of Utah – Public Health Service; “Research on Autism and Autism Spectrum Disorders;” \$3,067,372. Janet Lainhart, Principal Investigator.
26. University of Utah – Public Health Service; “Recoding: Dynamic Reprogramming of Genetic Readout;” \$2,750,962. John F. Atkins, Principal Investigator.
27. University of Utah – Public Health Service; “Population Genetics of Mobile Elements;” \$2,687,195. Lynn B. Jorde, Principal Investigator.
28. University of Utah – Public Health Service; “Identifying Newt Genes that Regulate Cellular Plasticity;” \$2,284,691. Shannon J. Odelberg, Principal Investigator.
29. University of Utah – Public Health Service; “Chimeric Nucleases for Gene Targeting in Drosophila;” \$2,181,649. Dana Carroll, Principal Investigator.
30. University of Utah – Public Health Service; “Silencing of Homeotic Gene in Drosophila;” \$2,018,250. Shigeru Sakonju, Principal Investigator.
31. University of Utah – Public Health Service; “Population Genetics of TH1 and TH2 Immune Response Genes;” \$1,868,750. Michael J. Bamshad, Principal Investigator.
32. University of Utah – Public Health Service; “Translational Events in Platelets;” \$1,868,750. Andrew S. Weyrich, Principal Investigator.
33. University of Utah – Public Health Service; “Cytosolic SHSPS, Mitochondria, and Ischemic Protection;” \$1,868,750. Ivor J. Benjamin, Principal Investigator.

34. University of Utah – Public Health Service; “CEPT Inhibitor and Niacin Effects on Tissue HDL Uptake;” \$1,868,750. Eliot A. Brinton, Principal Investigator.
35. University of Utah – Public Health Service; “Regulation of Mucosal Immunity by Vitamin D<sub>3</sub>,” \$1,868,750. Raymond A. Daynes, Principal Investigator.
36. University of Utah – Public Health Service; “Regulation of Antigen Processing;” \$1,868,750. Peter Jensen, Principal Investigator.
37. University of Utah – Public Health Service; “Immunity to Insulin;” \$1,868,750. Peter Jensen, Principal Investigator.
38. University of Utah – Public Health Service; “Molecular Mechanisms in Transcriptional Regulation;” \$1,868,750. David J. Stillman, Principal Investigator.
39. University of Utah – Public Health Service; “Local Circuits and Synchronization of the GNRH Network;” \$1,868,750. F. Edward Dudek, Principal Investigator.
40. University of Utah – Public Health Service; “A Zebrafish Model of DiGeorge Syndrome;” \$1,861,820. Tatiana Piotrowski, Principal Investigator.
41. University of Utah – Public Health Service; “Collecting Duct-Specific Gene Expression in Kidney;” \$1,854,890. Raoul D. Nelson, Principal Investigator.
42. University of Utah – Public Health Service; “Home Healthcare Workers: Needlestick and Sharps Injuries;” \$1,730,24. Kojo SJ Elenitoba-Johnson, Principal Investigator.
43. University of Utah – Public Health Service; “Hyperphenylalaninemia in Cerebral Malaria;” \$1,697,975. Donald L. Granger, Principal Investigator.
44. University of Utah – Public Health Service; “Hexosamines, Glucose Toxicity and Insulin Resistance;” \$1,681,875. Donald A. McClain, Principal Investigator.
45. University of Utah – Public Health Service; “Integrin Function in Sensory Growth Cone Motility;” \$1,681,875. Maureen L. Condic, Principal Investigator.
46. University of Utah – Public Health Service; “Carnitine Transporter in Human Disease;” \$1,681,875. Nicola Longo, Principal Investigator.
47. University of Utah – Public Health Service; “Viral and Cellular Determinants Involved in CNS Disease;” \$1,655,047. Robert S. Fujinami, Principal Investigator.

48. University of Utah – Public Health Service; “The Role of Sphingolipids in Insulin Signal Transduction;” \$1,495,000. Scott Summers, Principal Investigator.
49. University of Utah – University of Missouri/Columbia (Prime PHS) – “Analysis of Mitochondrial and Plastid Sequences in the Nuclear Genome of Maize;” \$1,038,709. Christiane M. Fauron, Principal Investigator.
50. University of Utah – Public Health Service; “3-Methylindole-Induced Lung Injury;” \$1,868,750. Garold S. Yost, Principal Investigator.
51. University of Utah – Public Health Service; “Functional and Targeting Polymeric Gene Carriers;” \$1,681,875. Sung-Wan Kim, Principal Investigator.
52. University of Utah – Public Health Service; “Mechanisms of Vanilloid (Capsaicin) Receptor-Induced Cell Death;” \$1,495,000. Christopher A. Reilly, Principal Investigator.
53. University of Utah – Public Health Service; “Mechanism for Producing Complex Sounds in Birds;” \$1,586,339. Franz Goller, Principal Investigator.
54. University of Utah – Public Health Service; “A New Method for Biomembrane Simulations;” \$1,495,000. Gregory A. Voth, Principal Investigator.
55. University of Utah – Public Health Service; “Studies of a Key Structural Element of the Spliceosome;” \$1,495,000. Peter F. Flynn, Principal Investigator.
56. University of Utah – Public Health Service; “Fluorescent Cobalamin for Molecular Imaging of Cancer;” \$1,246,000. Charles B. Grissom, Principal Investigator.
57. University of Utah – Public Health Service; “Recognition and Repair of Mismatched DNA by MUTY;” \$1,171,250. Sheila S. David, Principal Investigator.
58. University of Utah – Public Health Service; “Time Output from the Cyanobacterial Circadian Clock;” \$1,143,250. Stanly Williams, Principal Investigator.
59. University of Utah – Public Health Service; “Genetics and Surveillance for Familial Pancreatic Cancer;” \$5,491,384. James A. Disario, Principal Investigator.
60. University of Utah – Public Health Service; “Functions of the MSIN3A Corepressor Complex;” \$1,868,750. Donald D. Ayer, Principal Investigator.
61. University of Utah – Public Health Service; “Regulation of EGFR Signaling in C. Elegans;” \$1,868,750. Nadeem Moghal, Principal Investigator.

62. University of Utah – Public Health Service; “The Nuclear Pore Complex: Interphase and Mitotic Function;” \$1,868,750. Katharine S. Ullman, Principal Investigator.
63. University of Utah – Public Health Service; “Modulation of Cardiolipin by PLS3 in Apoptosis;” \$1,500,450. Ruey-Min Lee, Principal Investigator.
64. University of Utah – Public Health Service; “Colorectal Polyps and Cancers in BRCA1 Family Members;” \$1,424,653. Sandra S. Buys, Principal Investigator.
65. University of Utah – Public Health Service; “Induction of Apoptosis by HIV-1 VPR;” \$1,681,875. Vicente Planelles, Principal Investigator.
66. University of Utah – NASA; “Development of a Quantitative Description of the Coupling Between the Large-Scale Dynamical Setting and Cirrus Cloud Properties;” \$1,259,363. Gerald G. Mace, Principal Investigator.
67. University of Utah – Public Health Service; “Neurotransmitter Function in C. Elegans;” \$1,868,750. Erik M. Jorgensen, Principal Investigator.
68. University of Utah – Public Health Service; “Obesity Preventive Walkable Neighborhoods: Mediators of Activity and BMI;” \$1,878,870. Barbara B. Brown, Principal Investigator.
69. University of Utah – Public Health Service; “Utah Families and Population Health Research Network;” \$1,068,158. Ken R. Smith, Principal Investigator.
70. University of Utah – Public Health Service; “Facilities for Biomedical Research at the Interface of the Biological, Chemical and Physical Sciences;” \$4,000,000. Raymond F. Gesteland, Principal Investigator.
71. Utah State University – National Institutes of Health; “Animal Models for Treatment and Prevention of Hepatitis B and Hepatitis C;” \$1,399,862. John Morrey, Principal Investigator.
72. Utah State University – National Science Foundation; “Collaborative Research-Landscape Limnology of Mountain Watersheds: Nutrient Retention and Ecosystem;” \$1,043,959. Wayne Wurtsbaugh, Principal Investigator.
73. Utah State University – National Institutes of Health; “Observing Behavior, Attending to Alcohol Cues and Animal Models of Alcoholism;” \$1,225,000. Tim Shahan, Principal Investigator.
74. Utah State University – DARPA; “Strategies for Winning Scarwars;” \$4,015,427. Linda Powers, Principal Investigator.

75. Utah State University – Institute of Education Sciences; “Foundation for Reading Comprehension (FORC) for Latino Preschoolers and Kindergartners;” \$1,304,779. Mark Innocenti, Principal Investigator.
76. Utah State University – US Department of Education; “National Consortium for the Inclusion of Accessibility in Accreditation;” \$1,302,730. Cyndi Rowland, Principal Investigator.

C. Grants Awarded –

1. University of Utah – US Department of Energy; “Creation of an Enhanced Geothermal System through Hydraulic Thermal Simulation;” \$1,933,134. Peter Rose, Principal Investigator.
2. University of Utah – Health & Human Services/National Institutes of Health/National Cancer Institute; “A Prospective Study of Alaska Natives and American Indians;” \$2,722,456. Martha L. Slattery, Principal Investigator.
3. University of Utah – Health & Human Services/National Institutes of Health/National Institute of Child Health and Human Development; “Multicenter Network of Maternal-Fetal Medicine Units;” \$2,321,587. Michael W. Varner, Principal Investigator.
4. University of Utah – Health & Human Services/National Institutes of Health/National Cancer Institute; “Diet and Somatic Mutations in Colon Cancer;” \$1,000,141. Martha L. Slattery, Principal Investigator.
5. University of Utah – US Department of Energy; “Creation of an Enhanced Geothermal System through Hydraulic Thermal Simulation;” \$2,457,628. Peter Rose, Principal Investigator.
6. University of Utah – Health & Human Services/National Institutes of Health/National Cancer Institute; “Four-Corners Breast and Endometrial Cancer Study;” \$1,333,737. Martha L. Slattery, Principal Investigator.
7. Utah State University – NASA Jet Propulsion Laboratory; “Wide-Field Infrared Survey Explorer (WISE);” \$3,000,000. Scott H. Schick, Principal Investigator.

- D. Reorientation Leave and Regents Professorship. In accordance with policies R853, *Transition and Retirement Provisions for Chief Executive Officers*, and R854, *Regents Professorships*, Dixie State College President Robert C. Huddleston has requested Board approval for a one-year reorientation leave and appointment as a Regents Professor at Dixie State College. Budget for the reorientation leave will be provided by Dixie State College. Following the year of leave, President Huddleston will become a full-time faculty member with the same teaching, scholarly, and service responsibilities required of all faculty. The faculty position will be funded by Dixie State College.

- 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 April 21-22, 2005, at Dixie State College in St. George, Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

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Richard E. Kendell, Commissioner

REK:jc

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BOARD OF REGENTS OFFICES, THE GATEWAY  
January 14, 2005

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
BOARD OF REGENTS BUILDING, SALT LAKE CITY, UTAH  
JANUARY 14, 2005

Regents Present

Nolan E. Karras, Chair  
E. George Mantes, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Katharine B. Garff  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
David J. Jordan  
Trenton Kemp  
John C. Pingree  
Jed H. Pitcher  
Sara V. Sinclair  
Maria Sweeten

Regents Excused

Janet A. Cannon  
Marlon O. Snow

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda Covington, Director of Communications  
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  
John G. Francis, Associate Vice President for Academic Affairs  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Laura Snow, Special Assistant to the President and Secretary to the University

Utah State University

Kermit L. Hall, President  
Stan Albrecht, Executive Vice President and Provost  
Joyce Kinhead, Vice Provost for Undergraduate Studies and Research  
Sydney Peterson, Assistant Provost

Weber State University

F. Ann Millner, President  
Norman C. Tarbox, Jr., Vice President for Administrative Services  
Michael Vaughn, Provost

Southern Utah University

Steven D. Bennion, President  
Abe Harraf, Provost

Snow College

Michael T. Benson, President  
Bradley A. Winn, Provost

Dixie State College

Robert C. Huddleston, President  
Lee Caldwell, Academic Vice President

College of Eastern Utah

Ryan L. Thomas, President  
Mike King, Academic Vice President

Utah Valley State College

William A. Sederburg, President  
Brad Cook, Vice President for Academic Affairs  
Val Peterson, Vice President for Administration and External Affairs  
J. Karl Worthington, Associate Vice President of Academic Affairs

Salt Lake Community College

Judd D. Morgan, Interim President  
Randal S. Chase, Associate Professor of Communication  
Julie Ann Curtis, Assistant to the Academic Vice President  
Barbara Pomeranz, Chair, Division of Arts, Communication and Digital Media  
David Richardson, Vice President of Academic Services

Utah College of Applied Technology

Darrell K. White, Interim President  
Jared Haynes, Interim Vice President for Instruction and Student Services  
Kimberly Henrie, Budget Officer  
Collette Mercier, Ogden-Weber ATC

Representatives of the Press

Rashae Ophus, *The Herald Journal*  
Stephen Speckman, *Deseret Morning News*  
Amy K. Stewart, *Standard-Examiner*  
Shinika A. Sykes, *Salt Lake Tribune*

Others

Steve Allred, Office of the Legislative Fiscal Analyst  
Carrie Flamm, Executive Director, Utah Student Association  
Boyd Garriott, Office of the Legislative Fiscal Analyst  
Debbie Headden, Office of the Legislative Fiscal Analyst  
Kim Hood, Governor's Office of Planning and Budget  
Leigh VanderEsh, Utah Film Commission

Vice Chair George Mantes called the meeting to order at 9:00 a.m. and welcomed everyone. He excused President Ryan Thomas and Regent Janet Cannon.

Administration of Oath of Office to New Regents. Vice Chair Mantes administered the oath of office to Regents Meghan Holbrook and John Pingree and asked Regent Pingree to introduce himself. Regent Pingree said he would also be representing the State Board of Education, along with Janet Cannon. He is a long-time resident of Salt Lake City and the Executive Director of the Semnani Foundation, an organization which helps women and children in underdeveloped countries. Most recently the Semnani Foundation was involved in providing aid to the tsunami victims in southeast Asia. He was previously the CEO of the Utah Transit Authority. Regent Mantes welcomed him to the Board of Regents. He also welcomed Dr. Darrell White in his new capacity of Interim President of the Utah College of Applied Technology.

The Regents were dismissed to meet with their respective committees.

The Committee of the Whole reconvened at 11:05 a.m. Vice Chair Mantes recognized the Utes' victory at the Fiesta Bowl and asked President Young to convey the Boards' congratulations to the "Mighty Utes" and their coaches. President Benson pointed out the accomplishments of Snow's "Mighty Badgers," as detailed in the Commissioner's Report of Notable Accomplishments.

## REPORTS OF BOARD COMMITTEES

### Programs Committee

University of Utah – Master of Urban Planning Degree (Tab A). Chair Jardine said the committee had learned that the University of Utah and Utah State University have very distinct programs in this area, with no overlap. Associate Vice President Francis said there was a great deal of student interest in this program. Regent Pingree asked about a transportation plan as part of the program and if some classes would be dedicated to transportation planning. Dr. Francis thanked Regent Pingree for the suggestion and said the University would build the appropriate course work into the program. **Chair Jardine moved approval of the program. The motion was seconded by Regent Atkin and adopted.**

Salt Lake Community College – Associate of Applied Science Degree in Broadcast Video/Audio Production (Tab B). Chair Jardine remarked on the very strong display of support from the industry in the committee meeting. College officials have been waiting a long time for this program to come through the Program Review Committee. There is demonstrated demand and good coordination with the University of Utah's program. The A.A.S. Degree has a practical component, which is not always included in a four-year degree programs. Vice Chair Jordan said it had been helpful to have the industry representatives in the committee meeting because they expressed a

commitment to have internships in their businesses. They brought valuable insights into how this particular two-year degree addressed the unrecognized needs of the industry. This program seemed particularly well suited to Salt Lake Community College and had industry support. **Chair Jardine moved approval of the program. The motion was seconded by Regent Holbrook and was adopted.**

Salt Lake Community College – Associate of Applied Science Degree in Film Production Technician (Tab C). Chair Jardine pointed out that the previous program filled needs in the television industry, whereas this program fills needs in the film industry. In the committee Leigh VonderEsh talked about the importance of having people who can do this work and how Utah is growing in the film industry. One of the program consultants is a 24-year-old who wrote and directed Napoleon Dynamite. **Chair Jardine moved approval of the program. The motion was seconded by Regent Garff and was adopted.**

Consent Calendar, Programs Committee (Tab D). **On motion by Chair Jardine and second by Regent Garff, the following items were approved on the Programs Committee's Consent Calendar:**

- A. Southern Utah University – Minor in Legal Studies
- B. Salt Lake Community College – Engineering Design/Drafting Technology (EDDT/Machining Technology) Certificate of Completion
- C. Utah College of Applied Technology/Ogden-Weber ATC – Fast Track Approval, Medical Coder Certificate of Proficiency

Majors' Meetings and Common Course Numbers (Tab E). Chair Jardine noted that this had been a topic in the 2004 Legislative Session. Transfer is an issue about which there is continual anecdotal evidence. He asked Assistant Commissioner Safman to describe the progress which had been made. Dr. Safman said the academic disciplines were brought together in April 2004 to discuss common course numbers and common prefixes. The groups worked very well and identified 418 commonly numbered courses. This was done in an effort to improve transfer. Over 70 commonly numbered courses have been added; some will take effect in 2005 and some in 2006. The history of old course numbers must be kept in the System which made this a very large undertaking. As disciplines evolve, courses and course numbers change. As content changes, faculty come together to discuss the curriculum. Representatives from the nine credit-bearing institutions meet annually in formal Majors' Meetings. Dr. Safman pointed out that there will always be human problems in transfer. There was an attempt last year to track down legislative concerns but no specifics were ever offered. She commended the faculty for masterfully meeting the demands of the legislative mandate.

Chair Jardine noted that the 2004 bill had no fiscal note, but the time it took to do this work was significant. Chair Karras asked what percentage of the course numbering had been done. Assistant Commissioner Safman said the general education and pre-major courses were complete. It is impossible to do the other courses (electives) without losing the diversity of our institutions.

Chair Jardine said the challenge is on the advising side as well as on the transfer side. President Young noted that 52 percent of the students at the University of Utah are transfer students; they are generally required to take less than one additional course. Chair Karras recommended that the legislators be made aware of these this information. Commissioner Kendell said the general agreement is that this project would focus on general education and pre-majors, and no fiscal note would be attached to the legislation. Additional efforts to facilitate transfer may require a fiscal note. He complimented those who were involved in this project and said any effort required beyond what had already been done would have unintended consequences.

USHE Programs at Correctional Facilities (Tab F). Chair Jardine said the data in the report demonstrated the value small programs can have in an individual life. The report was for information only and was self-explanatory. President Benson noted that Snow College had a graduation ceremony at the Gunnison facility every summer to offer degrees through the College. This year bachelor's and master's degrees were offered through Utah State University as well.

Position Papers in Development by the USHE Chief Academic Officers (Tab G). Chair Jardine commended Associate Commissioner Stoddard and the CAOs for this effort. Seven topics were identified which require concentrated attention. Position papers are being developed on these issues. The committee heard reports from the subcommittees on Transfer (Dr. John Francis, University of Utah), Remediation/ Developmental Education (Michael Vaughn, Weber State University), Concurrent Enrollment (Brad Cook, Utah Valley State College), Retention/Time to Graduation (Joyce Kinkad, Utah State University), Minorities and Disadvantaged (Dave Richardson, Salt Lake Community College), Technology-Driven Instruction (Mike King, College of Eastern Utah), and Workforce Issues (Jared Haynes, Utah College of Applied Technology). Chair Jardine said the committee expects to have full reports presented over time, each of which will provoke extensive discussion and perhaps policy changes. Vice Chair Jordan commended the CAOs for getting on top of some issues the Regents have known about for some time. Each of these topics will be explored at a future Board meeting.

Finance, Facilities and Accountability Committee

UHEAA – Approving Resolution, SBR Student Loan Revenue Bonds, 2005 Series W and X (Tab H). Chair Pitcher said the UHEAA Board of Directors had adopted a resolution to issue bonds for the purchase and origination of student loans. The bonds have a variable rate; some are taxable and some are tax-exempt. Of the \$152 million, \$60 million are taxable bonds. Associate Commissioner Spencer said the committee had requested a flow chart for the next bond presentation. He explained that when students want a subsidized loan, they go to the institutional financial aid office, fill out a form demonstrating need, and get a list of suggested lenders. The lenders finance the student loans and the Federal Government subsidizes the interest rates while the students are in school. At the end of a student's education, UHEAA buys the loans from the banks. Bonds are used to finance the loans.

Associate Commissioner Spencer said the ceiling on the tax-exempt status of the bonds was another issue. The Treasury Department gives each state a specified amount for tax-exempt bonds which the state must decide how to allocate. Part of these bonds had to be taxable because of Utah's limit on tax-exempt bonds. The students pay the same interest rate, regardless of whether the bonds are taxable or tax-exempt, but UHEAA makes a little less money on the taxable bonds. The parameters of each bond were shown on page 2 of the Commissioner's cover memo to Tab H. Dr. Spencer introduced Kelly Murdock (Wells Fargo), Blake Wade (bond counsel), and Assistant Commissioner Richard Davis, who were present to respond to questions.

**On motion by Chair Pitcher and second by Regent Sweeten, the resolution was adopted by the following vote:**

AYE:

Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Katharine B. Garff  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen

AYE (continued):

David J. Jordan  
Nolan E. Karras  
Trenton Kemp  
E. George Mantes  
Jed H. Pitcher  
Sara V. Sinclair  
Maria Sweeten

NAY: (None)

University of Utah – Sale of Land and Easement to UDOT (Tab I). Chair Pitcher explained that the Utah Department of Transportation had approached University of Utah officials about buying a small strip of land and an easement on the southern boundary of the University's Redwood Clinic as part of the highway improvements to State Road 201. Estimated value of the property is \$98,000. **Chair Pitcher moved approval of the transaction. The motion was seconded by Regent Jordan and adopted.**

Snow College – Stadium Project (Tab J). Chair Pitcher called attention to Replacement Tab J and a letter from President Benson in the Regents' folders. Snow College requested authority to replace its football stadium. Although funds would come from private donations, legislative approval is necessary for all non-State-funded projects. Commissioner Kendell posed several questions for Snow officials to answer in the future. President Benson said a \$4 million donation was still pending. **On recommendation of the Finance and Facilities Committee, Chair Pitcher moved that the Regents give conceptual approval for the Snow College stadium project, subject to final approval by the State Board of Regents Executive Committee when more definitive information is available about donated funds. The motion was seconded by Regent Atkin.** Regent Jordan asked about O&M funding. President Benson responded that O&M funding would be transferred from the old facility and was already in the College's budget. **Vote was taken on the motion, which was adopted.**

Consent Calendar, Finance Committee (Tab K). Chair Pitcher said the committee had reviewed all items thoroughly and had noted no irregularities in the reports. **On motion by Chair Pitcher and second by Regent Jensen, the following items were approved on the committee's Consent Calendar:**

- A. USHE Money Management Reports
- B. OCHE Discretionary Funds Report
- C. UofU and USU Capital Facilities Delegation Reports

Briefing on Governor Walker's Budget Proposal (Tab L). Chair Pitcher called attention to the budget proposed by former Governor Olene Walker and noted that Governor Jon Huntsman's budget would be announced later in the day.

Briefing on Student Financial Aid (Tab M). Chair Pitcher said after Utah received a "C" in Pat Callan's *Measuring Up 2004* report, UHEAA staff came up with several ways to improve in this area. (Utah was still among the top six states on this dimension.) Associate Commissioner Spencer explained the attachments to Tab M, referred to as a "White Paper" on student financial aid. He noted that the Regents are the governing board for UHEAA, with a subsidiary board which meets regularly on the Regents' behalf. Utah's default rates are excellent and are considered some of the best in the country (2.7 percent for UHEAA, compared with 5.2 percent nationally). Dr. Spencer said the committee had spent quite a bit of time discussing the Average Debt Burden shown on page 5 of

Attachment 2. Utah students' debt burden has dramatically increased. Tax funds are greatly needed to ease the burden of grants, loans, and tuition. Associate Commissioner Spencer noted that Attachment 3 was a chapter from the annual Data Book. The entire Data Book is available on the Regents' web site ([www.utahsbr.edu/finance/databook/htm](http://www.utahsbr.edu/finance/databook/htm)). Chair Pitcher said the committee plans to have a future meeting dedicated to student financial aid.

#### General Consent Calendar

On motion by Regent Pitcher and second by Regent Atkin, the following items were approved on the Regents' General Consent Calendar:

- A. Minutes – Minutes of the Regular Board of Regents Meeting held December 9, 2004 at the Board of Regents' Offices in Salt Lake City, Utah.
- B. Grant Proposals - Approval to submit the following proposal:  
Utah State University – Office of Naval Research; "Site Support for the Advanced Airborne Test Facility (AATF) at Makaha Ridge;" \$12,327,007. Jim Marshall, Principal Investigator.
- C. 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 March 18, 2005, at the 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 of Appreciation for Dr. Kermit L. Hall

Vice Chair Mantes said he had been saddened to learn that President Kermit Hall had resigned his position at Utah State University to accept a presidency in New York. All of the Regents were pleased when time President Hall was hired, but they knew he would not be staying for a long period of time. Every Regent agreed that Utah State University would be a better place for his being there, and that has certainly been the case. Vice Chair Mantes expressed his personal best wishes to President Hall for his future success. President Hall extended his appreciation for the opportunity to have been a part of higher education in Utah and to have worked with the Regents and other Presidents. He said he would always recall his experiences here fondly. He told the other Presidents that the Utah System of Higher Education has the highest degree of efficiency anywhere.

Commissioner Kendell read a formal Resolution of Appreciation which recognized President Hall's contributions to Utah State University and to the Utah System of Higher Education. He said he would miss Dr. Hall and his dry sense of humor and wished him well in his new position. He then presented Dr. Hall with a gift of appreciation on behalf of the Regents and Presidents. **Chair Karras moved adoption of the Resolution of Appreciation for Dr. Hall. The motion was seconded by Regent Sweeten and carried.** Regent Sweeten added her thanks for the work Dr. Hall's wife, Phyllis, had done for the institution and the community. Dr. Hall thanked Commissioner and the Board for the gift and for the courtesies extended to him and Phyllis. President Sederburg expressed the Presidents' appreciation and best wishes and said President Hall had been a great leader and mentor to the newer Presidents.

#### Report of the Commissioner

Commissioner Kendell called attention to the Report of Notable Accomplishments of the USHE institutions. He congratulated President Young and the Utes football team for their victory at the Fiesta Bowl. He noted the document prepared by Associate Commissioner Dave Buhler, *Preparations for 2005 Legislative Session*, and said he and Dave had met with 60 legislators in the past couple of months. He expressed his appreciation to the Regents and Presidents who had attended and sponsored those meetings. Dr. Kendell said he hoped higher education would have a more stable funding base and would receive adequate funding for compensation and other key needs. He introduced Keith Wade, legislative intern, and Carrie Flamm, Executive Director of the Utah Student Association, who will be assisting higher education at the Capitol throughout the 2005 Legislative Session.

Policy Issues. Commissioner Kendell said policy papers were evolving on the various issues arising out of the Board meeting in Cedar City last March and the Regents' and Presidents' retreat last September. The Regents can shape the future of higher education if these critical issues are addressed. Dr. Kendell said he hoped they would not just be policy papers but would have a major impact on the direction of higher education in the years to come.

UCAT. Commissioner Kendell said he was very supportive of the Utah College of Applied Technology and wanted to see it become a thriving institution. UCAT is at a very interesting point with the development of the Associate of Applied Technology Degree, mandated by the Utah Legislature. Dr. Kendell posed several questions to ensure a complementary mission and role for UCAT at this important point in the history of the College and the other institutions in the System. Key Regents and OCHE administrators have been meeting with leadership from the State Board of Education to develop a plan to coordinate the two educational systems.

#### Report of the Chair

Presidential Searches. Chair Karras stated that Dr. Darrell White, Interim **UCAT** President, had been asked to help the Regents understand why the number of secondary students in our System is declining.. His background is extensive and his viewpoint will be important. Regent Daryl Barrett was appointed to chair the search committee for the new UCAT President. Regents Jed Pitcher and John Pingree will also serve on the committee, as will Governor Norm Bangerter, Chair of the UCAT Board of Trustees. Chair Karras announced that Regent Jerry Atkin will chair the **Dixie** State College Presidential Search Committee. He will be aided by Regents David Grant and Kathi Garff. He thanked President Huddleston for his willingness to stay in the position until his replacement has been chosen. Complete lists of search committee members will be announced later. Chair Karras said a committee had been in Logan to interview various individuals on campus and in the community about the next **USU** President. A decision will be made about a presidential search in the next few days.

Legislature. Chair Karras expressed his confidence in the Legislative Higher Education Appropriations Subcommittee and said higher education was fortunate to have Senator Greg Bell and Representative Kory Holdaway chair the committee. He noted that Commissioner Kendell would be the spokesperson for the System. Regents and Presidents will be in legislative meetings as needed, but everything should be channeled through the Commissioner. Chair Karras encouraged the Regents and Presidents to make their presence known so they can respond to questions about higher education. The common objective is to educate students and aid their success. Chair Karras said the delegation of responsibilities to Presidents and Trustees, as outlined in Regents' Policy R220, will have to move forward more quickly than originally planned. Governor Huntsman is studying this issue. Some of the responsibilities would be better handled by the Trustees than the Regents; the Audit Committee is one good example. Chair Karras encouraged everyone to do everything possible to ensure Governor Huntsman's success.



Closing Remarks. Chair Karras said he and the Board were very pleased with the steady hand of Commissioner Kendell. Dr. Kendell has assembled a strong team, and they are doing very good work. He complimented Commissioner Kendell and his staff and pledged the Regents' full support.

Adjournment

Vice Chair Mantes thanked everyone for their contributions to higher education. The Regents then met in executive session and adjourned directly from there.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved

MINUTES OF SPECIAL MEETING  
UTAH STATE BOARD OF REGENTS  
UTAH STATE UNIVERSITY AND BY CONFERENCE CALL  
January 18, 2005

Regents Participating:

Nolan E. Karras, Chair  
E. George Mantes, Vice Chair  
Daryl C. Barrett  
Bonnie Jean Beesley  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Trent Kemp  
John C. Pingree  
Jed H. Pitcher  
Sara V. Sinclair  
Marlon O. Snow  
Maria Sweeten

Regents Excused:

Jerry C. Atkin  
Janet A. Cannon  
David J. Jordan

Office of the Commissioner

Richard E. Kendell, Commissioner  
David L. Buhler, Associate Commissioner for Public Affairs  
Joyce Cottrell, Executive Secretary  
Amanda K. Covington, Director of Communications

Utah State University Trustees

Gayle S. McEachnie, Chair  
L. J. Godfrey, Vice Chair  
Lester C. Essig  
Lynnette T. Hansen  
Richard L. Shipley  
Randy Watts

Chair Nolan Karras greeted an estimated 300 people assembled at Utah State University as well as those Regents participating in the meeting via teleconference. He recognized the trustees and donors in the audience and thanked everyone for their attendance. Secretary Cottrell called the roll and verified that there was a quorum.

Chair Karras explained that the Regents had two options regarding the USU presidency: (1) They could go forward with a formal search, which is the normal procedure, or (2) appoint someone who had already been through a formal search process. Chair Karras appointed a committee, chaired by Regent Jed H. Pitcher (former chair of the USU Board of Trustees), Trustee Richard L. Shipley, and Mr. Robert Foley, Chair of the

Uintah Basin Advisory Board, and asked them to visit the USU Campus to interview various individuals and groups. He asked Regent Pitcher to report on the committee's actions.

Regent Pitcher said it had been a very positive experience for all three members of the committee, who interviewed approximately 70 people, including faculty, staff, alumni, community leaders, legislators, donors, and students. There was a remarkable degree of consensus that (1) Utah State University has considerable momentum, thanks to the leadership of President Kermit Hall; (2) Executive Vice President and Provost Stan Albrecht has been an important part of that movement; (3) Dr. Albrecht has already been through a national search four years ago and was a finalist for the Utah State University presidency; and (4) the Regents should forego a formal search.

Chair Karras called for discussion from the Regents. **Regent Pitcher moved that the Board of Regents make an exception to Regents' Policy R203 in its entirety, except for paragraph 4.9 of that policy which requires that presidents be selected in a properly noticed open meeting of the Board. The motion was seconded by Regent Sinclair and carried.**

**Regent Pitcher then moved that the Board of Regents appoint Dr. Stan L. Albrecht as the 15<sup>th</sup> President of Utah State University. The motion was seconded by Regent Sinclair and carried unanimously.**

Dr. Albrecht and his wife, Joyce, came to the front of the room with a standing ovation.

Chair Karras assured those present that the Regents take the responsibility of choosing presidents very seriously. They realize that a university is a complex, living, breathing organism, and that it is important to keep the momentum and the power of the university going forward. He said it was a pleasure to know that Stan Albrecht has had much to do with that progress and the daily work being done at USU. He assured Dr. Albrecht that the Regents were very pleased with this appointment.

Trustee Chair McKeachnie reported that the Board of Trustees had voted in support of this action six months earlier. The entire University community knew that Dr. Hall was in high demand around the country and that he would not stay in Logan for an extended period of time. When everyone thought President Hall would be appointed president of the University of Tennessee last summer, the Trustees voted to recommend to the State Board of Regents that Dr. Albrecht be appointed the new president of Utah State University. Mr. McKeachnie reported that the Trustees' decision had not changed.

Chair McKeachnie told the Albrechts that the Trustees had treasured their association with them. They enjoyed working closely with Dr. Albrecht as Executive Vice President and Provost. There was never a doubt in any Trustee's mind that if President Hall were to leave, they wanted Dr. Albrecht to continue the work he and President Hall had begun. On behalf of the Board of Trustees, Chair McKeachnie congratulated Dr. and Mrs. Albrecht and welcomed them as the new President and First Lady of Utah State University. He then read a statement from President Hall supporting the appointment of Dr. Albrecht. Chair McKeachnie pledged the Trustees' support to President Albrecht and thanked him for his willingness to accept the appointment.

Chair Karras said the Regents were delighted to have the Trustees' support. Presidential appointments are serious decisions, and the Regents took care to make sure that the right procedure was followed. They did not want a delay before a new president was appointed, but wanted to keep the forward momentum going at Utah State University. The role of USU is very important to the entire State. If the State is successful, it will be because the presidents of the institutions are empowered to make decisions on behalf of the institutions.

Dr. Albrecht said President Hall had jokingly introduced him as the new football coach a few months earlier. He expressed deep appreciation to Chair Karras and the State Board of Regents for this opportunity and for their vote of support. He said he accepted the appointment with humility and a great understanding of the expectations, challenges and opportunities ahead for Utah State University. He thanked Commissioner Kendell, praised his leadership, and said he was grateful for the opportunity to work with him. Dr. Albrecht expressed special thanks to Chair McKeachnie and the USU Board of Trustees, saying he looked forward to working with them as unitedly they endeavor to move the University forward. He thanked the entire University community and said he was overwhelmed by their expressions of unqualified support.

Finally, he expressed his appreciation to President Kermit Hall for the unique relationship they'd had as President and Provost. Because of that relationship, President Albrecht said he had the opportunity to be a better president than he would have been four years ago. He acknowledged the debt to those who had led the University in the past.

President Albrecht said several themes would assume priority during his presidency: (1) Academic quality, (2) Faculty and staff compensation. (3) Access for all academically prepared students. (4) Shared governance with faculty, staff and student leadership governing boards. (5) Accountability, recognizing that the money spent is that of the taxpayers, students, and others. (6) Athletic success in the classroom and on the playing field. (7) Comprehensive capital campaign. (8) Collaboration with the University of Utah, especially in the area of economic development. (9) Students are why we are here. Dr. Albrecht said his first meeting as President on February 1 would be with students.

President Albrecht acknowledged the presence of family members who were able to rearrange their schedules to be present at this meeting. He was grateful for the opportunity of continuing to share this experience with his wife, Joyce. He pledged their loyalty, energy and talents to justify the confidence placed in them to serve Utah State University and the State of Utah. It is a journey they anticipate with hope and excitement.

Commissioner Kendell extended his congratulations and best wishes to President and Mrs. Albrecht and said he was very delighted with this appointment. The Regents and Commissioner see many candidates who may qualify as the president of an institution. One vital quality that rarely shows up in the job description is love for the institution. Stan and Joyce Albrecht have that love in great abundance. This will be a great asset for Utah State University.

Regent Snow moved the meeting be adjourned. The motion was seconded by Regent Beesley and carried.

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Joyce Cottrell CPS  
Executive Secretary

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Date Approved