

AGENDA

MEETING OF THE  
UTAH STATE BOARD OF REGENTS

January 20, 2006

**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  
SALT LAKE COMMUNITY COLLEGE, SALT LAKE CITY, UTAH  
STUDENT CENTER, REDWOOD CAMPUS  
JANUARY 20, 2006  
Agenda**

7:30 a.m. -  
8:00 a.m.

**Audit Committee**  
Room 207 (Queen Anne I Room)

8:00 a.m. -  
9:30 a.m.

**BREAKFAST MEETING – STATE BOARD OF REGENTS, SALT LAKE COMMUNITY COLLEGE BOARD OF TRUSTEES, COMMISSIONER KENDELL, PRESIDENT BIOTEAU**  
Room 219 (Corner Room)

9:45 a.m. -  
10:45 a.m.

**MEETINGS OF BOARD COMMITTEES**

**Academic, CTE and Student Success (Programs) Committee**  
**Regent James S. Jardine, Chair**  
**Room A, Student Event Center**

**ACTION:**

- |    |  |       |
|----|--|-------|
| 1. | Southern Utah University – M.S. Degree in Forensic Science             | Tab A |
| 2. | Utah Valley State College – B.S. and B.A. Degrees in Political Science | Tab B |

**CONSENT:**

- |    |  |       |
|----|--|-------|
| 3. | Consent Calendar, Programs Committee   | Tab C |
|    | A. Utah State University – Discontinuance of HASS Teaching Majors                    |       |
|    | B. Utah College of Applied Technology – Fast-track Approvals                         |       |
|    | i. Davis ATC – Restaurant/Hospitality Management Certificate of Proficiency          |       |
|    | ii. Ogden-Weber ATC – Interior Design Drafting Technology Certificate of Proficiency |       |

**INFORMATION/DISCUSSION:**

- |    |  |       |
|----|--|-------|
| 4. | Information Calendar, Programs Committee   | Tab D |
|    | A. Utah State University – Name Changes for Prefixes: Industrial Technology and Education (ITE) to Engineering and Technology Education (ETE); Aviation Technology (AV)  |       |
|    | B. Utah Valley State College – Reassignment of Business/Marketing Education and Administrative Information Management from Computer Technology and Education Department to Multimedia Communications Technology Department, and Appropriate Name Changes |       |
| 5. | University of Utah – Institutional Review Summary, Department of Exercise and Sport Science Report   | Tab E |
| 6. | Report on K-16 Alliance Meeting  |       |
| 7. | Report on State Board of Education Response to Regents' Scholar Diploma  |       |
| 8. | USHE/UHEAA – Tracking High School Seniors and College Freshmen via the National Student Clearinghouse  | Tab F |

|  |   |       |
|--|---|-------|
| <b>Finance, Facilities and Accountability Committee</b><br><b>Regent Jerry C. Atkin, Chair</b><br><b>Rooms B &amp; C, Student Event Center</b> |   |       |
| <b>ACTION:</b>   |   |       |
| 1.   | USHE – Approving Resolution, Student Loan Revenue Bonds, Series 2006BB and CC                           | Tab G |
| 2.   | USHE – Proposed Policy R992, <i>Information Security</i>  | Tab H |
| 3.   | Salt Lake Community College – Campus Master Plan  | Tab I |
| <b>CONSENT:</b>  |   |       |
| 4.   | Consent Calendar, Finance Committee   | Tab J |
|  | A. USHE – Commissioner’s Discretionary Funds Report   |       |
|  | B. University of Utah – Sale of Donated Property  |       |
| <b>INFORMATION/DISCUSSION:</b>   |   |       |
| 5.   | USHE – Response and Plan for Actuarial Review, Legislative Auditor’s Report on Post-Retirement Benefits | Tab K |

10:45 a.m. -  
12:00 noon

|  |  |       |
|--|--|-------|
| <b>COMMITTEE OF THE WHOLE AND REGULAR BUSINESS MEETING OF THE BOARD</b><br><b>Regent Nolan E. Karras, Chair</b><br><b>Oak Room</b> |  |       |
| 1.   | Reports of Board Committees<br>Programs Committee – Tabs A - F<br>Finance Committee – Tabs G - K |       |
| 2.   | General Consent Calendar   | Tab L |
| 3.   | Report of the Commissioner<br>Messaging Strategy   | Tab M |
| 4.   | Report of the Chair  |       |

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

|  |  |  |
|--|--|--|
| <b>WORKING LUNCHEON – Oak Room</b><br>Salt Lake Community College Presentation on ATE/CTE Programs |  |  |
|--|--|--|

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.

## Memorandum

January 11, 2006

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Southern Utah University--M.S. Degree in Forensic Science, beginning Fall Semester, 2006 – Action Item

### Issue

Officials at Southern Utah University propose to offer a professional and interdisciplinary Master's of Science Degree in Forensic Science with several emphasis options effective Fall 2006. The proposal was approved by the SUU Board of Trustees on January 28, 2005 and the Letter of Intent was approved by the Program Review Committee in September, 2005.

### Background

SUU has significant experience in offering undergraduate programs related to the health and law enforcement professions. The proposed program builds upon this experience and expertise to offer the interdisciplinary Masters Degree in Forensic Science.

The proposed Master's of Science Degree in Forensic Science will offer emphasis options in Forensic Biology; Forensic Chemistry; CyberForensics, Forensic Accounting, Forensic Psychology, and Criminalistics. SUU currently offers bachelor's degree emphases in Forensic Biology, Forensic Computer Science, Forensic Chemistry, and Criminal Justice. Pertinent accounting courses related to Forensics already complement the bachelor's degree in accounting. Faculty and other instructional resources are in place or are committed to enable the University to accept students by fall 2006 when the M.S. program is proposed to begin accepting students.

Expected outcomes for the proposed Masters Degree program include providing an integrated core of understandings of and experiences in the disciplines that make up Forensic Sciences that will prepare graduates to enter the job market or to continue graduate school in pursuit of a terminal degree.

Policy Issues

Other USHE institutions have reviewed this proposal and no opposition or questions have been raised.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve the Request by Southern Utah University for an M.S. Degree in Forensic Science, beginning Fall Semester, 2006.

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Richard E. Kendell, Commissioner

REK/GW  
Attachment

Academic, Applied Technology and Student Success Committee

Action Item

Request to offer an M.S. Degree in Forensic Science, beginning Fall Semester, 2006

Southern Utah University

Prepared for  
Richard E. Kendell  
By  
Gary Wixom

January 11, 2005

## **Section I: The Request**

Southern Utah University proposes to offer a professional and interdisciplinary Master's of Science Degree in Forensic Science with several emphasis options effective Fall Semester, 2006. The proposal was approved by the SUU Board of Trustees on January 28, 2005.

## **Section II: Program Description**

### **Complete Program Description**

The proposed Master's of Science Degree in Forensic Science will offer emphasis options in Forensic Biology; Forensic Chemistry; CyberForensics, Forensic Accounting, Forensic Psychology, and Criminalistics. SUU currently offers bachelor's degree emphases in Forensic Biology, Forensic Computer Science, Forensic Chemistry, and Criminal Justice. Pertinent accounting courses related to Forensics already complement the bachelor's degree in accounting. Faculty and other instructional resources are in place or are committed for fall 2005 to enable the University to accept students by fall 2006 when the M.S. program is proposed to begin accepting students.

The proposed degree will consist of 30 semester credit hours with a 12 credit hour core and 18 credit hour emphasis area. Six credits of internship/practicum or thesis and a capstone courtroom course are included in the degree. The general design of the degree is patterned after comparable MS programs at Oklahoma State, Eastern Oklahoma, Marshall, George Washington, and Virginia Commonwealth Universities, and is consistent with the guidelines of the American Academy of Forensic Science. The 12 hour core is multidisciplinary, involving four Colleges/Schools and drawing its curriculum from the disciplines of Accounting, Biology, Chemistry, Computer Science/Information Systems, Criminal Justice, and Psychology. A summary of courses and credits for the various emphases appears below. As can be readily seen, this program draws on several disciplines to prepare professionals to be problem solvers in a critical field. (See the complete course sequence in Appendix A.)

### **Purpose of the Degrees**

The purpose of the proposed degree is to provide students with an opportunity for professional training in Forensic Science, with options in Forensic Biology; Forensic Chemistry; CyberForensics, Forensic Accounting, Forensic Psychology, and Criminalistics. SUU currently offers bachelor's degree emphases in Forensic Biology, Forensic Computer Science, Forensic Chemistry, and Criminal Justice. The proposed program builds upon this experience and expertise to offer the interdisciplinary Masters degree in Forensic Science. A Masters level degree at SUU will serve a large proportion of undergraduates that go on to graduate programs and who would prefer to stay at SUU if a valuable and marketable degree were available.

### **Institutional Readiness**

Since SUU currently offers a bachelor's degree emphasis in Forensic Biology, Computer Science, Chemistry and Criminal Justice, the foundation for this program is in place. Additional faculty have

recently been added to support the program and SUU has organized institutional resources to adequately support the program.

### **Faculty**

In preparation for the proposed program, three new faculty positions were hired in the academic year 2005-06, one each in the fields of Biology, Chemistry, and Psychology. Approximately 25% of these faculty members' loads are in forensic science support courses. For 2006-07, one new CJ faculty member (reallocated from Political Science) and one new Director or Coordinator position (25% administrative duty) will be hired. Additionally, one replacement position in Biology with Histology (cells and tissues) specialty will be hired for 2006-07. Among the six hires this year and next year, SUU will need an equivalent (FTE) of 2.5 faculty members to deliver the proposed program.

Faculty development for this program will be supported by the existing Provost's funds through our campus-wide competitive awards that support faculty to attend professional meetings, workshops, attain special certifications, etc. This fund typically has approximately \$100,000 available plus amounts contributed (usually 20%) from Departments and the Colleges.

### **Staff**

Only .25 FTE of a secretarial, clerical staff will be needed to assist in the coordination of this program. Additional laboratory and instructional graduate assistants are built into the yearly budgets (one assistantship the first year, and 4 in each subsequent year). Student hourly wages are also included in the budget detail that follows in Section V.

### **Library and Information Resources**

SUU has been building up their respective undergraduate Forensic-related discipline resources in Accounting, Biology, Chemistry, Computer Science, Criminal Justice and Psychology, therefore, SUU anticipates needing an additional \$1,000 in each yearly budget for the next five years to add to the library and information resources.

### **Admission Requirements**

Admission requirements to the University satisfy admission requirements for the proposed degree. There are no admission requirements specific to the proposed program.

### **Student Advisement**

The advising process for this program will be handled by each discipline's professional, full-time advisor. Admission into the program will be coordinated by the Forensic Science Coordinator, housed in the College of Science. Students will apply to this Coordinator who will direct the application and the application fee, transcripts, letters of recommendation, and GMAT/GRE scores to the respective College or School in which they would like to focus (e.g. for the Forensic Psychology emphasis, the student would apply to the College of Humanities and Social Sciences using SUU's general graduate admission requirements).



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

The number of credits for this Masters degree will not exceed 36 credits beyond the baccalaureate degree, which is within the Regent's guidelines.

### **External Review and Accreditation**

Both in-state and out-of-state consultants were extensively used in developing this program. In-state consultation was through the State of Utah's Crime Lab Director and Assistant Director who visited the SUU campus and SUU's Crime Lab and outlined their best judgment regarding curricula. Out-of-state consultations were achieved through on-site visits to programs in Florida, Oklahoma, Texas, and Virginia, supported by a NSF grant. Program design for adherence to guidelines for future professional accreditation was accomplished through the American Academy of Forensic Science at two workshops held at national meetings. At this time, accreditation is not required for employment.

### **Projected Enrollment**

SUU Officials expect 12 FTE students the first year and 24 FTE enrollment in subsequent years. These numbers will generate adequate revenue for self-support of the program, but SUU could let the program grow if needed. There are 24 faculty members already employed as full-time faculty who will be teaching courses that either directly or indirectly related to this program. There will be three additional faculty hired for the 2006-07 academic year. From these 27 faculty members 2.5 FTE will be needed to deliver this program. This would yield a student to faculty ratio of approximately 10:1 if SUU has 24 FTE students and 2.5 FTE faculty.

### **Expansion of Existing Program**

This is a new basic graduate program (MS). The proposed program does not expand or extend from an existing program, but is built on the foundation of SUUs existing undergraduate programs.

## **Section III: Need**

### **Program Necessity**

SUU has significant experience in offering undergraduate programs related to the health professions and law enforcement professions. The proposed program builds upon this experience and expertise to offer the interdisciplinary Masters degree in Forensic Science. A Masters level degree at SUU makes sense because of the large proportion of undergraduates that go on to graduate programs and who would prefer to stay at SUU if a valuable and marketable degree were available. The design of the graduate degree program was facilitated through a NSF-funded grant that required program developers to investigate and consult with several renowned Forensic programs around the U.S. Expected outcomes for the proposed Masters Degree program include providing an integrated core of understandings of and experiences in the disciplines that make up Forensic Sciences that will prepare graduates to enter the job market or to continue graduate school in pursuit of a terminal degree.

## Labor Market Demand

The national market is increasing as evidenced by federal, state, and regional homeland security, emergency preparedness, and crime investigation entities. Several job postings were collected from a national meeting attended by several SUU professors in February of 2005:

- February 18, 2005; Dept. of the Army, Forest Park, GA; Trace Evidence Examiner, Chemistry emphasis, Salary Range GS5, \$28,100.00 to 36,534.00; GS7, \$34,807.00 to 45,250.00; GS9, \$42,576.00 to \$55,345.00. The GS9 level requires a Masters degree.
- February, 2005: U.S. Dept. of Justice, Drug Enforcement Administration, Washington, D.C.; Drug Science Specialist Positions- Ten Vacancies- GS 12, 13, or 14; salary \$68,000 to \$104,000. (GS 9 and above require a Masters degree)
- February 14, 2005: County of San Bernardino; Criminalist II, DNA Specialist; A B.S. or higher required; \$4940 to \$6313 monthly salary range; Announcement # 05-03537-01.
- February, 2005: Office of Chief Medical Examiner, New York, NY; Criminalist position (7 positions); a B.S. or Masters degree required; salary, \$46,517 to \$64,005.00.
- From the American Association of Forensic Science's weekly updated employment opportunities web page ([http://www.aafs.org/default.asp?section\\_id=employment&page\\_id=current\\_openings](http://www.aafs.org/default.asp?section_id=employment&page_id=current_openings)) the following job was noted on May 12, 2005: This was just one of dozens.
- Forensic Science Development Coordinator, U.S. Dept. of Justice, GS12 level (Masters required), Salary \$62,886 to \$81,747.
- From the AAFS employment web site (see above web address) on August 3, 2005 there were 56 positions listed. Eighteen required a B.S. degree. Eight required a minimum of B.S. but listed a Masters degree was preferred. Thirteen required a minimum of a Masters degree. Seventeen required a Ph.D. or M.D. So, a Masters degree was either preferred or required for 21 out of 56 positions (38% of the jobs listed).
- The American Society of Crime Lab Directors' (ASCLD) employment web site ([www.asclcd.org/employment.html](http://www.asclcd.org/employment.html)) on August 5, 2005 listed 93 full time positions available. Fifty three of the 93 positions required a minimum of a Masters degree (approximately 57% of the positions listed).

Employment information for Utah is more anecdotal and is based on conversations and visits with personnel at the FBI Computer Crime Lab in Salt Lake and the Director of the State of Utah Crime Labs. However, both of these sources predict that both BS and MS degree applicants will have strong employment potential in Utah and the Intermountain west for the near future. In Cedar City, for example, both employees of the State Crime Lab, located on the SUU campus, have Masters degrees.

The proposed professional graduate degree will complement SUU's current program as well as UVSC's proposed BS degree. There are also BS graduates at Weber State who may be interested in a

professional Masters degree in forensic science. Detailed consultation with both the Director and Deputy Director of the State of Utah Forensic Services Division (State Crime Labs) prompted this proposal. Similarly, dialog with UVSC officials regarding their proposed bachelor's degree and SUU's proposed M.S. have helped define market demand, utility of such programs, and complementary relationships of proposed curricula. Duplication has been minimized through collaboration and dialog.

### **Student Demand**

During the fall semester of 2005, key faculty surveyed 793 students who were taking courses ranging from introductory, general education courses, to upper level, majors, courses. Survey results indicated that 486 students (61%) were interested in pursuing a graduate degree at Southern Utah University and, more specifically, 284 students (35.8%) were interested in earning a Masters degree at SUU in Forensic Science. In addition, 69% said they would not go to another institution to pursue the degree. Within this population of 284 students, 16 students selected the Accounting Emphasis; 110 selected Criminalistics; 68 Biology; 18 Chemistry, 9 CSIS, 54 Psychology, and 9 selected "other" emphasis.

Currently there are approximately 326 undergraduate majors in Biology, 65 majors in Chemistry, 243 in Criminal Justice, 265 in Psychology, 130 in Computer Science and Information Systems, 194 in Accounting, and 472 in pre-health professions (Pre-med, Pre-dent, Pharmacy, Physical Therapy, and Pre-Vet.) The number of Baccalaureate degrees awarded each year at SUU in Accounting is approximately 60 and an equal number of degrees are awarded annually in Biology. Chemistry, and Computer Science both award approximately 10 Baccalaureate degrees per year and Criminal Justice graduates approximately 60 students per year. Psychology awards approximately 40 degrees annually. Therefore, in any given year, the total pool of SUU graduates with academic preparation to pursue a MS in Forensic Science would be approximately 215. If the level of interest indicated by the survey holds true for graduating seniors, SUU could expect approximately 35% or 75 students to pursue the Masters in Forensic Science each year.

### **Similar Programs**

There are no similar programs offered at other Utah System of Higher Education institutions.

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

Although no similar programs are offered within the USHE system, officials at SUU have worked closely with other criminal justice professionals at USHE institutions. Officials at SUU have worked closely with UVSC who is planning to propose a Bachelor's Degree in Forensic Science so that students would be able transition from the one program to the other. SUU does not anticipate any negative impact on other USHE Institutions, and hope that it complements existing undergraduate student opportunities for employment and professional development.

## **Benefits**

SUU's respective curricula in Accounting, Biology, Chemistry, Computer Science and Information Systems, Criminal Justice and Psychology already enjoy high enrollments and popularity among the university's student population. Graduates in these programs excel regionally and nationally in ETS Field Examinations and other program assessments. The proposed M.S. in Forensic Sciences will add a timely, professional graduate degree serving the state and region, and meet the increased demands of government agencies for broad-based, well-prepared forensic personnel.

## **Consistency with Institutional Mission**

Creating a M.S. in Forensic Sciences fits the Southern Utah University institutional mission (R312-5) of providing undergraduate and graduate programs that contribute to the quality of life and economic development at the local and state levels.

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

### **Program and Student Assessment**

The principal goal of the proposed program is to provide students with quality lecture, laboratory, and other experiences to develop valuable qualifications for workplace or higher education options in Forensic Science. A core of six measurable outcomes for program completers will provide the basis for program assessment:

1. Students will demonstrate an understanding of their respective disciplines (accounting, biology, chemistry, computer science, criminal justice, and psychology);
2. Students will demonstrate effective communication of their investigations and analyses;
3. Students will demonstrate ability to plan and execute investigations;
4. Students will demonstrate ability to apply academic discipline and relevant law to forensic investigations;
5. Students will demonstrate academic preparation and proficiency; and;
6. Students will be employable and demonstrate marketable skills. Specific assessment strategies for these outcomes appear in the table that follows.

## Forensic Science Program Assessment Plan

| Mission Statement   | Goal Statement  | Outcomes/Objectives  | Assessment  |
|---|---|--|---|
| <p>Within the context of SUU's institutional mission and philosophy, the Forensic Science Program educates students in quality, ethical analysis of evidence through applicable methods and principles while maintaining self-motivated life long learning.</p> | <p>Provide quality lecture, laboratory, and other experiences that provide valuable qualifications for workplace or higher education options.</p> | <p>1. Students will demonstrate an understanding of their respective disciplines (accounting, biology, chemistry, computer science, criminal justice, and psychology).</p> | <p>1. Graduates taking the FBI Forensic Scientist exam will be at or above passing.</p>                             |
|   |   | <p>2. Students will demonstrate effective communication of their investigations and analyses.</p>  | <p>2. Students will receive evaluations of their written and oral communication (e.g. moot court performances).</p> |
|   |   | <p>3. Students will demonstrate ability to plan and execute investigations.</p>  | <p>3. Passing grades will be received on investigation plans.</p>   |
|   |   | <p>4. Students will demonstrate ability to apply academic discipline and relevant law to forensic investigations.</p>  | <p>4. Passing grades will be required for both legal and discipline-specific content.</p>                           |
|   |   | <p>5. Students will demonstrate academic preparation and proficiency.</p>  | <p>5. Standardized Forensic Science test results will be evaluated for scores above the 70th percentile.</p>        |
|   |   | <p>6. Students will be employable and demonstrate marketable skills.</p>   | <p>6. At least 70% job placement and 90% employer satisfaction from employer surveys.</p>                           |

## Section V: Finance

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

The full budget is provided in the table below. The budget is based on the budget model currently used at SUU. The model calculates FTE faculty, benefits, current expense, equipment and travel appropriations based on student contact hours (SCH). The program is not limited to an enrollment of 24. Twenty-four is used as a conservative estimate based on a predicted number of 75 from survey percentages. Additional students beyond 24 would not significantly increase costs but would increase revenue.

| Total Costs for the Program for the First Five Years* |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
|   | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
| FTE Students  | 12        | 24        | 24        | 24        | 24        |
| FTE Faculty   | 2.25      | 2.25      | 2.25      | 2.25      | 2.25      |
| Faculty FTE Coordinator                               | .25       | .25       | .25       | .25       | .25       |
| Total Faculty FTE                                     | 2.50      | 2.50      | 2.50      | 2.50      | 2.50      |
|   |           |           |           |           |           |
| Revenues  |           |           |           |           |           |
| Net Tuition ***                                       | \$57,667  | \$124,560 | \$134,525 | \$145,287 | \$156,910 |
| 2.25 FTE Faculty                                      | \$141,000 | \$144,200 | \$148,526 | \$152,982 | \$157,571 |
| 0.25 FTE Faculty Coordinator                          | 17,000    | 17,510    | 18,035    | 18,576    | 19,134    |
| Resident Tuition Waivers                              | \$22,250  | \$24,030  | \$25,953  | \$28,030  | \$30,273  |
| Subtotal  | \$237,917 | \$310,300 | \$327,039 | \$344,875 | \$363,888 |
|   |           |           |           |           |           |
| Expenditures  |           |           |           |           |           |
| 2.25 FTE Faculty                                      | \$141,000 | \$144,200 | \$148,526 | \$152,982 | \$157,571 |
| 0.25 FTE Faculty Coordinator                          | 17,000    | 17,510    | 18,035    | 18,576    | 19,134    |
| 0.25 FTE Staff  | 8,000     | 8,240     | 8,487     | 8,742     | 9,004     |
| Assistantships  | 12,000    | 48,000    | 48,000    | 48,500    | 48,500    |
| Student Hourly Wage                                   | 2,000     | 2,000     | 2,000     | 2,000     | 2,000     |
| Current Expense/Grad Allotment                        | 5,000     | 5,000     | 5,000     | 5,000     | 5,000     |

|                   |           |           |           |           |           |
|-------------------|-----------|-----------|-----------|-----------|-----------|
| Library           | 1,000     | 1,000     | 1,000     | 1,000     | 1,000     |
| Equipment/Capital | 20,000    | 20,000    | 20,000    | 20,000    | 20,000    |
| Travel            | 6,000     | 6,000     | 6,000     | 6,000     | 6,000     |
| Subtotal          | \$212,000 | \$251,950 | \$257,048 | \$262,800 | \$268,209 |
| Difference        | \$25,917  | \$58,350  | \$69,991  | \$82,075  | \$95,679  |

\*Based on 2006-2007 SUU MBA and M.Acc resident graduate tuition @12 credit hours per semester (\$2,225). Tuition is increased each year by 8%, Salaries are increased each year by 3%.

### Funding Sources

The funding sources for this program will include tuition dollars generated from graduate student enrollment. Funding of faculty positions are from reallocation of existing faculty slots. No new monies are requested from the state or grants, etc.

### Reallocation

In preparation for this program, three new faculty positions were hired in the academic year 2005-06, one each in the fields of Biology, Chemistry, and Psychology. Approximately 25% of these faculty members' loads are in forensic science support courses. For 2006-07, one new CJ faculty member (reallocated from Political Science) and one new Director or Coordinator position (25% administrative duty) will be hired. Additionally, one replacement position in Biology with Histology (cells and tissues) specialty will be hired for 2006-07. Among these 6 hires this 2005-06 year and next year (2006-07), SUU will allocate a full time equivalent (FTE) of 2.5 faculty members.

### Impact on Existing Budgets

There is no negative impact on SUU budgets from adding this graduate program primarily because SUU has been able to hire new and replacement faculty that serve both their most popular undergraduate majors (Accounting, Biology, Chemistry, Computer Science, Criminal Justice, and Psychology) and at the same time the proposed graduate program.

## Appendix A: Program Curriculum

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

| New Courses for MS Degree in Forensic Science                 |   |         |
|---|---|---------|
| Course Number   | Course Title  | Credits |
| <b>Forensic Accounting</b>                                    |   |         |
| ACCT 6XXX   | The Forensic Expert in the Courtroom (Required Capstone)    | 3       |
| <b>Forensic Biology Emphasis</b>                              |   |         |
| BIOL 6XXX   | DNA Analysis and Quality Control                            | 4       |
| BIOL 6XXX   | Forensic Microscopy and Lab                                 | 4       |
| BIOL 6XXX   | Forensic Biology Internship/Masters Project (Required)      | 6       |
| BIOL 6XXX   | The Forensic Biologist in the Courtroom (Required Capstone) | 3       |
| BIOL 6XXX   | Readings in Forensic Biology                                | 1       |
| <b>Forensic Chemistry Emphasis</b>                            |   |         |
| CHEM 6XXX   | Forensic Chemistry Internship (Required)                    | 6       |
| CHEM 6XXX   | The Forensic Chemist in the Courtroom (Required)            | 3       |
| CHEM 6XXX   | Forensic Chemistry Quality Assurance                        | 3       |
| CHEM 6XXX   | Forensic Analytical Chemistry                               | 3       |
| CHEM 6XXX   | Forensic Drug Analysis and Toxicology                       | 3       |
| CHEM 6XXX   | Forensic Trace Evidence Analysis                            | 3       |
| CHEM 6XXX   | Forensic Biochemistry                                       | 3       |
| <b>Forensic Computer Science/Information Systems Emphasis</b> |   |         |
| CJ 6XXX   | Internship/Masters Project (Required)                       | 6       |
| CJ 6XXX   | Forensic Criminalist in the Courtroom (Required Capstone)   | 3       |
| CJ 6XXX   | Crime Scene Techniques                                      | 3       |
| CJ 6XXX   | Forensic Science and Criminal Evidence                      | 3       |
| CJ 6XXX   | Courtroom Practices   | 3       |
| CJ 6XXX   | Quality Assurance Principles in Forensic Science            | 3       |
| <b>Forensic Criminalistics Emphasis</b>                       |   |         |
| PSYC 6XXX   | Internship/Masters Project (Required)                       | 6       |
| PSYC 6XXX   | Forensic Psychologist in the Courtroom (Required Capstone)  | 3       |
| PSYC 6XXX   | Forensic Psychology   | 3       |
| PSYC 6XXX   | Psychology of Criminal Behavior                             | 4       |
| PSYC 6XXX   | Legal Psychology  | 4       |
| PSYC 6XXX   | Readings in Forensic Psychology                             | 1       |



All Program Courses for MS Degree in Forensic Science

| Course Number  | Course Title   | Credits |
|--|--|---------|
| <b>Interdisciplinary Core Courses (12 hours)</b>                           |  |         |
| HSS 6XXX   | Principles of Forensic Law, Criminal Justice, and Psychology         | 3       |
| SCI 6XXX   | Principles of Forensic Biology and Chemistry                         | 3       |
| CSIS 6XXX  | Principles of Forensic Computer Technology                           | 3       |
| ACCT 6450  | Principles of Forensic Accounting                                    | 3       |
| <b>Forensic Accounting Emphasis (18 hours)</b>                             |  |         |
| ACCT 6360  | Business Law II  | 3       |
| ACCT 5100  | Accounting Information Systems                                       | 3       |
| ACCT 6900  | Special Topics: Forensic Accounting                                  | 3       |
| ACCT 6700  | Graduate Readings: Forensic Accounting (3 hr)                        | 3       |
| ACCT 6890  | Accounting Internship/Master's Project (3 hrs)                       | 3       |
| ACCT 6XXX  | The Forensic Expert in the Courtroom (Required Capstone)             | 3       |
| <b>Forensic Biology Emphasis (18 hours)</b>                                |  |         |
| BIOL 6XXX  | DNA Analysis and Quality Control                                     | 4       |
| BIOL 6XXX  | Forensic Microscopy and Lab  | 4       |
| BIOL 6XXX  | Forensic Biology Internship/Masters Project (Required)               | 6       |
| BIOL 6XXX  | The Forensic Biologist in the Courtroom (Required Capstone)          | 3       |
| BIOL 6XXX  | Readings in Forensic Biology   | 1       |
| <b>Forensic Chemistry Emphasis (18 hours)</b>                              |  |         |
| CHEM 6XXX  | Forensic Chemistry Internship (Required )                            | 6       |
| CHEM 6XXX  | The Forensic Chemist in the Courtroom (Required )                    | 3       |
| <i>(Choose three of the following five courses for a total of 9 hours)</i> |  |         |
| CHEM 6XXX  | Forensic Chemistry Quality Assurance                                 | 3       |
| CHEM 6XXX  | Forensic Analytical Chemistry  | 3       |
| CHEM 6XXX  | Forensic Drug Analysis and Toxicology                                | 3       |
| CHEM 6XXX  | Forensic Trace Evidence Analysis                                     | 3       |
| CHEM 6XXX  | Forensic Biochemistry  | 3       |
| <b>Forensic Computer Science/Information Systems Emphasis (18 hours)</b>   |  |         |
| CSIS 6XXX  | Forensic CS/IS Internship/Masters Project (Required)                 | 6       |
| CSIS 6XXX  | The Forensic Computer Scientist in the Courtroom (Required Capstone) | 3       |
| <i>(Choose three of the following four courses for a total of 9 hours)</i> |  |         |
| CSIS 6XXX  | Introduction to Cyber-Crime (with lab)                               | 3       |
| CSIS 6XXX  | Digital Forensics  | 3       |
| CSIS 6XXX  | Computer Systems for Security Professionals                          | 3       |
| CSIS 6XXX  | Networks and Internet Security                                       | 3       |
| <b>Forensic Criminalistics Emphasis (18 hours)</b>                         |  |         |
| CJ 6XXX  | Internship/Masters Project (Required)                                | 6       |
| CJ 6XXX  | Forensic Criminalist in the Courtroom (Required Capstone)            | 3       |
| <i>(Choose three of the following four courses for a total of 9 hours)</i> |  |         |

|  |  |   |
|--|--|---|
| CJ 6XXX  | Crime Scene Techniques                           | 3 |
| CJ 6XXX  | Forensic Science and Criminal Evidence           | 3 |
| CJ 6XXX  | Courtroom Practices                              | 3 |
| CJ 6XXX  | Quality Assurance Principles in Forensic Science | 3 |
| <b>Forensic Psychology Emphasis (18 hours)</b>                             |  |   |
| PSYC 6XXX  | Internship/Masters Project (Required)            | 6 |
| PSYC 6XXX  | hologist in the Courtroom (Required Capstone)    | 3 |
| <i>(Choose three of the following four courses for a total of 9 hours)</i> |  |   |
| PSYC 6XXX  | Forensic Psychology                              | 3 |
| PSYC 6XXX  | Psychology of Criminal Behavior                  | 4 |
| PSYC 6XXX  | Legal Psychology                                 | 4 |
| PSYC 6XXX  | Readings in Forensic Psychology                  | 1 |
|  |  |   |

### Course Descriptions:

#### **ACCT 6360 Business Law II (3 credit hours)**

To enhance their understanding of business law, students will study negotiable instruments; secured transactions, debtor- creditor rights and duties; bankruptcy; agency; employment law; insurance law; wills, trusts, and estates; organizational structures such as sole proprietorships, partnerships, limited liability companies, corporations, and franchises; federal securities laws; and accountant's legal liability.

#### **ACCT 5100 Accounting Information Systems (3 credit hours)**

Students, working in teams, will understand the "traditional" and "state of the art" AIS knowledge. Students will better understand modeling business processes, flowcharting and diagramming techniques, business information and information process rules, risks, and controls, and AIS designing techniques.

#### **ACCT 6450 Forensic Accounting (3 credit hours)**

The graduate is introduced to the Certified Fraud Examiner's Code of Ethics and information about the forensic accounting industry. The graduate will become knowledgeable about fraud theory, the variety of fraud schemes perpetrated in business enterprises, and how to detect and prevent such fraud. The graduate will become more proficient at diagnostic measures used to identify the possibility of fraud being perpetrated in business entities.

#### **ACCT 6700 Graduate Readings: Forensic Accounting (3 credit hours)**

Special readings in forensic accounting.

#### **ACCT 6890 Accounting Internship/Master's Project (3 credit hours)**

Experience in accounting functions within industry and government as well as public accounting firms. Prior approval of the instructor required. A maximum of three credit hours will be granted.

#### **ACCT 6900 Special Topics: Forensic Accounting (3 credit hours)**

Special topics in forensic accounting. Becoming familiar with and use of the ACFE website and technical practice aides used in the profession.

**ACCT 6XXX The Forensic Expert in the Courtroom** (Required 3 credit hour Capstone)  
Common description, as per committee.

**BIOL 6XXX DNA analysis and quality control** (4 credit hours)

This course examines the different methods used to analyze DNA in great detail. DNA extraction, DNA quantification, short tandem repeat (STR) analysis, polymerase chain reaction (PCR), general DNA sequencing and sequencing of human mitochondrial DNA will be taught. New emerging techniques will also be discussed. Quality assurance and data interpretation will be a key part of this class.

**BIOL 6XXX Forensic Microscopy and Lab** (4 credit hours)

Introduction to various forms of microscopy used in forensics such as scanning electron microscopy, light fluorescence and polarizing microscopy. Objects of interest to forensics such as fingerprints, footprints, bullets, hair, fibers, glass, paint etc. will be examined and compared using microscopy.

**BIOL 6XXX Forensic Biology Internship/Masters Project** (6 credit hours)

A supervised professional level service or research project related to forensic biology.

**BIOL 6XXX The Forensic Biologist in the Courtroom** (Required 3 credit hour Capstone)

Case law study and courtroom presentations involving issues commonly encountered by expert witnesses in the field of forensic biology.

**BIOL 6XXX Readings in Forensic Biology** (1 credit hour)

Special readings in forensic biology.

**CHEM 6XXX The Forensic Chemist in the Courtroom** (3 credit hours)

This course covers basic principles of providing as an expert witness as Analytical Chemistry.

**CHEM 6XXX Forensic Chemistry Quality Assurance** (2 Credit hours)

This course covers principles such as good record keeping necessary and proper quality control procedures necessary for providing quality data from an analytical laboratory.

**CHEM 6XXX Forensic Analytical Chemistry** (3 credit hours)

Introduction to analytical instrumentation used by forensic scientists for analysis of drugs, arson, explosives, and trace evidence. Lab stresses sample handling, instrumental analysis, and data interpretation from simulated crime scenes.

**CHEM 6XXX Forensic Drug Analysis and Toxicology** (3 credit hours)

This course covers basic modern instrumental techniques (spectroscopy, microscopy, and chromatography) for the drug analysis with an emphasis on controlled substances. Basic toxicology concepts are covered as well.

**CHEM 6XXX Forensic Trace Evidence Analysis** (3 credit hours)

This course covers analysis trace evidence: hairs, fibers, glass, soil, paint and miscellaneous using chemical, instrumental, microscopical methods. The interpretation and significance of trace similarities are discussed.

### **CHEM 6XXX Forensic Chemistry Internship**

A 10 week internship in a crime lab or other forensic science related research laboratory. Application of principles and techniques learned during the first year of program.

### **CJ 6XXX Crime Scene Techniques**

An in depth study and application of the rules for conducting a proper crime scene investigation including preservation and control of the scene, crime scene kits, use of photography, crime scene sketches, identifying and collecting physical evidence, and preparing the investigative report.

### **CJ 6XXX Forensic Science and Criminal Evidence**

Students examine the methods of presenting scientific proof within the narrow confines of the laws of evidence as applied in federal and state courts. Emphasis is given to understanding both the legal requirements of evidence law but also the scientific and professional standards for the forensic expert.

### **CJ 6XXX Courtroom Practices**

This course examines the common courtroom practices used in a 21<sup>st</sup> century court. Students will explore the effective techniques for use of demonstrative evidence, statistical and data related information, presentation style and equipment, and technology in the court.

### **CJ 6XXX Quality Assurance Principles in Forensic Science**

Focus on the need to establish a quality assurance program, description of current industry wide standards and procedures, statistical sampling to ensure minimal quality levels, impact of poor quality control, importance of prevention rather than correcting errors in forensic science, evaluating and processing information.

### **CJ 6XXX Internship/Master's Project**

A minimum of three months in an approved criminal justice setting designed to provide the graduate student with an opportunity to synthesize theory and practice. May also include a research project designed as a service or benefit to a criminal justice agency and/or develop new findings to enhance criminal justice literature. Consent of the graduate advisor required.

### **CJ 6XXX The Forensic Criminalist in the Courtroom (Capstone Course)**

This course uses a team-teaching approach where students work closely with multiple faculty members to engage in a problem solving project. Students must demonstrate that they possess the skills and knowledge necessary for success in both their chosen track and in the ability to apply those skills in a courtroom or other legal setting.

### **FS/CSIS 6XXX Principles of Forensic Computer Technology (3 credit hours)**

This course involves intensive study of the general process for prevention, detection, apprehension, and prosecution of cyber-security violators and cyber-criminals. Topics include computer vulnerabilities, law enforcement investigating cyber-security intrusions, securing a system from breaches. It is an area of practice in public law enforcement at the federal and state level that deals with cyber-crime, cyber-vandalism, cyber-predators, and cyber-terrorism. In the private sector, it deals with critical infrastructure, such as business, hospitals, utilities, transportation, finance, education, and other key institutions.

**CSIS 6XXX Introduction to Cyber-crime (with lab) (3 credit hours)**

Teaches the basics of how computers and networks function, how they can be involved in crimes as well as a source of evidence.

**CSIS 6XXX Digital Forensics (3 credit hours)**

An introductory course in digital forensics covering techniques used in Preservation, identification, extraction, documentation, an interpretation of computer media for evidentiary and/or root cause analysis to enhance, analyze, and catalog digital evidence. Instructions are set in a laboratory. Prerequisite: CSIS 6700

**CSIS 6XXX Computer Systems for Security Professionals (3 credit hours)**

Introduces the basic aspects of computer hardware and software needed to function as an effective high technology crime investigator. Emphasis is placed on clearly understanding the aspects of computer systems and software that directly relate to media analysis, i.e. storage, memory, file system structures, as well as the structure of system peripherals, which may contain evidence. Common software operating systems discussed include: Windows, DOS, and Linux.

**CSIS 6XXX Networks and Internet Security (3 credit hours)**

The course will focus on the key components associated with the threats and vulnerabilities to computers and networks. Students will develop an understanding of distributed systems and how they work, an appreciation for various methods of network and Internet security, and the necessary strategies to promote successful business plans/policies. Legal, ethical, and privacy issues will be discussed.

**CSIS 6XXX Forensic CS/IS Internship/Master's Project (3 credit hours)**

Supervised and professional service or research project related to forensic computer science and information systems.

**CSIS 6XXX The Forensic Computer Scientist in the Courtroom (3 credit hour Capstone)**

The study of case law, and courtroom presentations involving issues commonly encountered by expert witnesses in the field of forensic computer science and information systems.

**HSS 6XXX Principles of Forensic Law, Criminal Justice, and Psychology (3 credit hours)**

The student is introduced to case law, criminal proceedings, and psychological aspects of forensic science.

**PSY 6XXX Forensic Psychology (3 credit hours)**

A survey of the field of forensic psychology emphasizing application. This course will cover the role that psychology has played in the legal system including: issues of morality, theories of crime, eyewitness testimony, evaluation of criminal suspects, and jury selection.

**PSY 6XXX Psychology of Criminal Behavior (4 credit hours)**

An introduction to several of the most prominent psychological theories of criminal and aggressive behavior; historical conceptions of criminal behavior will be explored, leading to contemporary theoretical conceptualizations including behavioral, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological, and sociocultural perspectives.

**SY 6XXX Legal Psychology (4 credit hours)**

Designed to introduce the student to the research literature in psychology and law, including psychological assessment, forensic neuropsychology, criminal responsibility, civil commitment, jury selection, jury decision making processes, eyewitness testimony, methods of interrogation, deception, forensic hypnosis, polygraph, and family law.

**PSY 6XXX Readings in Forensic Psychology (1 credit hour)**

Faculty can use this course number to offer a guided reading and discussion course pertaining to a special area of interest. Both the class schedule and hand-outs in the department office will provide further information as to what is being offered under this title.

**PSY 6XXX Internship/Master's Project (6 credit hours)**

This course provides students the opportunity to receive academic credit for supervised, professional level service or a research project.

**PSY 6XXX The Forensic Psychologist in the Courtroom (3 credit hours)**

A capstone course involving a group case study and courtroom presentations involving issues commonly encountered by expert witnesses in the field of forensic psychology.

**SCI 6XXX Principles of Forensic Biology and Chemistry (3 credit hours)**

This comprehensive course in biochemistry focuses on concepts applicable to forensic science.

## APPENDIX B Program Schedule

| Program Schedule for MS Degree in Forensic Science  |  |  |
|---|--|--|
| Semester One  | Semester Two   | Semester 3   |
| 6 hours (2 courses) from Interdisciplinary Core<br>6 hours from Emphasis Area (Accounting, Biology, etc.) | 6 hours from Interdisciplinary Core<br>3 to 6 hours from Emphasis Area (opportunity to take lighter load, e.g. 9 hr total rather than 12 hr, due to increasing depth requirements in Emphasis Area coursework) | 6 to 9 hours from Emphasis Area (opportunity to take lighter load to accommodate requirements of internship/thesis and capstone Moot Court course that is required in each area of emphasis) |
| Total Hours Required  |  | 30 Semester Hours  |

### APPENDIX C: Faculty and Faculty Qualifications

| Faculty               | Department                          | Degree                   |
|-----------------------|-------------------------------------|--------------------------|
| Jeffrey N. Barnes     | Associate Prof of Accounting        | CPA, MAcc.               |
| David S. Christensen  | Professor of Accounting             | Ph.D.                    |
| Timothy B. Lewis      | Professor of Accounting             | J.D.                     |
| David Rees            | Professor of Accounting             | Ph.D.                    |
| Joseph S. Merrill     | Associate Prof. of Accounting       | Ph.D.                    |
| Charlotte R. Pederson | Assistant Prof of Biology           | Ph.D.                    |
| W. Harold Ornes       | Professor of Biology                | Ph.D.                    |
| Helen C. Boswell      | Associate Prof. of Biology          | Ph. D                    |
| Kathryn W. Grandison  | Associate Prof. of Biology          | Ph.D.                    |
| Ronald M. Martin      | Associate Prof. of Biology          | Ph.D.                    |
| Mark C. Grover        | Assistant Prof. of Biology          | Ph.D.                    |
| Robert N. Reed        | Assistant Prof. of Biology          | Ph.D.                    |
| Paul J. Pillitteri    | Assistant Prof. of Biology          | Ph.D.                    |
| Rachel D. Smetanka    | Assistant Prof. of Biology          | Ph.D.                    |
| James E. Bowns        | Professor of Biology                | Ph.D.                    |
| Kim H. Weaver         | Assistant Prof. Chemistry           | Ph.D.                    |
| Terry D. Alger        | Professor of Chemistry              | Ph.D.                    |
| Robert L. Eves        | Professor of Chemistry              | Ph.D.                    |
| Jory Ty Redd          | Professor of Chemistry              | Ph.D.                    |
| Dru DeLaet            | Assistant Prof. of Chemistry        | Ph.D.                    |
| Hussein Samha         | Assistant Prof. of Chemistry        | Ph.D.                    |
| Tod T. Amon           | Associate Prof. Computer Science    | Ph.D.                    |
| Michael J. Grady      | Assistant Prof. of Computer Science | Ph.D.                    |
| Nasser Tadayon        | Associate Prof. of Computer Science | Ph.D.                    |
| Dezhi Wu              | Assistant Prof. of Info. Sys/CS     | Ph.D.                    |
| Tabandeh Harraf       | Assistant Prof. CS/CSIS             | M.S.E., C.C.E. (pending) |
| Carl J. Franklin      | Assistant Prof. of Criminal Justice | J.D.                     |
| Lamar Jordan          | Associate Prof. of Criminal Justice | M.Ed.                    |
| Jeff Elison           | Assistant Prof. of Psychology       | Ph.D.                    |
| John T. Ault          | Professor of Psychology             | Ph.D.                    |
| Steve T. Barney       | Associate Prof. of Psychology       | Ph.D.                    |
| Luciane A. Berg       | Associate Prof. of Psychology       | Ph.D.                    |
| Lynn White            | Associate Prof. of Psychology       | Ph.D.                    |



January 11, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: Utah Valley State College – Bachelor of Arts and Bachelor of Science Degrees in Political Science – Action item

Issue

Utah Valley State College requests approval to offer Bachelor of Arts and Bachelor of Science Degrees in Political Science through the History and Political Science Department. The proposed degree program was approved by the UVSC Institutional Board of Trustees in its October 13, 2005 meeting. If approved by the Board of Regents, the proposed program will begin in Fall 2006.

Background

The purpose of the baccalaureate degree in Political Science at UVSC is to: (1) meet student demand for a four-year degree in Political Science; (2) prepare students for a career; (3) prepare students for advanced degrees in Political Science, law, public administration and public service; and (4) enhance degree options at the College.

As Utah Valley State College continues to develop its capacity as a comprehensive four-year institution, there is growing demand for four-year degrees in Political Science. Responding to higher education needs within Utah Valley and the State, the College wants to offer BA and BS Degrees in Political Science.

The College believes that Utah County depends on UVSC as the key provider of higher education for this growing portion of the state's population. By offering baccalaureates in Political Science, UVSC believes it is filling a gap. A recent study of higher education institutions indicated that the

median number of Political Science degrees awarded annually ranged from approximately 20 for four-year institutions to 140 for doctoral-granting institutions<sup>1</sup>.

Political Science programs at neighboring institutions offer their students opportunities that could be available to UVSC students. For example, exit-polling programs and internships with state and national legislative bodies are available to students at Brigham Young University, the University of Utah, Utah State University and Weber State University. While not all participants in these programs are Political Science majors, the programs are typically administered by Political Science departments and supported by a Political Science degree. These are the types of opportunities that UVSC hopes to offer its students if the Political Science degrees are approved.

Student demand has led faculty to expand UVSC's Political Science program. The proposed curriculum broadens student career options and substantially enlarges their educational experience and professional opportunities.

The proposed baccalaureate degrees will complement existing programs throughout Utah. They are likely to increase the number of students who go on to other institutions for graduate and professional studies.

### Policy Issues

The University of Utah officials stated that the proposed program is sufficient but more faculty are needed. Utah Valley State College officials intend to strengthen the faculty by adding one additional faculty line. No other policy considerations were raised.

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<sup>1</sup> Mann, Sheila, Political Science Enrollment and Majors: An Update. The American Political Science Association, 2002

Commissioner's Recommendations

The Commissioner recommends the Regents review and approve Utah Valley State College's request for a Bachelor of Arts and Bachelor of Science Degrees in Political Science. Also recommended are two- and three-year reports that include enrollment, graduation, and faculty data.

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Richard E. Kendell,

Commissioner

REK/PCS  
Attachment

Academic, Applied Technology, and Student Success Committee

Action Item

Request to Offer a Bachelor of Arts and a Bachelor of Science Degree in Political Science

Prepared for  
Richard E. Kendell  
by  
Phyllis C. Safman

January 11, 2006

## Section I: The Request

Utah Valley State College requests approval to offer Bachelor of Arts and Bachelor of Science Degrees in Political Science through the History and Political Science Department. The new degrees were approved by the UVSC Institutional Board of Trustees in its October 13, 2005 meeting. The Program Review Committee approved the development of this proposal on September 27, 2005. If approved, the new program will begin in the Fall 2006.

## SECTION II: Program Description

### Complete Program Description

The History and Political Science Department in the School of Humanities, Arts and Social Science proposes to offer Bachelor of Arts and Bachelor of Science Degrees in Political Science. These degrees require completion of 120 semester hours.

Students will take the general education core requirement of 32- 35 hours. For those students seeking a Bachelor of Arts Degree, 18 hours of foreign language are required. Those desiring a Bachelor of Science Degree will fill a quantitative requirement of 18 hours (e.g. statistics, econometrics and computer modeling).

Degree seeking students will complete: 1) a general education requirement of 32 (BA) or 35(BS) credit hours; 2) a Political Science core requirement of twenty-one credit hours; 3) a foreign language (BA) or quantitative (BS) requirement of 18 credit hours; 4) a Political Science emphasis of 18 credit hours; and 5) electives of thirty-one hours. Course electives will include areas such as: humanities, social/behavioral sciences, fine arts, biology and physical science in courses numbered 1000 or higher including at least fifteen hours of upper-division credit.

All Political Science majors will complete one of the following emphases:

1. International Relations and Comparative Politics which focuses on the creation and analysis of foreign policies of the United States and other major international governments. These policies include basic functions of foreign governments, international political or economic development, and international law and organizations.
2. American Government and Public Administration which focuses on American governmental institutions, administration of public entities, political parties, interest groups, public opinion, elections, voting behavior and political processes.
3. Public Law and Political Philosophy which focuses on judicial processes, the philosophical roots of political ideologies, governments, public administration, and the rule of law nationally and internationally. This focus also examines the United States Constitution including administration and development of political and judicial institutions.

### Bachelor of Arts (120 credit hours)

General Education Core Course

32 Credit Hours

|                                    |                 |
|------------------------------------|-----------------|
| Foreign Language Requirement       | 18 Credit Hours |
| Political Science Core Requirement | 21 Credit Hours |
| Electives                          | 31 Credit Hours |
| Political Science Emphasis         | 18 Credit Hours |

**Bachelor of Science (120 credit hours)**

|                                    |                 |
|------------------------------------|-----------------|
| General Education Core Course      | 35 Credit Hours |
| Quantitative Requirement           | 15 Credit Hours |
| Political Science Core Requirement | 21 Credit Hours |
| Electives                          | 31 Credit Hours |
| Political Science Emphasis         | 18 Credit Hours |

[For another view of the program, see the Advising Sheets at the end of the document]

**Purpose of Degree**

Political Science includes the study of ideologies, governments, public policies and political behavior utilizing humanistic and scientific skills to examine political organizations in all countries of the world.

Political Science students develop diverse skills that prepare them to engage in a range of careers in federal, state and local governments. Political Science also prepares students for entrance into law, business, international organizations, nonprofit associations and organizations, electoral politics, campaign management, polling, and journalism. The Political Science curriculum also prepares students as researchers in academic, public and private sectors.

The purpose of the baccalaureate degree in Political Science is to: (1) meet student demand for a four-year degree in Political Science; (2) prepare students for a career; (3) prepare students for advanced degrees in Political Science, law, public administration and public service; and (4) enhance degree options at the College.

**Institutional Readiness**

Impact on the current UVSC administrative structure will be minimal. Many upper-division courses are in place to support the social sciences emphasis. Necessary organizational changes will be addressed by the existing History and Political Science Department. In anticipation of the creation of these degrees appropriate plans were made and tasks reassigned for tenure-track faculty. With current administrative support at the Departmental and other levels, the program can be delivered.

As two new courses are offered each of the first five years of the program, those courses will be taught by contract, full-time faculty and the courses they give up to teach the new courses will be covered by adjunct, part-time faculty. The minor impacts can be viewed in the budget section of the proposal.

**Faculty**

The following faculty will be needed in the first five years of the program:

Year one      Two additional tenure-track faculty - Public Administration and International Relations (one line is currently available and filled by a Lecturer because of a late resignation of PhD

political scientist – one line is to be added)  
Year two No additional faculty  
Year three No additional faculty  
Year four No additional faculty  
Year five No additional faculty  
(See Appendix C for faculty names, credentials, and courses they will teach).

### **Staff**

The Department of History and Political Science does not anticipate that new staff will be necessary to offer the proposed program. It is anticipated that the administrative assistant to the History and Political Science Department will be able to manage the increased work load. Work-study students will be available to assist the full-time administrative assistant with necessary support services.

The student advisor for the History and Political Science and Behavioral Science Departments [hired Fall 2005] will also assist new baccalaureate students in Political Science, some of whom will be moving from an Integrated Studies degree. Many of the new degree majors will have already worked with this advisor.

### **Library**

The library at Utah Valley State College aims to provide a broad range of quality academic, vocational, technical, cultural resources designed to encourage and assist students to attain their educational goals. Present special collection and general resources are adequate to meet the demands of the proposed program. At present the library meets Northwest Commission on Colleges and Universities requirement that, “the institution’s core collection and related information resources are sufficient to support the curriculum.”<sup>1</sup>

### **Utah Valley State College Library Resources for Political Science**

**Monographs.** Utah Valley State College Library has approximately 5,000 monographs dealing strictly with Political Science and nearly 9,000 that overlap with history, international studies, sociology, and law. The library also has over 270 videos or DVD’s dealing with political science-related topics.

**Periodicals.** The library subscribes to approximately 480 print and online full-text titles specifically for Political Science and related topics. Since there is some overlap with Political Science and history, it is notable that the library has access to approximately 1,160 history-related journals in print and online. The library also subscribes to a number of local, national, and international newspapers which are available in the library or through electronic access. Electronic access is provided through subscriptions to various online indexes and databases, as explained below.

**Periodical Indexes and Abstracts.** The library belongs to the Utah Academic Library Consortium which allows access to a number of statewide academic online indexes and full-text periodical articles. With a UVSC student or faculty access code, these online indexes can be accessed free from anywhere on or off campus. A number of indexes which cover Political Science and related topics provide access to the full

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<sup>1</sup> Accreditation Handbook, Northwest Commission of College and Universities, 2003 edition, page 69.

text of many journal articles; other indexes provide citations and abstracts to scholarly journals. Main online indexes for finding journal articles related to Political Science are:

Academic Search Premier; America: History and Life; CQ Researcher; Ethnic Newswatch; Genderwatch; Historical Abstracts; JSTOR; LexisNexis Academic; LexisNexis Congressional; Project Muse; SIRS Government Reporter; and SIRS Researcher.

**Resources available outside of Utah Valley State College.** Membership in the Utah Academic Library Consortium and a reciprocal borrowing agreement between academic libraries throughout the state provides Utah Valley State College students and faculty access to books from any academic library in the state, including private institutions. Students can also request materials from libraries inside or outside Utah through a free online Interlibrary Loan service. The Interlibrary Loan service can also be used to request articles from journals to which the UVSC Library does not have access. These articles are delivered electronically via the user's email. The online request forms for Interlibrary Loan are accessed through the Library's home page. Additionally, a number of documents are available on microfilm or microfiche. The library has a Microform Reader Scanner/Printer that enables students and faculty to review any microfilm on campus.

**Future acquisition plans.** Through yearly consultation the Political Science faculty and the college librarians will continue building the Political Science book and video collections, adding appropriate databases and periodicals subscriptions. When possible in the near future the current plan is to add the PAIS (Public Affairs Information Service) International Index. PAIS International is the premier global public policy resource database and a superb resource for Political Science research, particularly in areas of international studies.

The library is also considering the following two online databases for purchase in the near future: The Interuniversity Consortium for Political and Social Research (ICPSR) and International Political Science Abstracts.

### **Admission Requirements**

Utah Valley State College maintains an 'open door policy,' admitting all applicants whose qualifications indicate that they may benefit from the instructional programs offered.<sup>2</sup> While ACT scores have been requested in the last few years, they are now required before course registration. These policies apply to all students who matriculate in political science. Student will also be required to have completed 15 semester hours of college credit prior to admissions to this program and will complete an application form for admission to either the Bachelor of Arts or Bachelor of Science Degree in Political Science. During the application process, each student will meet with the advisor regularly so that progress can be monitored.

### **Student Advisement**

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<sup>2</sup> Utah Valley State College, Policies & Procedures, web page.



The Department of History and Political Science is committed to advising and counseling all students who have declared their intention to matriculate in the Department. The Department believes that “advising may be the single most underestimated characteristic of a successful college experience.”<sup>3</sup>

To this end the Department works to ensure that:

1. The advising program is an integral component of the academic mission of the Department.
2. Every student has equitable access to advising and counseling within of the Department.
3. The Department’s advising program is comprehensive in design and is delivered in fair and equitable manner to all students.
4. The collective needs of a diverse student population are addressed.

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

The proposed degree programs will require a total of 120 credits. This requirement meets the Board of Regents’ policy.

### **External Review and Accreditation**

UVSC officials reviewed other Political Science programs and met with Political Science faculty from the University of Utah, Utah State University and Weber State University. These discussions provided UVSC with helpful comments and suggestions that were incorporated into the UVSC proposed proposal. No external reviewer was consulted.

### **Projected Enrollment**

From the student survey, growth in enrollments in Political Science courses, and the enrollment experience of other Utah institutions, the following estimates are made for the proposed program:

| Projections           | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------|--------|--------|--------|--------|--------|
| FTE                   | 30.00  | 70.17  | 75.83  | 75.83  | 75.83  |
| Student/Faculty Ratio | 22     | 23     | 24     | 24     | 24     |
| Headcount             | 50     | 110    | 120    | 120    | 120    |

### **Expansion of Existing Program**

Increasing enrollments tend to support the need for baccalaureate degrees in Political Science. Growth in the number of students enrolled in Political Sciences classes the last few years is significant.

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<sup>3</sup> Light, Richard J., *Making the Most of College: Students Speak their Minds*. Harvard University Press, 2001, p.81.

|         |       |
|---------|-------|
| 1999-00 | 536   |
| 2000-01 | 716   |
| 2001-02 | 579   |
| 2002-03 | 698   |
| 2003-04 | 963   |
| 2004-05 | 1,828 |

(Information obtained from UVSC Institutional Research).

### SECTION III: Need

#### Program Need

As Utah Valley State College continues to develop its capacity as a comprehensive four-year institution, there is growing demand for four-year degrees in Political Science. According to the National Center for Educational Statistics, Political Science ranks fifth as the most offered four-year degree nationally when adjusted for institutions with more than 5,000 students.<sup>5</sup> The Spring 2003 issue of Utah Valley State College's Alumni Magazine, *Sequel*, notes that "An increasing desire among students to remain at Utah Valley State College to earn their bachelor degrees has resulted in a dramatic twenty-seven percent increase in enrollment among campus seniors this past year. Also noteworthy is a fourteen percent increase in the number of students transferring to Utah Valley State College from other colleges and universities, nearly doubling the number of Utah Valley State College upperclassmen."

The College believes that Utah County depends on UVSC as the key provider of higher education for this growing portion of the state's population. By offering baccalaureates in Political Science, UVSC believes it is filling a gap. A recent study of higher education institutions indicated that the median number of Political

Science degrees awarded annually ranged from approximately 20 for four-year institutions to 140 for doctoral-granting institutions<sup>4</sup>.

Utah County is home to 21 municipalities ranging in population size from newly incorporated Fairfield [134] to Provo [113,013]. Utah Valley State College is located in Orem [90,000]. [The combined Provo-Orem area population is 202,781. UVSC is a primary college campus for Utah County's seven largest high schools - American Fork, Lone Peak, Payson, Provo, Spanish Fork, Timpanogos and Timpview.] High growth in Utah is projected to continue. The student demand is already apparent at UVSC for this proposed program and it appears that the demand will continue. The residents and students of this fast growing area want the popular degree with diverse opportunities that a Political Science degree offers.

A number of valuable educational opportunities would be available to UVSC students with bachelor

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<sup>4</sup> Mann, Sheila, *Political Science Enrollment and Majors: An Update*. The American Political Science Association, 2002

degrees in Political Science. Political Science programs at neighboring institutions are able to offer their students opportunities, such as exit-polling programs and internships in state and national legislative bodies. These opportunities are available to students at BYU, the University of Utah, Utah State University and Weber State Universities. While participants in these programs are not all Political Science majors, the programs are typically administered by Political Science Departments and supported by a Political Science degree.

Students at the College have readily shared their interest in and reasons for wanting four year degrees in Political Science. These are summarized in the following student observations:

1. Utah County has the second largest population in the State of Utah. Why aren't students at Utah Valley State College offered a BA or BS in Political Science?
2. UVSC serves a diverse segment of the states population. Many students are unable or (have little desire) to attend BYU or any other state institution.
3. Tuition and fees are comparable at UVSC, BYU and other state institutions.
4. Many students have expressed the desire to start and finish their degree at UVSC.

### **Labor Market Demand**

According to the U.S. Census Bureau, Utah County is a Standard Metropolitan Statistical Area [SMSA] with a population in 2004 of approximately 410,000. Recent population data "surprisingly shows that from 2000 to 2004, Utah County grew faster than Salt Lake County for the first time...increasing by 70,000 people while Salt Lake County grew by only 57,000."<sup>5</sup> At this rate of growth Utah County will be the same size in population as Salt Lake County is now by the year 2024.

Other statistics indicating the growth of the Utah County and Mountainlands areas have been given earlier. All of this growth will be accompanied by not only the increase in potential students, but the increase in the business and employment needs that either precede, accompany, or follow population increases. Baseline

projections in 2005 suggest that "By the year 2050 Utah's total employment will increase from 1.4 million in 2000 to 3.5 million in 2050 with the majority of those being in the education and health services fields."<sup>6</sup>

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<sup>5</sup> Shawn, Eliot, Transportation Planner: Mountains Association of Government; The Daily Herald: Feb. 6, 2005, page 8.

<sup>6</sup> Ibid. Also see University of Utah: David Eccles School of Business: Bureau of Economic and Business Research: Utah Economic and Business Review, volume 63, numbers 7 & 8, July-August 2003, pages 1-3; For a comprehensive review of total economic activity along the Wasatch Front see also volume 64, numbers 9 & 10, September-October 2004, pages 1-14, Table 7.

Workforce Services of Utah has a category for Political Science as do national Job Services data banks. However, these categories are used only upon request by employers who tend to stipulate the requirement for a baccalaureate degree. Surveys of alumni from Political Science programs illustrate that Political Science graduates are found in a wide variety of career fields, including banking, television production, counseling, and information technology. Of those majoring as undergraduates in Political Science nationally, approximately twenty-five percent go on to graduate school and another fifteen percent go on to law school.<sup>7</sup> Substantial potential for post-baccalaureate options is apparent.

### **Student Demand**

While measuring student demand for a new degree program is an inexact science, there are indications that a reasonable number of UVSC students would choose either to major or minor in Political Science. As noted earlier in a recent College survey (Spring 2005), over ninety-five percent responded that the institution should offer a bachelor degree in Political Science. Over thirty-five percent indicated that they would be interested in enrolling in such a program.<sup>8</sup> (UVSC Institutional Research project, 2005). And as shown above, enrollment growth has continued with the exception of one year.

No doubt some of this increasing demand is from students who are seeking preparation for entering law school. Political Science has become a preferred stepping stone to law school and to other graduate and professional areas.

### **Similar Programs - Collaboration**

At the present time the University of Utah, Utah State University and Weber State University offer the baccalaureate in Political Science. The proposed curriculum in Political Science at UVSC is comparable, especially in core courses. It is also consonant with contemporary interests and needs of students at UVSC and is tailored for a teaching institution.

The UVSC program was strengthened through discussions with faculty from Political Science Departments at other Utah institutions. Utah universities with graduate programs see the potential for additional graduate students if the proposed program is approved.

### **Benefits**

The proposed curriculum broadens student career options and substantially enlarges their educational experience and professional opportunities. The proposed baccalaureate degrees will complement existing programs at UVSC. It also may increase the number of students who graduate and seek graduate

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<sup>7</sup> Taken from the American Political Science Association web page.

<sup>8</sup> The survey was conducted by the faculty of History and Political Science Department.

programs at other Utah institutions.

### **Consistency with Institutional Mission**

The proposed baccalaureate in Political Science is within the mission of Utah Valley State College that UVSC creates degrees "...of high community demand and interest." Demand for the degree is evidenced in a recent survey (Spring 2005) of UVSC students in Political Science and history classes. The demand is also evidenced by the growth in the enrollments in existing courses. The proposed program fits other parts of the mission to "...encourage students in attaining their goals and realizing their talents and potential."<sup>9</sup> This degree in Political Science will allow more students to complete their education at this institution.

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

### **Program Assessment**

In her highly regarded contemporary work on secondary assessment Barbara Wright defines assessment as:

"A process of (1) *setting goals* or asking questions about student learning and development; (2) *gathering evidence* that will show whether these goals are being met; (3) *interpreting* the evidence to see what can be discovered about student's strengths and weaknesses; and then 4) actually *using* those discoveries to change the learning environment so that student performance will be improved"<sup>10</sup>

Consistent with the above, political scientists in the Department have engaged in a process of developing and refining departmental goals and methods for assessing [through formative and summative measures] departmental performance to change the learning environment and improve student performance.

Student Goals. Student goals are summarized in the following;

- A. Provide students with a solid foundation of the basic principles of politics and government, to include:
1. An understanding of the major theories, concepts and methods of political analysis;

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<sup>9</sup> Utah Valley State College Mission Statement.

<sup>10</sup> Barbara D. Wright, "More Art Than Science: The Post secondary Assessment Movement Today." American Political Science Association. 2004.

2. An understanding of the dynamics of political decision-making process, including operation of governmental institutions;
  3. Knowledge of fundamental cultural, economic, historic, political, and societal features that enable students to become contributing citizens and productive professionals.
- B. Provide students with the insight and skills to examine political phenomena and issues analytically and critically, including the ability to:
1. Exercise critical analysis, judgment and synthesis and constructive reasoning of relevant information.
  2. Communicate effectively both orally and in writing.
  3. Apply conceptual, theoretical and methodological tools in the study of politics, political ideas, institutions and practices.

### Program Goals

- A. To foster excellence through academic participation:
1. By promoting faculty interaction at national and international conferences and events.
  2. By promoting faculty and student interaction at all levels of the institution.
  3. By promoting student participation in the class and all levels of instruction.
  4. By becoming involved in the assessment process in the Department.
- B. To create a vibrant teaching and learning environment:
1. By maintaining a stimulating and rigorous program that offers breadth and depth of knowledge.
  2. By fostering faculty development in all avenues of their fields.
  3. By attracting and maintaining a faculty that is dedicated to excellence in teaching.
- C. To create an atmosphere of learning:
1. By creating an environment that includes the students, faculty and community.
  2. By promoting workshops and seminars that enhance the learning experience both for the students and the community.
- D. To maintain a collaborative work environment:
1. By promoting faculty and staff collaborative efforts.
  2. By holding department meetings to keep faculty and staff informed.
  3. By fostering an atmosphere of activities that brings faculty, students and staff and the greater community together for ongoing learning.

### Assessment Measures

The principal mechanism for gathering evidence related to attainment of these goals will be through application of capstone course requirements for each proposed program. Students will be assessed on

their ability to demonstrate achievement of goals through: (1) oral or written course work; (2) the Senior Seminar (POLS 4990) and (3) evaluations by both instructor and site supervisor for their internship. (POLS 480R).

## SECTION V: Finance

### Projected Enrollment Information

The numbers listed in the following budget information reflects the number of new juniors each semester of the academic year. The table below shows the numbers of anticipated student majors in baccalaureate programs for five years. These numbers are used in the projected budget.

|         | Year One | Year Two | Year Three | Year Four | Year Five |
|---------|----------|----------|------------|-----------|-----------|
| Juniors | 50       | 60       | 60         | 60        | 60        |
| Seniors | 0        | 50       | 60         | 60        | 60        |

### Budget

Following is the projected cost of the new Political Science courses based on the anticipated student demand identified above.

|                        | Year 1   | Year 2    | Year 3    | Year 4    | Year 5    |
|------------------------|----------|-----------|-----------|-----------|-----------|
| Salaries & Wages       | \$55,338 | \$83,720  | \$88,718  | \$92,267  | \$95,958  |
| Benefits               | \$20,055 | \$23,579  | \$24,694  | \$25,681  | \$26,709  |
| Total Personnell Costs | \$75,393 | \$107,209 | \$113,412 | \$117,948 | \$122,666 |

|         |         |         |         |         |         |
|---------|---------|---------|---------|---------|---------|
| Current | \$1,500 | \$3,000 | \$3,000 | \$3,000 | \$3,000 |
| Travel  | \$1,000 | \$2,000 | \$2,000 | \$2,000 | \$2,000 |
| Capital | \$0     | \$0     | \$0     | \$0     | \$0     |
| Library | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |

|       |          |           |           |           |           |
|-------|----------|-----------|-----------|-----------|-----------|
| TOTAL | \$78,893 | \$113,299 | \$119,412 | \$123,948 | \$128,666 |
|-------|----------|-----------|-----------|-----------|-----------|

The following table reflects the headcount (as listed above) and the corresponding FTE that will be generated in new Political Science courses. [student/faculty ratio and cost per FTE]

|                         | Year 1 | Year 2  | Year 3 | Year 4  | Year 5  |
|-------------------------|--------|---------|--------|---------|---------|
| FTE Students            | 30.00  | 70.17   | 75.83  | 75.83   | 75.83   |
| Cost per FTE            | \$874  | \$1,615 | 1,575  | \$1,635 | \$1,697 |
| Student & Faculty Ratio | 22     | 23      | 24     | 24      | 24      |
| Headcount               | 50     | 110     | 120    | 120     | 120     |

#### Source of Funding/Revenue

As projected above the new Political Science program is cost effective. The budget indicates funding for an additional salaried faculty member for 2005-06 through UVSC's internal Planning, Budgeting & Accountability (PBA) process. Future budgetary and program needs will receive high priority in UVSC's PBA funding cycles. Additional funding resources will be generated by student tuition revenue [retention of students seeking BS degrees who would have otherwise enrolled in other institutions], second tier tuition revenues, and mission based/institutional funding equity allocations.

#### Reallocation

Reallocation of resources is not anticipated.

#### Impact on Existing Budgets

Resources are identified to fund faculty for the new Political Science program. It is anticipated that program costs will be absorbed through current budgets.



## Appendix A: Program Curriculum

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

The following new courses will be added to the political science curriculum over the next five years.

|         |           |  |       |
|---------|-----------|--|-------|
| Year 1: | POLS 3400 | U.S. Foreign Policy                    | 3hrs. |
|         | POLS 3310 | Public Budgeting and Finance           | 3hrs. |
| Year 2: | POLS 3170 | Interest Groups                        | 3hrs. |
|         | POLS 3350 | Intelligence and Intelligence Agencies | 3hrs. |
| Year 3: | POLS 3380 | Politics and Budgets                   | 3hrs. |
|         | POLS 3320 | Introduction to Public Policy          | 3hrs. |
| Year 4: | POLS 3140 | Gender and Politics                    | 3hrs. |
|         | POLS 3180 | Voting, Elections & Public Opinion     | 3hrs. |
| Year 5: | POLS 3350 | Public Institutions and Administration | 3hrs. |

### All Program Courses

Listed below are all present political science courses. [General Education and related courses are specified in the advisor sheets]

Matriculation requirements for the Bachelors program in Political Science include all of the following - although in certain cases one or more of these requirements may, upon petition, be waived:

- [1] Completion of 15 semester hours of college credit;
- [2] Completion of the Application for Admission to the Bachelor of Arts Program in Political Science;

| COURSE NUMBER  |                      | COURSE TITLE  | CR                   | PREREQUISITES                    |
|--|----------------------|---|----------------------|----------------------------------|
| <b>GENERAL EDUCATION CORE COURSES - 32 HOURS</b>                         |                      |   |                      |                                  |
| ENGL 1010  | (CC)                 | Intro to Writing  | 3 cr                 |                                  |
| ENGL 2010 <b>or</b><br>ENGL 2020   | (CC)<br>(CC)         | Intermediate Writing : HU/SS <b>or</b><br>Intermediate Writing : SCI/TECH   | 3 cr                 | ENGL 1010                        |
| MATH 1030 <b>or</b><br>MATH 1040 <b>or</b><br>MATH 1050                  | (MM)<br>(MM)<br>(MM) | Quantitative Reasoning <b>or</b><br>Introduction to Statistics <b>or</b><br>College Algebra                               | 3 cr<br>3 cr<br>4 cr | MAT 1000<br>MAT 1010<br>MAT 1010 |
| POLS 1000 <b>or</b> HIST 1700 <b>or</b><br>ECON 1740 <b>or</b> POLS 1100 | (AS)<br>(AS)         | American Heritage <b>or</b> American Civilization <b>or</b><br>US Economic History <b>or</b> American National Government | 3 cr                 |                                  |
| PHIL 2050  | (IH)                 | Ethics and Values   | 3 cr                 | ENGL 1010                        |
| HLTH 1100 <b>or</b><br>REC 1097  | (TE)<br>(FE)         | Personal Health & Wellness <b>or</b><br>Fitness for Life  | 2 cr                 |                                  |
| HUMANITIES   | (HH)                 | Fulfilled by Completing Foreign Language Course 2020 below  |                      |                                  |
| SOCIAL SCIENCE   | (SS)                 | Choose From Page 2  | 3 cr                 |                                  |
| FINE ARTS  | (FF)                 | Choose From Page 2  | 3 cr                 |                                  |
| BIOLOGY  | (BB)                 | Choose From Page 2  | 3 cr                 |                                  |
| PHYSICAL SCIENCE   | (PP)                 | Choose From Page 2  | 3 cr                 |                                  |
| BIOLOGY <b>or</b><br>PHYSICAL SCIENCE                                    | (BB)<br>(PP)         | Choose From Page 2  | 3 cr                 |                                  |
| <b>FOREIGN LANGUAGE REQUIREMENT</b>                                      |                      | 1010, 1020, 2010, 2020 ( courses from one language)   | 18 cr                |                                  |
| <b>POLITICAL SCIENCE CORE REQUIREMENTS - 21 HOURS</b>                    |                      |   |                      |                                  |
| POLS 1010  |                      | Introduction to Political Science   | 3 cr                 |                                  |
| POLS 1020  |                      | Political Ideologies  | 3 cr                 |                                  |
| POLS 1100  |                      | American National Government  | 3 cr                 |                                  |
| POLS 2200  |                      | Introduction to Comparative Politics  | 3 cr                 |                                  |
| POLS 2100  |                      | Introduction to International Relations   | 3 cr                 |                                  |
| POLS 3000  |                      | Political Analysis  | 3 cr                 | MATH 1040 & POLS 1100            |
| POLS 4990 <b>or</b><br>POLS 480R   |                      | Senior Seminar <b>or</b><br>Internship  | 3 cr                 | Senior Status                    |
| <b>ELECTIVES - 31 HOURS</b>  |                      | All courses numbered 1000 or higher ( <u>at least</u> 16 credits must be upper division)                                  | 31 cr                |                                  |

|  |   |                    |  |
|--|---|--------------------|--|
| <b>EMPHASIS ONE, TWO, or THREE</b>       | Choose from the areas of study listed on page 2 | 18 cr              |  |
| <b>Total Credits Required for Degree</b> |   | <b>120 credits</b> |  |

SUMMARY OF GRADUATION REQUIREMENTS: 120 credit hours, **minimum of 40 upper division**, minimum cumulative GPA of 2.0. Complete General Education requirements; complete quantitative/language courses, complete one of the three tracks in the Areas of Emphasis requirements, complete the required courses, comply with the catalog's rule on maximum number of years in the program. A minimum of 30 credits must be taken at UVSC (at least 10 of which must be part of the final 45 credits earned).

**EPHASIS 1:**

**INTERNATIONAL RELATIONS**

- POLS 1440 Intro to Middle East Politics
- POLS 1800 Our Global Community
- POLS 3100 Survey of International Terrorism
- POLS 35 International Relations of Middle East
- POLS 3400 American Foreign Policy
- POLS 3600 International Relations of East Asia
- POLS 420R Issues and Topics in Pol. Sci.
- POLS 490R Independent Study
- HIST 3050 Modern Latin America
- HIST 3520 U.S. & Vietnam, 1945 to Present
- HIST 3610 Modern History of East Asia
- HIST 4300 Violence & Soc. Conflict Latin America
- HIST 4430 History of Iran, 1900 to Present
- MGMT 3300 Survey of International Business
- MGMT 3320 Cross-Cultural Com Interntnl Bus.
- PHIL 1600 World Religions
- ANTH 1070 Multicultural Societies
- ANTH 3000 Language & Culture

SOC 3100 Population, Society, & Demography

**EMPHASIS 2:**

**AMERICAN GOVERNMENT**

- POLS 3030 State & Local Government
- POLS 3200 Legislative Process
- POLS 3150 Executive Branch
- POLS 3180 Public Opinion and Pol. Behavior
- POLS 3250 Intro to Law & Politics
- POLS 3300 Intro to Public Administration
- POLS 4720 Found of Am. Constitutionalism
- POLS 4790 U.S. Constitution
- POLS 420R Issues and Topics in Pol. Sci.
- POLS 480R Internship
- POLS 490R Independent Study
- HIST 3870 Constitutional History to Plessy
- HIST 3880 Constitutional History since Plessy
- HIST 4600 Cont. Am. Indian Political & Soc. Issues
- PHIL 3530 Environmental Ethics
- PHIL 3700 Social and Political Philosophy
- SOC 3200 Race and Minority Relations

SOC 3460 Political Sociology

**EMPHASIS 3:**

**POLITICAL PHILOSOPHY/PUBLIC LAW**

- POLS 2350 Intro to Political Theory
- POLS 3030 State and Local Government
- POLS 3180 Public Opinion and Pol. Behavior
- POLS 3200 Legislative Process
- POLS 3250 Intro to Law & Politics
- POLS 3300 Intro to Public Admin. POLS 4720 Foundations of Am Constitutionalism (Pending)
- POLS 4790 U.S. Constitution
- POLS 420R Issues and Topics in Pol. Sci.
- POLS 490R Independent Study
- HIST 3870 Constitutional History to Plessy
- HIST 3880 Constitutional History since Plessy
- PHIL 3150 Philosophical Issues of Feminism
- PHIL 3530 Environmental Ethics
- PHIL 3700 Social and Political Philosophy
- SOC 3200 Race and Minority Relations

\* This course list represents current offerings and proposed courses for Fall 2005. As the program grows over the next few years, the Department will propose further curriculum in each of the areas of study.

**Electives:**

**General Education Courses****HUMANITIES**

ASL 2020 Interm Am. Sign Lang II  
 CHIN 2020 Intermediate Chinese II  
 FREN 2020 Intermediate French II  
 GER 2020 Intermediate German II  
 JPNS 2020 Intermediate Japanese II  
 PORT 2020 Intermediate Portuguese II  
 RUS 2020 Intermediate Russian II  
 SPAN 2020 Intermediate Spanish II

**SOCIAL/BEHAVIORAL SCIENCES**

ANTH 1010 Soc/Cult Anthropology  
 ANTH 1070 Multicultural Societies  
 ANTH 1500 Physical Anthropology  
 ANTH 1800 Intro to Am Indian Studies  
 ANTH 3150 Culture/Ecology/Health  
 ARCH 1100 Intro to Archaeology  
 CJ 1010 Intro to Criminal Justice  
 COMM 2110 Interpersonal Commun.  
 ECFS 1500 Human Development Life Span  
 ECFS 1400 Marriage  
 ECFS 2400 Family Relations  
 ECON 1010 Econ As Social Science  
 ECON 1740 US Economic History  
 (If not used as Core Requirement)  
 GEOG 1300 Survey of World Geog  
 HIST 1700 American Civilization  
 (If not used as Core Requirement)  
 HIST 1100 History of Civ I  
 HIST 1110 History of Civ II  
 HIST 1800 Intro to American Indian Studies  
 HIST 2700 US History to 1877  
 (If not used as Core Requirement)  
 HIST 2710 US History Since 1877  
 (If not used as Core Requirement)  
 HIST 3420 History of Technology  
 HIST 4320 History of Scientific Thought  
 HLTH 2800 Human Sexuality  
 HLTH 2600 Drugs, Behavior & Society  
 HLTH 2700 Health Concepts on Death/Dying  
 HLTH 3150 Culture/Ecology/Health  
 MGMT 1010 Intro to Business  
 MGMT 2010 Interpersonal Communications  
 POLS 1000 American Heritage  
 (If not used as Core Requirement)  
 POLS 1010 Intro to Political Science  
 POLS 1100 American Natl Government  
 (If not used as Core Requirement)

POLS 1500 Intro to Comparative Politics  
 POLS 1700 Intro International Relations  
 PSY 1010 General Psychology  
 PSY 1100 Human Development Life Span  
 SOC 1010 Intro to Sociology  
 SOC 1020 Modern Social Problems  
 SOC 1200 Sociology of the Family

**FINE ARTS**

ART 1010 Introduction to Visual Arts  
 ART 1020 Basic Drawing  
 AVC 3540 Creativity  
 ART 1110 Drawing I  
 ART 1050 Photography  
 AVC 1640 Painting I  
 AVC 1650 Introduction to Watercolor  
 AVC 1660 Introduction to Clay Sculpture  
 AVC 1670 Introduction to Ceramics  
 AVC 1680 Fundamentals of Fiber Design  
 AVC 1690 Glass Design and Construction  
 AVC 1700 Process of Jewelry/ Metal Dsn  
 AVC 1710 Fund of Sculp/Fab/ Construc  
 AVC 1720 Architectural Rendering  
 ARTH 2710 History of Art to the Renaissance  
 ARTH 2020 History of Art from the Reanaissance  
 ART 2600 Drawing II  
 AVC 361R Figure Drawing I  
 AVC 2620 Photographic Darkroom Tech  
 AVC 2630 Photographic Camera Tech  
 AVC 2640 Landscape Painting  
 AVC 365R Watercolor II  
 AVC 3660 Clay Sculpture II  
 AVC 3670 Ceramics II  
 AVC 364R Painting II  
 AVC 3400 Fund of Art Education  
 DNCE 1010 Dance as an Art Form  
 DNCE 2110 Orientation to Dance  
 MUS 1010 Intro to Music  
 MUS 2010 Music History/Literature I  
 MUS 2020 Music History /Literature II  
 MUS 1100 Fundamental of Music  
 To Be Taken With One of the Following:  
 MUS 120R A Cappella Choir  
 MUS 122R Chamber Choir  
 MUS 124R UVSC Concert Choir  
 MUS 126R Show Choir (Encore)  
 MUS 130R Symphonic Band  
 MUS 132R Jazz Ensemble  
 MUS 170R Symphony Orchestra  
 MUS 172R Chamber Orchestra

THEA 1013 Intro to Theater  
 THEA 1023 Intro to Film  
 THEA 2313 Film History I  
 THEA 2323 Film History II  
 THEA 2400 Intro to Film History  
*Complete 2 of the following to equal 1 Fine Arts Distribution course:\**  
 DNCE 3400 Dance in Elem School\*  
 MUS 3400 Music in Elementary School\*  
 THEA 3713 Child Theater in Elem School\*

**BIOLOGY**

BIOL 1010 General Biology  
 BIOL 1070 Genetics  
 BIOL 1200 Prehistoric Life  
 BIOL 204R Natural History Excursion\*  
 BIOL 1500 Physical Anthropology  
 BIOL 1610 College Biology I  
 BIOL 2500 Environment Biology  
 BOT 2050 Field Botany  
 BOT 2100 Flora of Utah  
 BOT 2400 Plant Kingdom  
 HLTH 3400 Human Diseases  
 \*May be used as the third science only

**PHYSICAL SCIENCES**

PHYS 1010 Astronomy  
 PHYS 1030 Astronomy in Our Lives  
 CHEM 1010 Introduction to Chemistry  
 CHEM 1110 Elem Chem for Health Sc.  
 CHEM 1120 Elem Bioorganic Chem  
 CHEM 1210 Principles of Chemistry I  
 CHEM 1220 Principles of Chemistry II  
 GEOL 1010 Intro to Geology  
 GEOL 1020 Prehistoric Life  
 GEOL 204R Natural History Excursion\*  
 GEOL 2040 Intro to Oceanography  
 METO 1010 Intro to Meteorology  
 PHSC 1000 Survey of Physical Science  
 PHYS 1010 Elementary Physics  
 PHYS 2010 College Physics I  
 PHYS 2020 College Physics II  
 PHYS 2210 Phys Scien/Engr I  
 PHYS 2220 Phys Scien/ Engr II  
 \*May be used as the third science only

As of 31 October 2005

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- [1] Completion of 15 semester hours of college credit;
- [2] Completion of the Application for Admission to the Bachelor of Arts Program in Political Science;

| COURSE NUMBER  |                      | COURSE TITLE  | CR                   | PREREQUISITES                    |
|--|----------------------|---|----------------------|----------------------------------|
| <b>GENERAL EDUCATION CORE COURSES - 35 HOURS</b>                         |                      |   |                      |                                  |
| ENGL 1010  | (CC)                 | Intro to Writing  | 3 cr                 |                                  |
| ENGL 2010 <b>or</b><br>ENGL 2020   | (CC)<br>(CC)         | Intermediate Writing : HU/SS <b>or</b><br>Intermediate Writing : SCI/TECH   | 3 cr                 | ENGL 1010                        |
| MATH 1030 <b>or</b><br>MATH 1040 <b>or</b><br>MATH 1050                  | (MM)<br>(MM)<br>(MM) | Quantitative Reasoning <b>or</b><br>Introduction to Statistics <b>or</b><br>College Algebra                               | 3 cr<br>3 cr<br>4 cr | MAT 1010<br>MAT 1010<br>MAT 1010 |
| POLS 1000 <b>or</b> HIST 1700 <b>or</b><br>ECON 1740 <b>or</b> POLS 1100 | (AS)<br>(AS)         | American Heritage <b>or</b> American Civilization <b>or</b><br>US Economic History <b>or</b> American National Government | 3 cr                 |                                  |
| PHIL 2050  | (IH)                 | Ethics and Values   | 3 cr                 | ENGL 1010                        |
| HLTH 1100 <b>or</b><br>REC 1097  | (TE)<br>(FE)         | Personal Health & Wellness <b>or</b><br>Fitness for Life  | 2 cr                 |                                  |
| HUM 1010   | (HH)                 | Humanities Through the Arts   | 3 cr                 |                                  |
| SOCIAL SCIENCE   | (SS)                 | Choose From Page 2  | 3 cr                 |                                  |
| FINE ARTS  | (FF)                 | Choose From Page 2  | 3 cr                 |                                  |
| BIOLOGY  | (BB)                 | Choose From Page 2  | 3 cr                 |                                  |
| PHYSICAL SCIENCE   | (PP)                 | Choose From Page 2  | 3 cr                 |                                  |
| BIOLOGY <b>or</b><br>PHYSICAL SCIENCE                                    | (BB)<br>(PP)         | Choose From Page 2  | 3 cr                 |                                  |
| <b>QUANTITATIVE REQUIREMENT</b>  |                      | Choose From Page 2  | 15 cr                |                                  |
| <b>POLITICAL SCIENCE CORE REQUIREMENTS - 21 HOURS</b>                    |                      |   |                      |                                  |
| POLS 1010  |                      | Introduction to Political Science   | 3 cr                 |                                  |
| POLS 1020  |                      | Political Ideologies  | 3 cr                 |                                  |
| POLS 1100  |                      | American National Government  | 3 cr                 |                                  |
| POLS 1500  |                      | Introduction to Comparative Politics  | 3 cr                 |                                  |
| POLS 1700  |                      | Introduction to International Relations   | 3 cr                 |                                  |
| POLS 3000  |                      | Political Analysis  | 3 cr                 | MATH 1040 & POLS 1100            |
| POLS 4990 (Pending) <b>or</b><br>POLS 480R                               |                      | Senior Seminar <b>or</b><br>Internship  | 3 cr                 | Senior Status                    |

|  |  |                    |  |
|--|--|--------------------|--|
| <b>ELECTIVES - 31 HOURS</b>              | All courses numbered 1000 or higher (at least 16 credits must be upper division) | 31 cr              |  |
| <b>TRACK ONE, TWO, or THREE</b>          | Choose from the areas of study listed below                                      | 18 cr              |  |
| <b>Total Credits Required for Degree</b> |  | <b>120 credits</b> |  |

SUMMARY OF GRADUATION REQUIREMENTS: 120 credit hours, **minimum of 40 upper division**, minimum cumulative GPA of 2.0. Complete General Education requirements; complete quantitative/language courses, complete one of the three tracks in the Areas of Emphasis requirements, complete the required courses, comply with the catalog's rule on maximum number of years in the program. A minimum of 30 credits must be taken at UVSC (at least 10 of which must be part of the final 45 credits earned).

**EMPHASIS 1:**

**INTERNATIONAL RELATIONS**

POLS 1440 Intro to Middle East Politics  
POLS 1800 Our Global Community  
POLS 3100 Survey of International Terrorism  
POLS 3500 International Relations of Middle East  
POLS 3400 American Foreign Policy  
POLS 3600 International Relations of East Asia  
POLS 420R Issues and Topics in Pol. Sci. (Pending)  
POLS 490R Independent Study  
HIST 3050 Modern Latin America  
HIST 3520 U.S. & Vietnam, 1945 to Present  
HIST 3610 Modern History of East Asia  
HIST 4300 Violence & Soc. Conflict Latin America  
HIST 4430 History of Iran, 1900 to Present  
MGMT 3300 Survey of International Business  
MGMT 3320 Cross-Cultural Com Interntl Bus.  
PHIL 1600 World Religions  
ANTH 1070 Multicultural Societies  
ANTH 3000 Language & Culture  
SOC 3100 Population, Society, & Demography

**EMPHASIS 2:**

**AMERICAN GOVERNMENT**

POLS 3030 State & Local Government  
POLS 3200 Legislative Process  
POLS 3150 Executive Branch  
POLS 3180 Public Opinion and Pol. Behavior  
POLS 3250 Intro to Law & Politics  
POLS 3300 Intro to Public Administration  
POLS 4720 Found of Am. Constitutionalism  
POLS 4790 U.S. Constitutions  
POLS 420R Issues and Topics in Pol. Sci.  
POLS 480R Internship  
POLS 490R Independent Study  
HIST 3870 Constitutional History to Plessy  
HIST 3880 Constitutional History since Plessy  
HIST 4600 Cont. Am. Indian Political & Soc. Issues  
PHIL 3530 Environmental Ethics  
PHIL 3700 Social and Political Philosophy  
SOC 3200 Race and Minority Relations  
SOC 3460 Political Sociology  
POLS 4790 U.S. Constitution  
POLS 420R Issues and Topics in Pol. Sci.  
POLS 490R Independent Study

**EMPHASIS 3:**

**POLITICAL PHILOSOPHY/PUBLIC LAW**

POLS 2350 Intro to Political Theory  
POLS 3030 State and Local Government  
POLS 3180 Public Opinion and Pol. Behavior  
POLS 3200 Legislative Process  
POLS 3250 Intro to Law & Politics  
POLS 3300 Intro to Public Admin.  
HIST 3870 Constitutional History to Plessy  
HIST 3880 Constitutional History since Plessy  
PHIL 3150 Philosophical Issues of Feminism  
PHIL 3530 Environmental Ethics  
PHIL 3700 Social and Political Philosophy  
SOC 3200 Race and Minority Relations  
POLS 4720 Foundations of Am Constitutionalism (Pending)

\* This course list represents current offerings and proposed courses for Fall 2005. As the program grows over the next few years, the Department will propose further curriculum in each of the areas of study.

**Quantitative Requirement**-18 Credits

CLSS 1050 Library Research  
MATH 1060 Trigonometry  
MATH 1210 Calculus I  
MATH 2040 Principles of Statistics  
COMM 1130 Writing for the Mass Media  
COMM 1500 Introduction to mass communications  
MGMT 2390 Effective Business Presentations  
MGMT 3000 Organizational Behavior  
MGMT 3430 Human Resource Management

**Electives:**

|   |   |  |  |
|---|---|--|--|
| <p><b>General Education Courses</b></p> <p><b>HUMANITIES</b></p> <p>ASL 2020 Interm Am. Sign Lang II</p> <p>CHIN 2020 Intermediate Chinese II</p> <p>COMM 1010 Intro to Speech Comm</p> <p>COMM 1100 Intro to Public Speaking</p> <p>COMM 1130 Writing for Mass Media</p> <p>COMM 1500 Intro to Mass Comm</p> <p>COMM 2010 Mass Comm and Society</p> <p>ENGL 2030 Rhetoric of Persuasion</p> <p>ENGL 2230 Myths/Legends in Literature</p> <p>ENGL 2310 Technical Writing</p> <p>ENGL 2250 Creative Procedure/Image Wrtg</p> <p>ENGL 2300 Shakespeare</p> <p>ENGL 2200 Intro to Literature</p> <p>ENGL 2510 Am Lit before 1865</p> <p>ENGL 2520 Am Lit after 1865</p> <p>ENGL 2130 Science Fiction</p> <p>ENGL 2610 Brit Lit Before 1800</p> <p>ENGL 2620 Brit Lit After 1800</p> <p>ENGL 2210 Introduction for Folklore</p> <p>ENGL 2600 Critical Intro to Literature</p> <p>ENGL 3760 World Literature</p> <p>FREN 2020 Intermediate French II</p> <p>GER 2020 Intermediate German II</p> <p>HUM 1010 Introduction to Humanities</p> <p>HUM 2010 Arts in Humanistic Traditions I</p> <p>HUM 2020 Arts in Humanistic Traditions II</p> <p>IS 3000 Introduction to Integrated Studies</p> <p>JPNS 2020 Intermediate Japanese II</p> <p>PHIL 1000 Introduction to Philosophy</p> <p>PHIL 1250 Logical Thinking</p> <p>PHIL 1610 Western Religions</p> <p>PHIL 1620 Eastern Religions</p> <p>PHIL 2010 Ancient-Medieval Philosophy</p> <p>PHIL 2020 Modern-Contemporary Phil</p> <p>PHIL 2110 Ancient Philosophy</p> <p>PHIL 2130 Medieval Philosophy</p> <p>PHIL 2150 Early Modern Philosophy</p> <p>PHIL 3400 Philosophy of Science</p> <p>PHIL 3530 Environmental Ethics</p> <p>PORT 2020 Intermediate Portuguese II</p> <p>RUS 2020 Intermediate Russian II</p> <p>SPAN 2020 Intermediate Spanish II</p> | <p><b>SOCIAL/BEHAVIORAL SCIENCES</b></p> <p>ANTH 1010 Soc/Cult Anthropology</p> <p>ANTH 1070 Multicultural Societies</p> <p>ANTH 1500 Physical Anthropology</p> <p>ANTH 1800 Intro to Am Indian Studies</p> <p>ANTH 3150 Culture/Ecology/Health</p> <p>ARCH 1100 Intro to Archaeology</p> <p>CJ 1010 Intro to Criminal Justice</p> <p>COMM 2110 Interpersonal Commun.</p> <p>ECFS 1500 Human Development Life Span</p> <p>ECFS 1400 Marriage</p> <p>ECFS 2400 Family Relations</p> <p>ECON 1010 Econ As Social Science</p> <p>ECON 1740 US Economic History</p> <p>(If not used as Core Requirement)</p> <p>GEOG 1300 Survey of World Geog</p> <p>HIST 1700 American Civilization</p> <p>(If not used as Core Requirement)</p> <p>HIST 1100 History of Civ I</p> <p>HIST 1110 History of Civ II</p> <p>HIST 1800 Intro to American Indian Studies</p> <p>HIST 2700 US History to 1877</p> <p>(If not used as Core Requirement)</p> <p>HIST 2710 US History Since 1877</p> <p>(If not used as Core Requirement)</p> <p>HIST 3420 History of Technology</p> <p>HIST 4320 History of Scientific Thought</p> <p>HLTH 2800 Human Sexuality</p> <p>HLTH 2600 Drugs, Behavior &amp; Society</p> <p>HLTH 2700 Health Concepts on Death/Dying</p> <p>HLTH 3150 Culture/Ecology/Health</p> <p>MGMT 1010 Intro to Business</p> <p>MGMT 2010 Interpersonal Communications</p> <p>POLS 1000 American Heritage</p> <p>(If not used as Core Requirement)</p> <p>POLS 1010 Intro to Political Science</p> <p>POLS 1100 American Natl Government</p> <p>(If not used as Core Requirement)</p> <p>POLS 1500 Intro to Comparative Politics</p> <p>POLS 1700 Intro International Relations</p> <p>PSY 1010 General Psychology</p> <p>PSY 1100 Human Development Life Span</p> <p>PSY 2800 Human Sexuality</p> <p>SOC 1010 Intro to Sociology</p> <p>SOC 1020 Modern Social Problems</p> <p>SOC 1200 Sociology of the Family</p> | <p><b>FINE ARTS</b></p> <p>AVC 1010 Introduction to Visual Art</p> <p>ART 1020 Basic Drawing</p> <p>AVC 3540 Creativity</p> <p>ART 1600 Drawing I</p> <p>ART 1050 Photography</p> <p>AVC 1640 Painting I</p> <p>AVC 1650 Introduction to Watercolor</p> <p>AVC 1660 Introduction to Clay Sculpture</p> <p>AVC 1670 Introduction to Ceramics</p> <p>AVC 1680 Fundamentals of Fiber Design</p> <p>AVC 1690 Glass Design and Construction</p> <p>AVC 1700 Process of Jewelry/ Metal Dsn</p> <p>AVC 1710 Fund of Sculp/Fab/ Construc</p> <p>AVC 1720 Architectural Rendering</p> <p>ARTH 2710 Hist. of Art to the Renaissance</p> <p>ARTH 2020 Hist. of Art from Reanaissance</p> <p>ART 2110 Drawing II</p> <p>AVC 361R Figure Drawing I</p> <p>AVC 2620 Photographic Darkroom Tech</p> <p>AVC 2630 Photographic Camera Tech</p> <p>AVC 2640 Landscape Painting</p> <p>AVC 365R Watercolor II</p> <p>AVC 3660 Clay Sculpture II</p> <p>AVC 3670 Ceramics II</p> <p>AVC 364R Painting II</p> <p>AVC 3400 Fund of Art Education</p> <p>DNCE 1010 Dance as an Art Form</p> <p>DNCE 2110 Orientation to Dance</p> <p>MUS 1010 Intro to Music</p> <p>MUS 2010 Music History/Literature I</p> <p>MUS 2020 Music History /Literature II</p> <p>MUS 1100 Fundamental of Music</p> <p>To Be Taken With One of the Following:</p> <p>MUS 120R A Cappella Choir</p> <p>MUS 122R Chamber Choir</p> <p>MUS 124R UVSC Concert Choir</p> <p>MUS 126R Show Choir (Encore)</p> <p>MUS 130R Symphonic Band</p> <p>MUS 132R Jazz Ensemble</p> <p>MUS 170R Symphony Orchestra</p> <p>MUS 172R Chamber Orchestra</p> <p>THEA 1013 Intro to Theater</p> <p>THEA 1023 Intro to Film</p> <p>THEA 2313 Film History I</p> <p>THEA 2323 Film History II</p> <p>THEA 2400 Intro. to Film History</p> | <p><i>Complete 2 of the following to equal 1 Fine Arts Distribution course:*</i></p> <p>DNCE 3400 Dance in Elem School*</p> <p>MUS 3400 Music in Elementary School*</p> <p>TASP 3400 Child Theater in Elem School*</p> <p><b>BIOLOGY</b></p> <p>BIOL 1010 General Biology</p> <p>BIOL 1070 Genetics</p> <p>BIOL 1300 Prehistoric Life</p> <p>BIOL 140R Natural History Excursion*</p> <p>BIOL 1500 Physical Anthropology</p> <p>BIOL 2110 College Biology I</p> <p>BIOL 2500 Environment Biology</p> <p>BOT 2050 Field Botany</p> <p>BOT 2100 Flora of Utah</p> <p>BOT 2400 Plant Kingdom</p> <p>HLTH 3400 Human Diseases</p> <p>ZOOL 1050 Animal Kingdom</p> <p>ZOOL 1090 Intro Human Anat/Phys</p> <p>ZOOL 2010 Human Anatomy</p> <p>*May be used as the third science only</p> <p><b>PHYSICAL SCIENCES</b></p> <p>PHYS1010 Astronomy</p> <p>PHYS1030 Astronomy in Our Lives</p> <p>CHEM 1010 Introduction to Chemistry</p> <p>CHEM 1110 Elem Chem for Health Sc.</p> <p>CHEM 1120 Elem Bioorganic Chem</p> <p>CHEM 1210 Principles of Chemistry I</p> <p>CHEM 1220 Principles of Chemistry II</p> <p>GEOL 1010 Intro to Geology</p> <p>GEOL 1300 Prehistoric Life</p> <p>GEOL 140R Natural History Excursion*</p> <p>GEOL 2040 Intro to Oceanography</p> <p>METO 1010 Intro to Meteorology</p> <p>PHSC 1000 Survey of Physical Science</p> <p>PHYS 1010 Elementary Physics</p> <p>PHYS 2010 College Physics I</p> <p>PHYS 2020 College Physics II</p> <p>PHYS 2210 Phys Scien/Engr I</p> <p>PHYS 2220 Phys Scien/ Engr II</p> <p>*May be used as the third science only</p> |
|---|---|--|--|

POLS 1000 American Heritage 3:3:0

Studies the founding of American constitutional government. Considers the cultural, economic, legal, political, and social ramifications of the Constitution of the United States.

POLS 1010 Introduction to Political Science 3:3:0

Explores the nature of politics and power. Compares constitutional systems of government with closed totalitarian systems such as the Communist Bloc nations. Examines public opinion, political communications, interest groups, party politics, ideologies, governmental institutions, bureaucracies, and government legal systems. Studies the role of violence and revolution. Emphasizes the influence of these political elements on the average citizens.

POLS 1020 Political Ideologies 3:3:0

Surveys the major historical and current political ideologies including liberalism, Marxism, fascism and Islamism.

POLS 1100 American National Government 3:3:0

Studies history and structure of American National Government, rights and responsibilities of citizens, political institutions, political processes, and governmental policies.

POLS 1440 Introduction to Middle East Politics 3:3:0

Studies social, historical, political and religious influences affecting the Middle East. Explores forces that motivate policy and decision-making. Examines current issues such as the Arab Israeli conflict, political Islam, petroleum power and U.S. foreign policy. Presents profiles of selected modern Middle East states and the balance of power in the region.

POLS 1800 Our Global Community 3:3:0

Examines geography, climate and topography of Western Europe, Asia, Latin America, Pacific Rim, sub-Saharan Africa and Middle/East Islamic regions. Studies the unique social, cultural, economic and political differences and resulting tensions and conflicts. Explores how historical experience affect the expectations and perceptions of selected populations.



POLS 2100 Introduction to International Relations 3:3:0 F

Discusses logic of power in international relations. Studies idealistic and realistic theories of international relations. Examines reasons why nations go to war. Compares geopolitical thrust and response.

POLS 2120 Political Parties 3:0:0

Examines the American political party system with special attention given to the history, campaign strategies, and ideologies of American political parties.

POLS 2200 Introduction to Comparative Politics 3:3:0

Studies comparative politics and looks at attitudes and causes of political problems. Examines methods and means employed by selected countries to solve political problems, and studies successes and failures of different approaches. Examines the means which different nations employ to deal with political problems. Explores the politics, institutions, and governments of seven selected nations.

POLS 2350 Introduction to Political Theory 3:3:0

Surveys the history of Western political theory from the Greeks to the 21<sup>st</sup> century.

POLS 3000 Political Analysis 3:3:0

Covers the analytical and quantitative methodologies used in political science and public policy research. Includes statistical analysis, database research, and writing exercises.

POLS 3030 State and Local Government 3:3:0

Examines the operation and structure of American State and Local Government with special attention to the Utah experience. Explores the local political process, administrative practices, and intergovernmental relations.

POLS 3100 Survey of International Terrorism 3:3:0

A survey course of political violence and terrorism in the modern world. Studies terrorism and other forms of political violence and how they relate to fundamentalism, such as the Shiite Islamic, and Christian identity movements in the United States and Western Europe. Examines the concept of religious and political terrorism, as well as the ideologies, tactics, and organizations common to most terrorist groups.



terrorist groups and regimes, the Iran-Iraq war (1980-1988), the Iraq-Kuwait-US war (1990-1991), the impact of 9/11, as well as the foreign policies of several major states in the Middle East.

POLS 3600      International Relations of East Asia      3:3:0

Studies the emergence, from the nineteenth century, of modern nations from the rich and varied cultures and societies of Pacific Asia. Focuses on China, Japan and Korea. Explores the historical and geographical context of the development of East and Southeast Asia. Examines the transformation between East and West as well as the persistence of tradition. Discusses the political, economic and cultural changes in a region whose economic output rivals that of any other area of the world.

POLS 4720      Foundations of American Constitutionalism      3:3:0

Examines the political and constitutional foundations of American constitution-making, beginning with the English Charter of Liberties in 1100 ACE and ending with the United States Bill Rights of 1791. Employs a comparative analysis of early Anglo-American constitutional thought, with special attention being given to the writings of prominent 17<sup>th</sup> century and 18<sup>th</sup> century constitutional theorists (e.g. Coke, Bacon, Burke, Penn, Dickinson, Mason, Adams, Madison, Marshall).

POLS 4790      US Constitution      3:3:0

Examines the United States Constitution as the political blueprint of American national government. Explores the basic constitutional powers and strictures of the federal government, and the prominent political and constitutional conflicts between its executive, legislative, and judicial branches. Addresses such key elements of constitutional design as limited and empowered government, enumerated and implied powers, separation of powers, checks and balances, federalism, and the Bill of Rights. Employs a critical analysis of modern constitutional politics.

POLS 4990      Senior Seminar      3:3:0

Includes readings and discussions about fundamental political science problems and issues. Offers directed research project tailored to each student's special interests.

POLS 420R      Issues and Topics in Political Science/Politics and Policy      3:3:0

Surveys a specific topic in political science. Topic varies each semester. A maximum of 6 credits may be applied toward graduation.

POLS 480R      Internship      2-9:5-40

Provides opportunities for internship experience in political organizations, government offices, and non-governmental organizations. May be repeated for a maximum of 9 credits toward graduation.

POLS 490R Independent Study

1-4:1-4:0

Provides independent study for students unable to secure a desired class within regular semester curriculum offerings. With the approval of dean and/or department chair, student and instructor design and complete readings and other projects at the upper division level. May be repeated for a maximum of six credits toward graduation.

**Appendix B  
Program Schedule  
Bachelor of Arts**

Proposed course sequence for a student working towards a Bachelor of Arts in Political Science and an emphasis in American Government.

| <b>First Year</b>   |  |
|---|--|
| <p><b>Fall Semester:</b></p> <p>BIOL 1010 General Biology (3)<br/>           COMM 1010 Intro. To Speech Comm (3)<br/>           ECON 1740 US Economic History (3)<br/>           ENGL 1010 Introduction to Writing (3)<br/>           POLS 1010 Introduction to Political Science (3)</p> <p>Total Semester Load: 15 credits</p>  | <p><b>Spring Semester:</b></p> <p>COMM 1500 Introduction to Mass Communication (3)<br/>           MAT 1010 Intermediate Algebra (4)<br/>           PE-S 1300 Fitness for Life (2)<br/>           PHIL 2050 Ethics &amp; Values (3)<br/>           POLS 1700 Introduction to International Relations (3)</p> <p>Total Semester Load: 15 credits</p>         |
| <b>Second Year</b>  |  |
| <p><b>Fall Semester:</b></p> <p>CHIN 1010 Beginning Chinese I (5)<br/>           GEOL 1010 Intro to Geology (3)<br/>           HIST 1800 Intro to American Indian Studies (3)<br/>           MATH 1030 Quantitative Reasoning (3)<br/>           TASP 1170 Intro to Theater (3)</p> <p>Total Semester Load: 17 credits</p>  | <p><b>Spring Semester:</b></p> <p>CHIN 1020 Beginning Chinese II (5)<br/>           ENGL 2010 Intermediate Writing (3)<br/>           GEOL 1300 Prehistoric Life (3)<br/>           POLS 1020 Political Ideologies (3)<br/>           POLS 1100 American National Government (3)</p> <p>Total Semester Load: 17 credits</p>                                |
| <b>Third Year</b>   |  |
| <p><b>Fall Semester:</b></p> <p>CHIN 2010 Intermediate Chinese I (5)<br/>           POLS 1500 Introduction to Comparative Politics (3)<br/>           POLS 3010 Political Science Methods (3)<br/>           SOC 3200 Race and Minority Relations (3)</p> <p>Total Semester Load: 14 credits</p> <p><b>Summer Semester:</b></p> <p>POLS 480R Internship (3)</p> <p>Total Semester Load: 3</p> | <p><b>Spring Semester:</b></p> <p>CHIN 2020 Intermediate Chinese II (3)<br/>           COMM 2500 Mass Communication and Society (3)<br/>           PHIL 3700 Social and Political Philosophy (3)<br/>           POLS 3100 Survey of International Terrorism (3)<br/>           POLS 480R Practical Politics (3)</p> <p>Total Semester Load: 15 credits</p> |
| <b>Fourth Year</b>  |  |
| <p><b>Fall Semester:</b></p> <p>COMM 3520 Case Studies in Public Relations (3)<br/>           IS 3000 Intro to IS-Law/Social Change (3)<br/>           POLS 3030 State &amp; Local Government (3)<br/>           POLS 3200 Legislative Process (3)</p> <p>Total Semester Load: 12 credits</p>   | <p><b>Spring Semester:</b></p> <p>POLS 3180 Public Opinion and Pol. Behavior (3)<br/>           POLS 3300 Intro to Public Administration (3)<br/>           POLS 420R Issues and Topics in Pol. Sci (3)<br/>           POLS 4790 U.S. Constitution (3)</p> <p>Total Semester Load: 12 credit</p>   |

## Bachelor of Science

Proposed course sequence for a student working towards a Bachelor of Science in Political Science and an emphasis in American Government.

| First Year   |   |
|--|---|
| <p><b>Fall Semester</b></p> <p>BIOL 1010 General Biology (3)<br/>           COMM 1010 Intro. To Speech Comm (3)<br/>           ECON 1740 US Economic History (3)<br/>           ENGL 1010 Introduction to Writing (3)<br/>           POLS 1010 Introduction to Political Science (3)</p> <p>Total Semester Load: 15 credits</p>  | <p><b>Spring Semester</b></p> <p>COMM 1500 Introduction to Mass Communication (3)<br/>           MAT 1010 Intermediate Algebra (4)<br/>           PE-S 1300 Fitness for Life (2)<br/>           PHIL 2050 Ethics &amp; Values (3)<br/>           POLS 1700 Introduction to International Relations (3)<br/>           COMM 1300 Writing for the Mass Media (3)</p> <p>Total Semester Load: 18 credits</p> |
| Second Year  |   |
| <p><b>Fall Semester</b></p> <p>MATH 1060 Trigonometry (3)<br/>           GEOL 1010 Intro to Geology (3)<br/>           HIST 1800 Intro to American Indian Studies (3)<br/>           MATH 1030 Quantitative Reasoning (3)<br/>           TASP 1170 Intro to Theater (3)</p> <p>Total Semester Load: 15 credits</p>   | <p><b>Spring Semester</b></p> <p>MGMT 2390 Effective Business Presentations (3)<br/>           ENGL 2010 Intermediate Writing (3)<br/>           GEOL 1300 Prehistoric Life (3)<br/>           POLS 1020 Political Ideologies (3)<br/>           POLS 1100 American National Government (3)</p> <p>Total Semester Load: 15 credits</p>  |
| Third Year   |   |
| <p><b>Fall Semester</b></p> <p>MGMT 3000 Organizational Behavior (3)<br/>           POLS 1500 Introduction to Comparative Politics (3)<br/>           POLS 3010 Political Science Methods (3)<br/>           SOC 3200 Race and Minority Relations (3)<br/>           MGMT 3430 Human Resource Management (3)</p> <p>Total Semester Load: 15 credits</p> <p><b>Summer Semester:</b><br/>           POLS 480R Internship (3)</p> <p>Total Semester Load: 3</p> | <p><b>Spring Semester</b></p> <p>MGMT 3430 Human Resource Management (3)<br/>           COMM 2500 Mass Communication and Society (3)<br/>           PHIL 3700 Social and Political Philosophy (3)<br/>           POLS 3100 Survey of International Terrorism (3)<br/>           POLS 480R Practical Politics (3)</p> <p>Total Semester Load: 15 credits</p>   |
| Fourth Year  |   |
| <p><b>Fall Semester</b></p> <p>COMM 3520 Case Studies in Public Relations (3)<br/>           IS 3000 Intro to IS-Law/Social Change (3)<br/>           POLS 3030 State &amp; Local Government (3)<br/>           POLS 3200 Legislative Process (3)</p> <p>Total Semester Load: 12 credits</p>   | <p><b>Spring Semester:</b></p> <p>POLS 3180 Public Opinion and Pol. Behavior (3)<br/>           POLS 3300 Intro to Public Administration (3)<br/>           POLS 420R Issues and Topics in Pol. Sci (3)<br/>           POLS 4790 U.S. Constitution (3)</p> <p>Total Semester Load: 12 credits</p>   |

## Appendix C Faculty

**Lyndon W. Cook**, Associate Professor of Political Science

Area: American Government, Political Theory, Utah History and Politics

B.A., Spanish, Hebrew, Brigham Young University; M.A. Political Science, Government, Brigham Young University.

Areas of coverage:

POLS 1000 American Heritage

POLS 1010 Introduction to Political Science

POLS 1500 Introduction to Comparative Politics

POLS 2120 Political Parties

POLS 3150 Executive Branch

**Jay A. DeSart**, Assistant Professor of Political Science

Area: American Political Behavior and Institutions, Research Methodology

B.A., Political Science and International Relations, Concordia College in Moorhead, MN; M.A and Ph.D. in Political Science, University of Wisconsin-Milwaukee.

Areas of coverage:

POLS 1010 Introduction to Political Science

POLS 1100 American National Government

POLS 1500 Introduction to Comparative Politics

POLS 2120 Political Parties

POLS 3000 Political Analysis

POLS 3150 Executive Branch

POLS 3200 Legislative Branch

**F. Dennis Farnsworth**, Professor of Political Science

Area: American Government, International Relations (East Asia), Public Administration.

B.A. Asian Studies; M.P.A.- International Administration from Brigham Young University; Mphil, Educational Leadership and Policy, University of Utah. 31 qtr. hrs. graduate credit in Political Science at U of Utah between 1993-96. 39 graduate hours in Political Science from BYU much earlier.

Areas of coverage:

POLS 1000 American Heritage

POLS 1700 Introduction to International Relations

POLS 2120 Political Parties

POLS 3400 American Foreign Policy

POLS 3600 International Relations of East Asia

**Rick Alan Griffin**, Assistant Professor of Political Science

Area: Public Law (Constitutional Rights and Liberties), Judicial Politics, American Government  
B.A., History from Brigham Young University.;J.D. University of Mississippi.;Ph.D., [ABD] Education  
Leadership and Foundations, Brigham Young University.

Areas of coverage:

POLS 1000 American Heritage  
POLS 1100 American National Government  
POLS 1500 Introduction to Comparative Politics  
POLS 3150 Executive Branch  
POLS 3200 Legislative Branch  
POLS 3250 Introduction to Law and Politics

**E. Odell Miner**, Lecturer in Political Science

Area: Public Administration; American Government  
B.A. History, Brigham Young University; M.P.A., Brigham Young University, Institute of Government  
Service; Ph.D.,Public Administration, University of Utah.

Areas of coverage:

POLS 1000 American Heritage  
POLS 1010 Introduction to Political Science  
POLS 1100 American National Government  
POLS 3030 State and Local Government  
POLS 3300 Introduction to Public Administration

**Alexander T Stecker**, Lecturer in Political Science

Area: Political theory, Political History, Middle Eastern Studies  
B.A., History and Political Science, Brigham Young University; M.L.S., BYU; M.A. Middle Eastern Studies,  
Brandeis University; Ph.D. Rabbinical Studies, Hebrew University of Jerusalem; D.D.S., Oxford University,  
Oxford, England.

Areas of coverage:

POLS 3100 Survey of International Terrorism  
POLS 1440 Introduction to Middle East Politics  
POLS 1800 Our Global Community

**Administrators** [Who teach occasionally in the department]

**Boyd H. Bauer**, Director of International Center at Utah Valley State College

Area: International Relations, Comparative government (East and South Asia)  
B.A., Asian Studies, Brigham Young University; M.A., Chinese studies, Ph.D. Far Eastern Studies, School  
of International Service at the American University in Washington, D.C.



Areas of coverage:

POLS 3100 Survey of International Terrorism

POLS 3400 American Foreign Policy

POLS 3600 International Relations of East Asia

**Bradley J. Cook**, Vice President of Academic Affairs

Area: International Relations, Middle East Politics, Politics of Religion

B.A., International Relations (Middle Eastern emphasis); M.A., Social Sciences of Education, Stanford University; D. Phil. is from the University of Oxford, Middle Eastern and Comparative Education, Oxford University.

Areas of coverage:

POLS 1440 Introduction to Middle East Politics

POLS 3100 Survey of International Terrorism

**John P. Macfarlane**, Utah Valley State College Evening School Coordinator

Area: American Government, International Politics, Public Administration

B.S., International Relations, University of Utah; M.A., Education, University of Arizona; Ph.D. [ABD],

Areas of coverage:

POLS 1199 American National Government

**William A. Sederburg**, President of Utah Valley State College

Area: American Government, State & Local Government, Legislative Process

B.A., Political Science, Mankato State University; M.A., Ph.D., Political Science, Michigan State University.

Areas of coverage taught Spring Semesters:

POLS 1500 Introduction to Comparative Politics

## **Adjunct Faculty**

**Nathan Melton**

Area: American Government, Political Theory

B.A. Political Science, Brigham Young University; M.A., Political Science, California State University, Chico.

Ph.D. [ABD], Political Science, University of Utah.

Areas of coverage:

POLS 1010 Introduction to Political Science

POLS 1100 American National Government

POLS 1500 Introduction to Comparative Politics

POLS 2120 Political Parties

**Michael Minch**, Department of Philosophy & Humanities

Area: Political Theory, International Relations, American Government

B.A., History, Grand Canyon College; M. Div., Eastern Baptist Theological Seminary; Ph.D. [ABD], Political Science University of Utah.

Areas of coverage:

POLS Introduction to Political Theory

POLS Political Ideologies

**Baktybek Abdrisaev**, Distinguished International Professor

Area: International Affairs, Islamic Studies

BS, Bishkek Polytechnic Institute, Bishkek, former ambassador of the Republic of Kyrgyz; PhD., Institute of Electronics, Academy of Science of Belarus, Minsk, USSR.

Areas of coverage:

POLS 1700 Introduction to International Relations

POLS 3100 Survey of International Terrorism

POLS 3400 American Foreign Poli



January 5, 2006

**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 request has been submitted for consideration by the Regents on the Consent Calendar of the Programs Committee.

**A. *Utah State University***

**Request to Delete Stand-Alone Teaching Majors in the College of HASS**

**Request:** This is a proposal to delete the stand-alone teaching majors in favor of the teaching emphases within the majors of several departments in the College of HASS. The following teaching majors are included in this request:

| <u>Delete</u>                                  | <u>Keep</u>   |
|--|---|
| Art Education Major (AED; 131302)              | Art Major, emphasis in Art Education                            |
| English Teaching Major (ENGT; 131305)          | English major, emphasis in English Teaching                     |
| History Teaching Major (HTCH; 131328)          | History major, emphasis in History Teaching                     |
| French Teaching Major (FRT; 131325)            | French major, emphasis in French Teaching                       |
| German Teaching Major (GRT; 131326)            | German major, emphasis in German Teaching                       |
| Spanish Teaching Major (SPT; 131330)           | Spanish major, emphasis in Spanish Teaching                     |
| Music Education Major (MUED; 131312)           | Music major, emphasis in Music Teaching                         |
| Political Science Teaching Major (PST; 451001) | Political Science major, emphasis in Political Science Teaching |
| Sociology Teaching Major (SOCT; 145101)        | Sociology major, emphasis in Sociology Teaching                 |
| Theatre Arts Teaching Major (THET; 131324)     | Theatre Arts major, emphasis in Theatre Education               |

**Need:** USU's rationale for preferring the teaching emphasis within a major comes from advice received by Francine Johnson, Associate Dean of the College of Education and Human Services

from the State Office of Education regarding the federal “No Child Left Behind” program. In that program, teachers are given the “most highly qualified” status when they actually major in a discipline rather than majoring in secondary education or getting a degree in teaching. Since in many of our departments we already have a way for students to major in a discipline with an emphasis in teaching, we would like to counsel students in that direction. Having options of stand-alone majors and emphases with the same requirements is confusing to students and advisors. By deleting the stand-alone teaching majors but leaving the teaching emphases, we will ensure that our students receive the most marketable degree possible.

***Institutional Impact:*** There will be no institutional impact.

***Finances:*** There will be no financial impact.

**B. *Utah College of Applied Technology***

**Fast Track Proposal from Davis Applied Technology College – Restaurant and Hospitality  
Certificate of Proficiency**

In accordance with R401-8, this Fast Track Proposal was approved by Commissioner Kendell on  
January 9, 2005

***Request:*** Davis Applied Technology College requests approval, under the Fast Track Program Approval Procedure, for the Attached Restaurant/Hospitality Certificate of Proficiency. This certificate will be submitted to the Department of Education for federal financial aid eligibility, and will be offered at the DATC campus upon approval.

***Need:*** The Restaurant/Hospitality Certificate is an 890 hour program designed to provide individuals with basic skills necessary to obtain employment in the hospitality industry.

***Budget:*** The budget for the Restaurant/Hospitality Management Program is included in the institutional plan and was budgeted accordingly. It was funded through growth money.

***Similar Programs Already Offered in the USHE:*** There are currently no programs available in the area that replicate DATC’s Restaurant/Hospitality Management Program.

***Institutional Priority:*** Resources for this certificate are already in place. Existing funds have been used to prepare facilities, hire faculty, and provide equipment. NO additional resources are required; the certificate will not impact current operation in any way.

**C. *Utah College of Applied Technology***

**Fast Track Proposal from Ogden-Weber Applied Technology College – Interior Design Drafting  
Certificate of Proficiency**

In accordance with R401-8, this Fast Track Proposal was approved by Commissioner Kendell on  
January 9, 2005

**Request:** Governed by the procedures of R401 - 8, this Letter of Intent is submitted under the Fast Track approval process to meet financial aid eligibility requirements for the Interior Design Drafting Certificate of Proficiency at the Ogden-Weber Applied Technology College (OWATC) – a Utah College of Applied Technology College campus. This certificate of proficiency was approved by the OWATC Board of Directors in FY2005 and is in operation this current fiscal year.

**Need:** Given the size of the drafting program at OWATC, the high level of interest on the part of students and employers in Interior Design training, and the lack of a technical training option for Interior Design, the Interior Design Drafting Certificate was a high institutional priority. This certificate was approved by the OWATC Board of Directors in FY2005.

**Budget:** There are no new budget needs associated with the Interior Design Certificate. The technical components of the certificate are already offered by the OWATC, which already has the necessary financial resources in place to offer the certificate. Instructional costs for the Interior Design Drafting Certificate have been incorporated as part of the Design Drafting program budget. The technical courses are currently offered at the OWATC, therefore, the facilities, faculty and support staff, curriculum, and necessary supplies, materials, and equipment to offer the certificate already exist.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the institutional requests on the Consent Calendar as described above.

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Richard E. Kendell, Commissioner

REK/LS/JMC

January 5, 2006

**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.

**A. *Utah State University***

**Items to include transfer, restructuring or consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, emphases, and name changes.**

***Request:*** The Department of Engineering and Technology Education has proposed to change the name of the course prefixes to ETE for Engineering and Technology Education courses and AV for Aviation Technology courses. Formerly, the name of the department was Industrial Technology and Education., and the course prefix was ITE. A listing of courses and credits are attached. The course prefix changes are needed to reflect the current department and program name.

***Institutional Impact:*** The proposed course changes will not affect enrollments in instructional programs of affiliated departments. The administrative structure of the department will not change nor will the faculty, physical facilities or equipment be impacted.

***Finances:*** There will be no additional cost or budgetary impact to the department or college associated with the course prefix changes.

**B. *Utah Valley State College***

**Organizational changes to better align programs and address selected program growth.**

***Request:*** Assign the Business/Marketing Education (B/ME) and Administrative Information Management (AIM) programs along with associated classes from the Computer Information

Technology and Education (CITE) department to the Multimedia Communications Technology (MCT) department. Change the name of the Computer Information Technology and Education department to Information Systems and Technology (IS&T) to be consistent with the remaining programs offered.

**Need:** The BS B/ME is a cross-disciplinary degree that draws from the School of Business (24 credit hours), School of T&C (35 credit hours), and the School of Education (28 credit hours). Degree placement is not dependent on any specific department. An additional secondary education endorsement for Multimedia would enable UVSC B/ME graduates to serve a growing need for business education teachers with multimedia expertise. Given MCT's strength in instructional design, the merging of CITE education-related programs such as the BS B/ME with MCT would create important synergies.

The market for Training and Development graduates has shifted away from face-to-face training to technology-mediated training opportunities. With a primary focus on face-to-face training, the T&D emphasis for the BS Information Technology has suffered a significant decline in enrollments. MCT, on the other hand, has a growing cadre of baccalaureate students in its technology-mediated training emphasis. Combining the T&D emphasis with MCT would provide a stronger offering to UVSC students.

**Institutional Impact:** The proposed restructuring provides a better alignment of related curricular offerings and faculty resources. AIM faculty moving to MCT have a strong background in multimedia and were responsible for the development of the BS MCT. Co-locating the Training and Development emphasis, the Business Teacher Education program, and the Instructional Design emphasis in a single department will create programmatic synergies around technology-mediated instruction. No new faculty, equipment, or physical facilities will be needed to accomplish the departmental unit and program restructuring. Departments and Schools other than those discussed are not affected.

**Finances:** The proposal reassigns existing personnel and programs to existing departments. No additional faculty or support resources are required. To encourage unity and collaboration among faculty in the combined MCT/AIM department, office reassignments will be made. The minimal cost for office relocation will be absorbed through current budgets.

### Commissioner's Recommendation

The Commissioner recommends that the Regents approve the institutional requests on the Information Calendar of the Programs Committee as described above.

---

Richard E. Kendell, Commissioner

REK/LS/JMC



January 11, 2006

**MEMORANDUM**

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: University of Utah – Department of Exercise and Sports Science Institutional Review Summary

Issue

The University of Utah conducted an institutional program review of the Department of Exercise and Sports Science as specified in Regents Policy R411, Review of Existing Programs. The policy requires the institution to conduct periodic program reviews (universities are on a seven year cycle and community and state colleges are on a five year cycle) and provide a summary of the findings to the Commissioner's Office. All reviews are conducted by institutional personnel and external evaluators.

The University of Utah provided to the Commissioner's Office a program review report on the Department of Exercise and Sports Science (DESS) in the College of Health. The Department was formally established in 1982 within the College of Health. The Department's name was changed from the Department of Physical Education to the Department of Exercise and Sport Science to reflect the shift in student career opportunities. The mission of the Department of Exercise and Sport Science (DESS) is to use science as a strategy to enhance health and quality of life through regular physical activity.

The Department completed its follow-up to the 1994-95 Graduate Council review in May 1999. Since the last Graduate Council review, the Department has responded to the recommendations of the review committee at that time by: (1) receiving accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in Summer 2002, (2) funding the academic advisor position, (3) expanding course evaluation by including all activity courses, (4) enhancing access to the physical facilities, and (5) eliminating the Doctor of Education (Ed.D.) degree option.

## Program Review Summary

The summary of the University of Utah Department of Exercise and Sports Science program review follows.

**Internal and External Reviewers:** External reviewers from the University of Delaware and Arizona State University joined with U of U faculty from Geology, Education Psychology and Linguistics to form the review team.

**Program Description:** The Department offers the B.S. degree in Exercise and Sport Science, with five undergraduate tracks. The undergraduate tracks include: Athletic Training Education Program (ATEP), Physical Education Teacher Education (PETE), Fitness Leadership, Exercise Physiology, and Exercise Science. The Department also offers M.S. and Ph.D. Degrees in Exercise and Sport Science, with about 65 students enrolled. The curriculum was extensively revamped during the semester conversion a few years ago to reflect health and performance rather than just performance and to update the curriculum with respect to the growing fields associated with health issues.

**Faculty:** At the time the Department was reviewed, there were 13 tenured or tenure-track faculty (2 Professors, 6 Associate Professors, 5 Assistant Professors). In terms of faculty makeup, the regular tenured or tenure-track faculty are comprised of 7 women and 6 men, with one ethnic minority faculty member. Women are fairly represented at each rank. Faculty represent a variety of educational backgrounds and areas of specialty. Faculty are made up of a large number of younger professionals, who bring energy and vitality to the program.

Despite unfilled faculty lines, the DESS faculty have demonstrated considerable scholarship productivity. Faculty publications have increased to a high of 22 in the 2002-03 academic year. Faculty also are productive in obtaining internal and external funding. A primary goal of the Director of Graduate Studies is to enhance the level of research in the Department. The Department as a whole has made significant progress in research activities while still maintaining its commitment to quality teaching and mentoring of students.

**Students:** Five undergraduate tracks enroll over 500 majors. The creation of this track system accommodates well the large number of ESS majors and their various career interests. Sixty-five students are enrolled in the M.S. and Ph.D. programs.

The students are very positive about the quality of education they receive in the Department. They stated that faculty use a variety of teaching approaches to create a rich diversity of learning experiences, including traditional lectures, laboratories in advanced courses, and practical research and service activities in the community. (See Appendix A for Five-Year Trend Lines).

**COMMENDATIONS:** Among the commendations made were:

1. The faculty of the DESS have demonstrated a high degree of commitment to excellence in teaching and research. And, the DESS faculty are active in the service arena at every level, including serving as reviewers and editors for professional journals, leadership in professional organizations, and service on university committees.
2. The Department has upgraded the rigor of its curriculum in Exercise Physiology by expanding background "hard science" requirements.
3. Students have the opportunity to participate in the University Research Opportunity Program and undertake paid research placements in hospitals and other community settings.

**RECOMMENDATIONS:** The recommendations listed below in bold type are followed by the Departmental response found in a Memorandum of Understanding. This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on October 5, 2004, concluding the Graduate Council Review of the Department of Exercise and Sport Science.

**Recommendation 1: It is essential that the Department receive more support from the administration in the form of the operating budget and staff support to carry out vital administrative functions (support for grant writing, payroll paperwork, and basic administrative tasks).**

The Dean of the College of Health is exploring budgeting formulas for increasing support for operating expenses within all college departments. Decreasing SCH in the Department restricts some options for funding. The Department recognizes that it must be more active in generating funds through research funding and development activities. The Dean provides grant writing assistance to faculty through the support of a college grant writing specialist. The Dean and Chair will generate a plan to increase operating budget and staff support by the end of the Fall 2005 semester.

**Recommendation 2: A formal system of mentoring junior faculty by senior faculty should be instituted. In particular, junior faculty members need to be aware of university-wide and college opportunities for applying for faculty research funds.**

The chair states that the Department's current practices effectively address this recommendation. The chair indicates that the department encourages all faculty to participate in the Dean's Incentive Grant program and university sponsored grant writing seminars. The Department also uses "peer teaching evaluation strategies" to provide support for junior faculty with little experience in the classroom.

**Recommendation 3: The curriculum should be examined and streamlined. A strategy should be developed to provide laboratory experiences, particularly in biomechanics and exercise physiology. This curriculum examination should also assess the use of graduate students in teaching major undergraduate courses.**

This recommendation refers to a group of recommendations offered in the report of the external reviewers. Specifically, the Department now tries to cover five undergraduate concentrations whereas the reviewers believe that three concentrations (athletic training, pedagogy, and exercise science) would be sufficient and

would serve to strengthen and reinvigorate the department. They encourage the Department to provide laboratory experiences in core courses. They discourage the use of graduate students, even advanced ones, to teach core undergraduate courses. Advanced students should teach these courses only when teamed with faculty and only when the student instructor has acquired necessary expertise.

The chair states that the Department is working with the University Honors Program to develop an ESS Honors Program. It is possible that as a result of this activity the number of undergraduate tracks will be adjusted. With regard to laboratory exercises, the Department has made the decision to invest its limited resources into laboratory experiences for those tracks designed to prepare students for laboratory intensive graduate work. Other tracks without such a focus do not offer laboratory exercises. In general, laboratory courses are labor and resource intensive and the Department does not have the operating budget to support laboratory exercises across all tracks. The chair contends that graduate student instructors are adequately prepared and supervised. The faculty tracks student teaching evaluations and requires graduate student instructors to take the college teaching course before teaching classes.

**Recommendation 4: Continued research collaboration across program areas should be encouraged. Senior faculty should play a greater role in such collaborations, and small grants should be provided to enable faculty to receive teaching buy-outs and overload salary.**

The Dean of the College of Health has instituted several programs including the Dean's Incentive Program and the Dean's Areas of Excellence Program which address these concerns.

**Recommendation 5: The Department can benefit from promoting its mission and purpose both within the College of Health and the wider Salt Lake City community. Consideration should be given to hiring an individual at the department and/or college level who would increase the level of media attention given to the contribution of the department to the health and well being of the city's residents.**

This recommendation was deemed "not doable" at the Department level. However, the College provides a public relations office which is available to departments for publicizing its activities, offerings, and accomplishments.

#### Commissioner's Recommendation

The Commissioner recommends that the Regents review the Program Reviews submitted by the Department of Exercise and Sports Science at the University of Utah as part of its regular institutional program cycle. Questions and concerns may be raised. No action is required.

---

Richard E. Kendell, Commissioner

REK/PCS  
Attachment

## College of Health: Department of Exercise and Sport Science

2000-2001 2001-2002 2002-2003 2003-2004 2004-2005

### Faculty Headcount

|                      |   |   |   |   |   |
|----------------------|---|---|---|---|---|
| Full Professors      | 3 | 3 | 2 | 3 | 3 |
| Associate Professors | 5 | 5 | 5 | 6 | 4 |
| Assistant Professors | 4 | 5 | 5 | 6 | 7 |
| Instructors          | 0 | 0 | 0 | 0 | 0 |

### Budgeted Faculty Salary

|                                     |          |          |          |          |          |
|-------------------------------------|----------|----------|----------|----------|----------|
| Full Professors <sup>(1)</sup>      | \$63,189 | \$67,072 | \$67,072 | \$67,072 | \$73,321 |
| Associate Professors <sup>(1)</sup> | \$49,271 | \$53,160 | \$53,877 | \$53,877 | \$49,725 |
| Assistant Professors <sup>(1)</sup> | \$42,146 | \$44,181 | \$44,181 | \$44,181 | \$47,674 |

### Research Expenditures

|                                    |             |             |             |           |    |
|------------------------------------|-------------|-------------|-------------|-----------|----|
| Research Expenditures (Department) | \$66,127    | \$148,183   | \$194,685   | \$169,205 | NA |
| Research Expenditures (College)    | \$2,107,488 | \$2,178,496 | \$1,282,531 | \$782,461 | NA |

### Student Credit Hours (Budget Model)

|                     |        |        |        |        |        |
|---------------------|--------|--------|--------|--------|--------|
| Lower Division      | 11,720 | 11,346 | 9,469  | 10,570 | 10,642 |
| Upper Division      | 6,032  | 6,324  | 6,837  | 7,324  | 8,165  |
| Total Undergraduate | 17,752 | 17,670 | 16,306 | 17,893 | 18,807 |
| Basic Graduate      | 524    | 525    | 831    | 915    | 868    |
| Advanced Graduate   | 273    | 266    | 229    | 266    | 313    |
| Total Graduate      | 797    | 791    | 1,060  | 1,181  | 1,181  |

### Course / Instructor Evaluations

|                           |    |      |      |      |    |
|---------------------------|----|------|------|------|----|
| Undergraduate Courses     | NA | 5.36 | 5.48 | 5.29 | NA |
| Undergraduate Instructors | NA | 5.48 | 5.58 | 5.35 | NA |
| Graduate Courses          | NA | 4.82 | 5.22 | 5.15 | NA |
| Graduate Instructors      | NA | 5.25 | 5.51 | 5.37 | NA |

### Enrolled Majors

|                                      |     |     |     |     |     |
|--------------------------------------|-----|-----|-----|-----|-----|
| Pre-Majors                           | 103 | 120 | 103 | 98  | 135 |
| Full Majors (including Intermediate) | 404 | 404 | 469 | 519 | 513 |
| Master's                             | 33  | 35  | 46  | 42  | 49  |
| Doctoral                             | 31  | 30  | 28  | 33  | 29  |

### Degrees Awarded

|            |     |     |     |     |   |
|------------|-----|-----|-----|-----|---|
| Bachelor's | 140 | 127 | 139 | 125 | 0 |
| Master's   | 13  | 6   | 11  | 29  | 0 |
| Doctoral   | 4   | 2   | 5   | 8   | 0 |

1. Faculty salaries reflect 9/12 contract amounts only and do not include compensation for administrative duties.

January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: UHEAA – Tracking High School Seniors and College Freshmen via the National Student Clearinghouse

Issue

Utah Higher Education Assistance Authority (UHEAA) has entered into a partnership with the National Student Clearinghouse (Clearinghouse) to provide StudentTracker services for high schools and higher education institutions throughout the state. StudentTracker provides valuable data for educators to research, monitor, and better understand student enrollment patterns. The StudentTracker services are being provided free of charge as part of UHEAA's cooperative efforts with its partner educational institutions.

Discussion

The Clearinghouse is a non-profit organization which gathers enrollment data for students attending higher education institutions throughout the nation. Over 2,800 college and universities provide enrollment data to the Clearinghouse. Institutions report enrollment updates to the Clearinghouse approximately monthly. These 2,800 reporting institutions enroll more than 90 percent of all post-secondary students in the country. The Clearinghouse database presently contains over 65 million college student enrollment records which can be accessed for research. All Clearinghouse data is kept secure and can only be accessed in accordance with the Family Educational Rights and Privacy Act (FERPA).

UHEAA has participated with the Clearinghouse for enrollment data related to student loan processing since 1993. The StudentTracker services are an expansion of UHEAA's relationship with the Clearinghouse and are being provided to help schools research and understand the enrollment patterns of their students. UHEAA is paying for the cost--approximately \$50,000 annually--of the StudentTracker services.

The StudentTracker services provide valuable data for both high schools and higher education institutions. For example, high schools can determine where their students actually enroll after high school by accessing the Clearinghouse records. Currently, most high schools use student surveys to collect higher education enrollment information. These self-reported student surveys are expensive and unreliable. Using the Clearinghouse enrollment database, high schools

State Board of Regents  
January 9, 2006

can easily obtain the actual enrollment information for their students at no charge because of UHEAA sponsorship of the Clearinghouse services.

High schools can also monitor the eventual college graduation rates of their students or of certain groups of students. The data resulting from this research could help public and higher education officials develop targeted counseling, academic, and early intervention programs and alliances to promote student success in both high school and college. State Superintendent of Public Instruction, Dr. Patti Harrington, has been very appreciative and has spoken positively about the value of the research and data provided by StudentTracker.

Higher education institutions officials, some of whom have contracted previously to access StudentTracker data, are also enthusiastic about this powerful research tool. Higher education institutions can monitor admissions applications, transfers, drop-outs, and the enrollment patterns of students in general. For example, if a student dropped out without graduating, an institution could identify where that student may have transferred and whether the student completed a degree at a subsequent institution. The attached information gives further information and examples of how the StudentTracker services can be utilized. UHEAA also plans to use StudentTracker to help prevent loan defaults by identifying borrowers who may be enrolled and eligible for deferment of loan payments.

UHEAA will sponsor four StudentTracker workshops in early February 2006. At the workshops, participants will be provided with an overview of the StudentTracker services and will learn how to access the Clearinghouse records and begin their research.

#### Recommendation

This report is intended as information only. No action is needed.

REK/MHS/DAF  
Attachments

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Richard E. Kendell, Commissioner

January 11, 2006

## MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE - Approving Resolution, SBR Student Loan Revenue Bonds, Series 2006BB and 2006CC

Issue

Board of Regents adoption of an approving resolution for the issuance of student loan revenue bonds is necessary to provide funding for the purchase and origination of student loans by UHEAA.

Background

At its meeting on January 6, 2006, the Student Finance Subcommittee voted unanimously to recommend Board of Regents adoption of the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2006BB and 2006CC. Board of Regents adoption of the Resolution is necessary to provide authority for issuance and sale of the bonds.

Proposed Structure

Based upon the financing team's review and analysis of the Program's needs, alternative structures, pricing, and current circumstances, it is concluded that the Board would best be served by issuing a combination of taxable and tax-exempt Auction Rate Certificates (ARC's) under the 1993 Master Indenture.

Proposed terms are as follows:

Proposed Pricing Date: February 1, 2006

Proposed Closing Date: February 3, 2006

|                 | <u>Expected<br/>Rating</u> | <u>Proposed<br/>Amount</u> | <u>Var./Fixed<br/>Rate</u> | <u>Maturity</u> | <u>Tax<br/>Status</u> |
|-----------------|----------------------------|----------------------------|----------------------------|-----------------|-----------------------|
| Series 2006BB-1 | AAA                        | \$ 49,350,000              | Variable                   | 11/01/40        | Tax Exempt            |
| Series 2006BB-2 | AAA                        | \$ 49,325,000              | Variable                   | 11/01/40        | Tax Exempt            |
| Series 2006CC   | AAA                        | <u>\$100,000,000</u>       | Variable                   | 11/01/45        | Taxable               |
| Total           |                            | <u>\$198,675,000</u>       |                            |                 |                       |



Proposed Not To Exceed Parameters

|  | <u>Not To Exceed<br/>Parameter</u> | <u>Resolution<br/>Reference</u> |
|--|------------------------------------|---------------------------------|
| ● Total Principal Amount   | \$202,000,000                      | Section 5                       |
| ● Principal Amount of Bonds That<br>May Bear Variable Interest Rates | \$202,000,000                      | Section 5                       |
| ● Maximum Interest Rate of Tax<br>Exempt Auction Rate Certificates   | 14.0%                              | Section 5                       |
| ● Maximum Interest Rate of Taxable<br>Auction Rate Certificates      | 18.0%                              | Section 5                       |
| ● Maturity Dates   | 11/1/2045                          | Section 5                       |
| ● Underwriter's Discount   | .60%                               | Section 7                       |

Basic Documents Requiring Approval

The Approving Resolution, provided as Attachment I, is in final draft form. Its approval by the Board will authorize the execution of a Fourteenth Supplemental Indenture to the 1993 General Indenture, a Bond Purchase Agreement, and an Official Statement.

The Fourteenth Supplemental Indenture is a contract between the Board and Wells Fargo Bank, N.A., as trustee, for the Bank to serve as custodian of funds and as authorized representative of bondholders in order to ensure compliance by the Board with provisions of the Indenture.

The Official Statement is a disclosure document which describes in detail the security and financial information regarding the bond issue. The Official Statement is used by the Underwriters to market the bonds to potential investors.

The Bond Purchase Agreement is a contract between the Underwriters, (UBS Securities LLC, Citigroup Global Markets Inc., Wells Fargo Brokerage Services LLC, and Zions First National Bank) and the Board that sets forth the terms under which the Underwriters will purchase the bonds. This agreement will contain the selling price of the bonds, any premium or discount, the interest rates the bonds will bear, the conditions which must be met in order to close the sale of the bonds, and a description of any restrictions with respect to the responsibilities of the Board and/or the Underwriters ("Co-Managers").

The Approving Resolution delegates authority to the Board's Chair, Vice Chair and/or Chair of the Finance, Facilities, and Accountability Committee to approve final versions of the documents described above,

consistent with parameters contained in the Approving Resolution, and along with designated Officers of the Board, to execute other necessary implementing agreements. (See Resolution sections 8 through 12.)

Copies of the draft bond documents described above were mailed under separate cover to members of the Finance, Facilities and Accountability Committee. Copies are available upon request for other members of the Board from Richard Davis at (801) 321-7285. Associate Executive Director Richard Davis, UHEAA's Chief Financial Officer, representatives of the Attorney General's Office, Bond Counsel, and Underwriters will be at the Board of Regents meeting on January 20 to answer questions.

#### Policy Implications

Timely sale of the Board's Student Loan Revenue Bonds, Series 2006BB and 2006CC, is projected to ensure uninterrupted access of Utah's students and families to acquire affordable student loans through August 2006. Any decisions by participating lenders to sell their student loans to UHEAA, earlier than the custom, may result in a recommendation for accelerating the issuance of additional student loan revenue bonds.

#### Options Considered

The Student Finance Subcommittee, Program Officers, Underwriters and Bond Counsel periodically review and consider a wide range of financing facilities and structures. The possible merits of locking in current low interest rates by issuing the bonds as fixed rate bonds are considered each time. However, the current variable rate bonds, as recommended for the entire issue, will more closely track the federal government's annual resetting of borrower interest rates and quarterly resetting of special allowance payments.

#### Recommendation

It is the recommendation of the Commissioner that the Board of Regents approve the attached Approving Resolution for the Board's Student Loan Revenue Bonds, Series 2006BB and 2006CC.

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Richard E. Kendell, Commissioner

Attachment

REK/MHS/ROD

January 20, 2006

**MEMORANDUM**

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Proposed Policy R992, *Information and Technology Resource Security*

Issue

The current business and regulatory climate requires the Office of the Commissioner to take action to secure the private sensitive information of employees, borrowers, parents, program participants, and others affiliated with the Office. This policy establishes an information security organization, duties and responsibilities, and procedures.

Recommendation

The Commissioner recommends approval of Policy R992.

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Richard E. Kendell, Commissioner

REK/HRE/jc  
Attachment

## ***DRAFT R992, Information and Technology Resource Security***

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### **R992-1. Purpose**

To provide policy to secure the private sensitive information of employees, borrowers, parents, program participants, and others affiliated with OCHE, and to prevent the loss of information that is critical to the operation of OCHE. OCHE Information Resources are at risk from potential threats such as human error, accident, system failures, natural disasters, and criminal or malicious action. Specific work unit policies may be more restrictive depending on the security requirements of the work unit.

### **R993-2. References**

2.1. Policy and Procedures [R926](#), Use of Office-owned Computer and Software

2.2. Policy and Procedures [R927](#), Use and Security of Property

2.3. Policy and Procedures [R952](#), Discrimination, Harassment, and Staff Employment Grievance

2.4. Policy and Procedures [R993](#), Records Access and Management

### **R992-3. Definitions**

**3.1. Information Technology Resource (IT Resource)** - A resource used for electronic storage, processing or transmitting of any data or information, as well as the data or information itself. This definition includes but is not limited to electronic mail, voice mail, local databases, externally accessed databases, CD-ROM, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any wire, radio, electromagnetic, photo optical, photo electronic or other facility used in transmitting electronic communications, and any computer facilities or related electronic equipment that electronically stores such communications.

**3.2. Server** - A computer used to provide information and/or services to multiple Users.

**3.3. Security** - Measures taken to reduce the risk of 1) unauthorized access to IT Resources, via either logical, physical, managerial, or social engineering means; and 2) damage to or loss of IT Resources through any type of disaster, including cases where a violation of security or a disaster occurs despite preventative measures.

**3.4. IT Resource Steward** - The individual who has policy level responsibility for determining what IT Resources will be stored, who will have access, what security and privacy risk is acceptable, and what measures will be taken to prevent the loss of Information Resources.

**3.5. IT Resource Custodian** - The organization of individual who implements the policy defined by the IT Resource Steward and has responsibility for IT systems that store, process or transmit IT resources.

**3.6. IT Systems Administrator** - OCHE staff that, under the direction of the IT Resource

Steward, have day-to-day operational responsibility for data capture, maintenance and dissemination.

**3.7. User** - Any person, including members of the OCHE staff, and anyone else such as contractors, consultants, interns, and temporary employees, who accesses and uses OCHE IT Resources.

**3.8. Private Sensitive Information** - Private information retained by or accessible through IT Resources such as networks and/or computers, including any information that identifies or describes an individual (Information Owner), including but not limited to, his or her name, Social Security number, and financial matters. Access to such data is governed by state and federal laws, both in terms of protection of the data, and requirements for disclosing the data to the individual to whom it pertains.

**3.8.1.** Private Sensitive Information does not include “public information” as defined by the Utah Government Records Access and Management Act (GRAMA), or in the case of student records, “directory information” as defined by the Family Education Rights and Privacy Act (FERPA).

**3.9. Critical IT Resource** - An IT Resource which is required for the continuing operation of OCHE, including any IT Resource which, if it fails to function correctly and/or on schedule, could result in a major failure of mission-critical business functions, a significant loss of funds, or a significant liability or other legal exposure. For example, General Ledger monthly financial reporting may be considered non-Critical IT Resources by OCHE, but financial reporting at fiscal year-end may be considered Critical IT Resources.

**3.10. Disaster** - Any event or occurrence that prevents the normal operation of a Critical Information Technology Resource(s).

**3.11. Service Continuity Plan** - A written plan including provisions for implementing and running Critical Information Technology Resources at an alternate site or provisions for equivalent alternate processing (possibly manual) in the event of a disaster.

**3.12. Unauthorized Access to IT Resources** - Access to Private Sensitive Information or Critical IT Resources by a User(s) that does not need access to perform his/her job duties.

**3.13. Institutional Security Officer (ISO)** - The Institutional Security Officer is responsible for the development and maintenance of security strategy for OCHE’s computer systems and resolution of office IT security incidents.

**3.14. Information Technology Council** - Made up of OCHE personnel appointed by the Commissioner, the Council is responsible for recommending OCHE security policies, approving security plans, and designating personnel for the Incident Response Team, as needed.

**3.15. Incident Response Team** - Directed by the ISO and made up of OCHE personnel, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

#### **R992-4. Policy**

## **4.1. Fundamental Principles of Information Security**

**4.1.1.** Users are information custodians responsible for safeguarding the integrity and confidentiality of all information to which they have access.

**4.1.2.** Access to OCHE information is based on an OCHE business need to know. Users must preserve the confidentiality of personal data and other OCHE information, and access information only in a manner consistent with their job function, and must never attempt to circumvent the access or accounting controls in place.

**4.1.3.** Users must report suspected violations of this policy to their manager, IT Resource Steward, or the ISO.

**4.1.4.** Users shall make appropriate use of OCHE information systems as set forth in R926, Use of Office-owned Electronic Communications Systems.

**4.2. Information Ownership and Classification** - All information shall have an identified OCHE Information Technology (IT) Steward, who is responsible for information classification and the implementation of access and protection controls, and an IT Systems Administrator. Systems Administrators are responsible for protecting information and applications within their business environments. They approve access requests for information based upon policy set by the IT Resource Steward.

**4.2.1.** IT Stewards approve physical controls, assign classifications to their information, and are responsible for supporting Systems Administrators by the development and maintenance of secure technology infrastructure and the implementation of appropriate information protection controls.

**4.3. Information Handling** - Sensitive private and confidential information requires specific protections. This includes most client data. Unauthorized access or disclosure could result in reputation, regulatory, and/or financial harm to OCHE, its staff, and/or its clients. OCHE has minimum standards associated with the handling of sensitive information. IT Stewards may also define additional controls for their data.

**4.3.1.** Users must not knowingly retain on personal computers, servers, or other computing devices, Private Sensitive Information, such as Social Security numbers, financial information including credit card numbers and bank information except if (a) the User requires such Private Sensitive Information to perform duties that are necessary to conduct the business of OCHE, (b) the cognizant associate commissioner or designee grants permission to the User, and (c) the User takes reasonable precautions to secure Private Sensitive Information that resides on a User's personal computer or other computing device, e.g., implements password protection for documents that contain sensitive information.

**4.3.2.** Encryption methods must be used to protect Private Sensitive Information sent over public computer networks.

**4.3.3.** Encryption or other strong protections must be used to protect Private Sensitive Information on mobile and other independent devices.

**4.3.4.** All information systems - automated and manual - used by OCHE must adhere to levels of

security consistent with the sensitivity of the information as classified by the IT Steward. In the absence of a specific classification, information should be treated as confidential.

**4.4. Release of Information** - A nondisclosure agreement must be signed by a third party before OCHE Private Sensitive Information is released. The Information Owner must approve the release of Private Sensitive Information to a third-party or for internal use, unless such release is authorized by law.

**4.5. User Authentication** - Users are responsible for the confidentiality and selection of passwords to ensure that unauthorized use of their OCHE user accounts does not occur.

**4.5.1.** Individual user-IDs and passwords should never be shared. No one - administrators, managers, or fellow users - should ever request another person's password.

**4.5.2.** Passwords should not be written down.

**4.5.3.** Passwords used on OCHE systems should not be used on non-OCHE systems.

**4.5.4.** Passwords should be changed regularly, even for applications that do not systematically require the change.

**4.6. Electronic Mail** - Users are responsible for applying the necessary security controls when sending e-mail, for the proper handling of incoming e-mails, and for appropriate e-mail account management. Users are prohibited from granting access to their e-mails accounts unless there is a legitimate business need and management approval. The automatic forwarding of e-mail to non-OCHE addresses is prohibited. Users are responsible for managing their e-mail accounts, including archiving or saving messages and storage size, encrypting sensitive information that is sent inside or outside of OCHE.

**4.6.1.** Unsolicited e-mail (spam) and offensive external messages are to be deleted. Users should not respond to unsolicited e-mails, even to request being taken off the mailing list.

**4.6.2.** Users may be permitted limited personal use of e-mail and the Internet, in accordance with R926. OCHE restricts access to some Internet sites considered inappropriate for the workplace.

**4.7. Wireless and Remote Access** - Wireless and remote access users shall protect OCHE information and assets while accessing the OCHE network; are responsible for adhering to all OCHE policies while accessing the system; may not connect to multiple networks at the same time without prior IT Steward approval and subject to audit; may not download OCHE Private Sensitive Information to non-OCHE equipment, including home computers, personal storage devices, and PDAs; must protect authentication devices separately from hardware devices; and access the OCHE network only through approved channels.

**4.7.1.** Private Sensitive Information that leaves OCHE, whether in electronic or hardcopy form, shall be protected from unauthorized disclosure. All portable systems storing OCHE Private Sensitive Information shall be password protected and employ hard disk encryption or other approved protection systems.

**4.8. Hardware and Software** - Users are responsible for assuring the integrity and configuration of the hardware and software they use. OCHE maintains virus protection on servers and

workstations to prevent and detect viruses. If a virus is suspected, Users should call Computer Services immediately. Users may not:

4.8.1. Install, reconfigure or remove any hardware or software from OCHE-owned equipment.

4.8.2. Download programs or executable-type files from the Internet without prior approval of Computer Services.

4.8.3. Connect non-OCHE equipment directly to the OCHE network. (Staff members responsible for contractors must ensure that contractors use OCHE provided hardware/software and get approval from Computer Services for nonstandard software that is to be connected to the OCHE network).

4.8.4. Store personal data files anywhere in the OCHE system, except on his/her workstation, separate from OCHE data, in accordance with R926.

4.9. Physical Security - Users are responsible for assuring that all electronic information, hardcopy information, and hardware devices in their possession are physically protected in accordance with their classification level at all times. Users must assure that the security controls for each work area are followed and that access restrictions, sensitive data handling procedures, and the security plan for each area are adhered to. Users shall follow physical security practices:

4.9.1. Private Sensitive Information - whether in paper reports, floppy disks, CDs, flash drives, etc. - must be kept in locked drawers, filing cabinets, or other secure places when not in use or when the work area is unattended.

4.9.2. Users may not remove Private Sensitive Information from OCHE premises without management approval.

4.9.3. Users assigned to offices with locks should lock their doors at the end of the workday.

4.9.4. PC workstations should be locked when the User is not at his or her desk.

4.9.5. Information should not be left on printers, copy or fax machines, etc. for extended periods of time. Information should not be left on white boards, flip charts or in conference rooms. Information found in inappropriate areas should be returned to the owner, if known, or removed and stored until such time as the owner is found or identified.

4.9.6. No staff member, contractor, or visitor should compromise or evade physical restriction of access to the OCHE building or work areas.

4.10. Workstation Inspections - All Users' workstations are subject to inspection to verify that they are secured properly. Inspections will be conducted during and after regular business hours in order to verify that workstations are logged off the local area network (LAN) and that all Private Sensitive Information is properly secured.

4.11. Security Incident Reporting - All suspected or actual security breaches of OCHE systems must immediately be reported to the OCHE Institutional Security Office. IT Systems Administrators should report security incidents to the IT Resource Steward and the IT Resource Custodian for their respective organization.



4.11.1. If Private Sensitive Information has been accessed or compromised by unauthorized persons or organizations, the IT Resource Steward, IT Resource Custodian or IT Systems Administrator who is responsible for the information must consult with the work unit supervisor, group administrator, the ISO and the cognizant associate commissioner to assess the level of threat and/or liability posed to OCHE and to those whose Private Sensitive Information was accessed. Based on an assessment of the risk, OCHE may decide to notify individuals whose Private Sensitive Information was accessed or compromised and provide information regarding measures to be taken to protect themselves from identity theft.

4.12. Destruction or “Wiping” of Electronic Media - Work units and Users shall destroy private and sensitive information obtained from credit bureaus and other information providers, as well as other personal or financial information in an OCHE IT Resource or on personal computers, servers, or other office computing devices, when such information is no longer needed to conduct the business of OCHE, using established OCHE procedures.

## **R992-5. Roles and Responsibilities**

5.1. OCHE Institutional Security Officer (ISO) - The ISO reports directly to the Associate Commissioner for Finance and Facilities. The ISO is responsible for the coordination, review and approval of procedures used to provide the requisite security for Private Sensitive Information or Critical Information Technology Resources. The ISO is responsible for coordinating compliance with this policy and shall:

5.1.1. Develop and maintain security policies, plans, procedures, strategies, architectures, best practices, and minimum requirements.

5.1.2. Educate and provide assistance in complying with this policy to IT Resource Stewards, IT Resource Custodians, IT Systems Administrators, and Users. Provide guidelines consistent with OCHE policies, consultation, and assistance to work units and individuals regarding the proper use of computer workstations, servers, applications, group networks and other information technology resources.

5.1.3. Implement and enforce baseline perimeter security practices endorsed for institutions by federal, state, and local government agencies, and national organizations such as Educause, the SANS Institute, and the National Institute of Standards and Technology.

5.1.4. Monitor and analyze office network traffic information to ensure compliance with OCHE security and acceptable use policies, and to evaluate, identify, and resolve security vulnerabilities, breaches and threats to OCHE IT Resources.

5.1.5. Conduct security audits as requested by work units. Conduct security audits periodically to confirm compliance with this policy.

5.1.6. Direct the office Incident Response Team, incident response activities, and incident resolution at OCHE, work unit, and individual levels. Take appropriate and reasonable remedial action to resolve security incidents.

5.1.7. Assist OCHE or third party auditors in the analysis of work unit IT Resources to further ensure policy compliance.

5.1.8. Monitor compliance with security policies and procedures and report compliance violations to the relevant cognizant authority.

**5.2. Computer Services** - Computer Services (CS) is charged with the responsibility of managing and maintaining the office backbone network and as related to its security roles and responsibilities shall:

5.2.1. Monitor the office network traffic flows, primarily for the purpose of network maintenance and optimization.

5.2.2. Inform the Institutional Security Officer of traffic patterns, which pursuant to best practices, procedures and standards, may indicate a potential or actual threat to the network backbone and OCHE IT Resources.

5.2.3. Apply security policy and procedures to office network devices as directed by the ISO.

**5.3. Incident Response Team** - Under the direction of the Institutional Security Officer, the Incident Response Team is responsible for immediate response to any breach of security. The Incident Response Team is also responsible for determining and disseminating remedies and preventative measures that develop as a result of responding to and resolving security breaches.

**5.4. IT Resource Steward** - The IT Resource Steward is designated by the cognizant authority of the relevant group or work unit, is familiar with data issues, laws and regulations, and shall:

5.4.1. Determine the purpose and function of the IT Resource.

5.4.2. Determine the level of security required based on the sensitivity of the IT Resource.

5.4.3. Determine the level of criticality of an IT Resource.

5.4.4. Determine accessibility rights to IT Resources.

5.4.5. Determine the appropriate method for providing business continuity for Critical IT Resources (e.g., performing Service Continuity at an alternate site, performing equivalent manual procedures, etc.).

5.4.6. Specify adequate data retention, in accordance with OCHE policies, and state and federal laws for IT Resources consisting of applications or data.

5.4.7. Monitor and analyze network traffic and system log information for the purpose of evaluating, identifying and resolving security breaches and/or threats to the IT Resources of the organization for which they have responsibility.

5.4.8. An IT Resource Steward in a work unit, which lacks the professional IT staff or expertise to accomplish items 5.4.1 through 5.4.7, or to fulfill the responsibilities of the IT Systems Administrators, may request assistance from the OCHE Institutional Security Officer.

**5.5. IT Systems Administrator** - The IT Systems Administrator(s) is responsible for the performance of security functions and procedures as directed by the IT Resource Steward, implementing and administering the security of IT Resources in accordance with OCHE and

industry best practices and standards.

## **R992-6. Sanctions and Remedies**

**6.1. Emergency Action by the ISO** - The ISO may discontinue service to any User who violates this policy or other IT policies when continuation of such service threatens the security (including integrity, privacy and availability) of OCHE IT Resources. The ISO may discontinue service to any network segment or networked device if the continued operation of such segments or devices threatens the security of OCHE IT Resources. The ISO will notify the IT Resource Steward or his/her designee to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to OCHE IT Resources.

**6.2. Emergency Action by the IT Resource Steward** - The IT Resource Steward may discontinue service or request that the ISO discontinue service to network segments, network devices, or Users under his or her jurisdiction, which are not in compliance with this policy. IT Resource Stewards will notify or request that the ISO notify affected individuals to assist in the resolution of non-compliance issues before service(s) are discontinued, unless non-compliance is causing a direct and imminent threat to OCHE IT Resources.

**6.3. Restoration of Access** - A User's access may be restored as soon as the direct and imminent security threat has been remedied.

**6.4. Revocation of Access** - OCHE reserves the right to revoke access to any Information Technology Resource for any User who violates this policy, or for any other business reasons in conformance with applicable OCHE policies.

**6.5. Disciplinary Action** - Violation of the policy may result in disciplinary action, including termination of employment. Staff members may appeal revocation of access to IT Resources or disciplinary actions taken against them pursuant to policy R952.

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(Proposed draft policy for January 20, 2006.)

January 11, 2006

MEMORANDUM

TO: State Board of Regents  
FROM: Richard E. Kendell  
SUBJECT: Salt Lake Community College – Campus Master Plan

Background

Regent policy requires approval of campus master plans every two years, a process traditionally done during Regent visits to campus. Salt Lake Community College seeks approval of its master plan during the January, 2006 meeting of the Board.

Issue

Salt Lake Community College regularly updates its campus master plan. The plan addresses future campus sites, building locations, campus capacity, and vehicle/pedestrian circulation. There have been no significant changes to the College's Master Plan since the Regents last approved it in September 2003. Maps and plans for all SLCC campuses will be hand carried to the Board meeting. SLCC officials will be present with more detailed information and will respond to questions from the Board.

Recommendation

The Commissioner recommends the Board approve the Salt Lake Community College Master Plan.

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Richard E. Kendell, Commissioner

REK/MHS/KGW  
Attachment

January 11, 2006

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) **OCHE Discretionary Funds Report (Attachment 1).** Board Policy R548, Institutional Discretionary Funds Administration and Accountability, requires Regents to review the 2004-05 report of Commissioner's Office discretionary funds, as well as the 2005-06 budget for those funds. This report will subsequently be audited by internal audit staff. Discretionary funds are available for expenditure or transfer at the discretion of the president (or commissioner) of each institution. The sources of discretionary funds are investment income and unrestricted gifts and grants.
- 2) **University of Utah – Sale of Donated Property (Attachment 2).** Policy R710 requires Board of Regents approval for the sale of property. As stated in the attached letter from Vice President Arnold Combe, the University requests approval for the sale of two donated properties. Proceeds from the sale will go to the beneficiaries as directed by the donors.

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Richard E. Kendell, Commissioner

REK/MHS/MV  
Attachments

January 11, 2006

MEMORANDUM

TO: State Board of Regents

FROM: Richard E. Kendell

SUBJECT: USHE – Response and Plan for Actuarial Review, Legislative Auditor’s Report on Post-Retirement Benefits

Background

The implementation of GASB 45 requires governmental agencies, including colleges and universities, to account for the cost of “other post-employment benefits” owed to employees upon retirement. USHE institutions began planning an actuarial study last year, prior to the initiation of a legislative audit completed in December of 2005. The Legislative Auditor recommended accelerating the timeline for completion of the actuarial studies and the System will comply with that request.

Issue

State employees retiring prior to the end of the 2005 calendar year were eligible to convert accrued sick leave to post-retirement health insurance. Retirees traded eight hours of sick leave for one month’s health coverage with no limit. During the 2005 General Session the Legislature became concerned with the long-term, unfunded liability associated with this program and passed House Bill 213 as a measure to cap future costs arising from this program. USHE employees are not (and were never) eligible for this program even though some USHE employees participate in the State Retirement System.

The Legislative Auditor conducted a non-actuarial analysis of USHE early retirement programs using a model designed to calculate long-term liabilities held by public school districts. Some public school districts offer retirees lifetime health insurance after retirement which creates a significant liability. Our chief financial officers are in agreement that this comparison lacks validity and draws conclusions that do not reflect reality. Our primary disagreement is the comparison of USHE’s fully-funded, time-limited “early retirement” program with potentially unfunded programs that state and public education employees receive after retirement.

In December of 2005 the University of Utah canceled what was the post-retirement plan offered by a USHE institution (the University provided a partial contribution to retiree supplemental health

insurance). The audit report did not calculate the potential cost of this program but instead focused on early retirement programs used by all nine USHE colleges and universities. Only Utah State University provides early retirement benefits as an entitlement to employees, but the program is funded with a two percent surcharge on payroll.

Early retirement is not an employee entitlement for the eight other institutions. Each early retirement request is assessed individually. The program is funded by offering a fixed term stipend to the employee through the age of 65 and the remaining balance of the position funding is applied to hire new faculty or staff (at lower rates). If funding is not sufficient to cover both positions the early retirement request is denied.

To the extent that the audit report recommended completing GASB 45 actuarial studies in 2006, the System committed to comply with the recommendation. We do not believe that the audit's reported liabilities reflect reality and are anxious to provide better numbers to the Legislature.

I have attached the audit report "digest" and my response letter to the report. Staff will be available to answer any questions you may have.

#### Recommendation

Information only.

REK/MHS/KGW  
Attachments

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Richard E. Kendell, Commissioner



UTAH SYSTEM OF HIGHER EDUCATION  
STATE BOARD OF REGENTS

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RICHARD E. KENDELL  
Commissioner and  
Chief Executive Officer

December 7, 2005

Mr. John Schaff  
Legislative Auditor General  
W315 State Capitol Complex  
Salt Lake City, UT 84114

Dear Mr. Schaff:

Thank you for allowing me to respond to your report titled "A Review of Higher Education's Post-Retirement Benefits." The report makes six recommendations, summarized on page 21. To the extent that you recommend conducting and reporting an actuarial study with standardized assumptions (recommendations one, two and three), we are happy to provide this information to you and the Legislature at the times specified. We are also committed to maintaining a benefit policy that is appropriate for higher education employees and affordable for the taxpayers of Utah and the students who pay tuition (recommendations four, five and six).

I understand that your report was designed to be an estimate of a potential need and is not in any way an actuarial study. With that understanding, I would like to offer several concerns regarding the study.

1. The report begins with the comment that "post-retirement benefits, in addition to employee pensions, have not yet been fully acknowledged" (page 1). The Utah System of Higher Education does not offer post-retirement benefits as defined in the study. The limited number of employees who are on state retirement are fully funded through the Utah Retirement System but were never eligible for the state's "sick leave exchange program."
2. The report repeatedly states that USHE's retirement benefits are richer than the state's, but no data is provided to confirm this statement. The USHE primarily offers a defined contribution plan – employee retirement is paid to a third party administrator and directed by the employee. With the exception of one benefit at the University of Utah, the institutions have no obligation to former employees. The University of Utah offers to cover 35% of the cost of Medicare supplemental insurance for certain former employees. This benefit expires at the end of this calendar year.
3. The report is based on the assumption that behaviors and policies regarding post-retirement benefits in a public school district provide a reasonable basis for estimating early-retirement benefits in the USHE. This assumption may or may not be supported by an actual investigation of higher education's benefit plan.

UNIVERSITY OF UTAH  
Salt Lake City  
1850

WEBER STATE UNIVERSITY  
Ogden  
1889

SNOW COLLEGE  
Ephraim  
1888

COLLEGE OF EASTERN UTAH  
Price  
1937

SALT LAKE COMMUNITY COLLEGE  
Salt Lake City  
1947

UTAH STATE UNIVERSITY  
Logan  
1888

SOUTHERN UTAH UNIVERSITY  
Cedar City  
1897

DIXIE STATE COLLEGE  
St. George  
1911

UTAH VALLEY STATE COLLEGE  
Orem  
1941

UTAH COLLEGE OF APPLIED TECHNOLOGY  
Statewide  
2001



4. The report states that it should not be treated as a substitute for an actuarial study but it makes recommendations and conclusions regarding how benefits must be addressed. We believe that such recommendations and conclusions may be premature and that all assertions should be supported by appropriate examples and comparative data. We cannot know in advance of the actuarial study whether or not benefits need to be modified.
5. We do not agree that the USHE "is facing what the state faced when the legislature passed House Bill 213" (page 3). First, the USHE's early-retirement program is an important management tool that is fully funded on each campus. Eight institutions fund this on a case-by-case basis, generally by reducing budgets in existing funded positions. One institution funds it with a surcharge on payroll funded by each department and spread across funding sources. Second, this benefit is a termination benefit, not a post-retirement benefit.
6. The report infers that in a single year a \$979 million charge is dangling over the USHE. The \$979 million calculation, even if it were accurate, is the total cost of benefits spread over 35 years. It is highly unlikely that such a liability would come due in the lump sum as implied. Moreover, the calculation does not take into account that less than half of the funds would come from state appropriated sources (including tuition). To put the number in context – even when the figure is calculated on employees paid through all funds, it represents less than five percent of the annual appropriated compensation budget.

I appreciate the chance to respond to this audit. We believe we can fully comply with the recommendations as they are consistent with our current practice. USHE institutions have been preparing for months to conduct an actuarial study to comply with GASB 45. In light of the legislative interest in that issue, we will accelerate our timetable to complete this work.

If you have any questions, please feel free to contact me.

Sincerely,



Richard E. Kendell  
Commissioner of Higher Education

REK/KW/jc

# Digest of A Review of Higher Education's Post-Retirement Benefits

## Chapter I: Introduction

Utah higher education's post-retirement salary stipends and health insurance benefits, offered in addition to employee pensions, have not yet been fully acknowledged. Just as with the state's post-retirement benefits, higher education has probably amassed a large, unfunded liability that should be addressed to prevent future educational funding problems. This audit addresses a legislative request for an estimate of both accrued and future liabilities for higher education and, if needed, recommendations for an appropriate course of action to resolve concerns with higher education's benefit liabilities.

## Chapter II: Higher Education's Post-Retirement Benefits May Need Modification

**Higher Education Post-Retirement Benefit Programs Have a Potential Liability of \$979 Million.** About \$633 million of this liability is committed to current employees with prior years of service and is, for the most part, unfunded. An unfunded liability increases the risk of an inability to pay future benefit obligations. The remaining \$346 million represents the additional costs that will result if the programs are allowed to continue unchecked.

Higher education may need to modify or eliminate offered benefits and then develop a plan to fund the remaining liability without compromising educational services or requiring additional taxpayer assistance. The 2005 Legislature's passage of House Bill 213 established a clear policy position to modify the cost of post-retirement benefits and improve the fiscal integrity and soundness of its benefits package. It is important that higher education do likewise.

## Chapter III: Legislature Can Play Vital Role

**Although Large Potential Liabilities Exist, These Costs Can Be Reduced and Better Managed.** Primary control of higher education's post-retirement benefits rests within each institution. However, there may be a tendency to address short-term funding needs rather than these post-retirement potential liabilities that could be years or decades away. The Legislature can play a vital role helping institutions to promptly address the growing liability problem created by these benefits.

### **Chapter III: Recommendations**

Again, it is critical that each institution evaluate if they should reduce their liability by modifying or eliminating these benefits. Once modified, each institution must develop a viable funding plan for its remaining liability. Modification or elimination of these costly post-retirement benefits is a challenge, but can be done. The Legislature can also assist institutions by requiring actuarial studies and specifying reporting requirements for institution cost control and funding plans.

1. We recommend the Legislature require colleges, universities and applied technology centers to assess their full liability by having actuarial studies completed by the 2007 General Session on all post-retirement benefits including stipends, insurance to age 65 and insurance after age 65.
2. We recommend the Legislature require colleges, universities, and applied technology centers to standardize key actuarial assumptions such as the medical inflation rate and the discount rate and report these assumptions during the 2006 Interim.
3. We recommend the Legislature require the Board of Regents to provide for the compilation and reporting of all actuarial study results to the Legislature during the 2007 General Session.
4. We recommend the Legislature require colleges, universities, and applied technology centers to evaluate their post-retirement liabilities and, if necessary, modify or eliminate post-retirement benefits to a level that is affordable, sustainable, and more comparable with the state's costs.
5. We recommend the Legislature require colleges, universities, and applied technology centers to develop plans to fund post-retirement obligations by modifying or eliminating benefits instead of requesting additional funding from the taxpayers or students and without negatively impacting educational services. These plans should be reported to the Legislature during the 2007 General Session.
6. We recommend that the Legislature consider fiscal sanctions or other appropriate measures if the progress reported by higher education during the 2007 General Session is not satisfactory.

January 11, 2006

MEMORANDUM

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

The Commissioner recommends approval of the following items on the General Consent Calendar:

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held December 9, 2005, at the University of Utah, Salt Lake City, Utah
- B. Grant Proposals
  - 1. Utah State University – US Office of Naval Research; “Net-Centric Mobile Sensor Lab;” \$1,435,497. Robert Pack, Principal Investigator.
  - 2. Utah State University – Hewlett Foundation; “Stimulating the Development and Effective Use of Open Educational Resources;” \$1,500,000. David Wiley, Principal Investigator.
  - 3. Utah State University – University of Utah; “Atmosphere Monitoring for the Cosmic Ray Telescope Array;” \$1,144,609. Vincent Wickwar, Principal Investigator.
  - 4. Utah State University – National Aeronautics & Space Administration; “Suite of Space Weather Models for the Coupled M-I System;” \$2,413,543. Robert Schunk, Principal Investigator.
- C. Grant Awards
  - Utah State University – NASA Jet Propulsion Laboratory; “Wide-field Infra-red Survey Explorer (WISE);” \$1,800,000. Scott Schick, Principal Investigator.

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Richard E. Kendell, Commissioner

REK:jc  
Attachment

MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
UNIVERSITY OF UTAH, SALT LAKE CITY, UTAH

December 9, 2005

Regents Present

Nolan E. Karras, Chair  
Jed H. Pitcher, Vice Chair  
Jerry C. Atkin  
Daryl C. Barrett  
Bonnie Jean Beesley  
Kim R. Burningham  
Janet A. Cannon  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Gaby Bradford Kingery  
Josh M. Reid  
Sara V. Sinclair

Regents Excused

David J. Jordan  
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  
Kimberly Henrie, Budget Officer  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Mark H. Spencer, Associate Commissioner for Finance and Facilities/Executive Director, UHEAA  
Lucille T. Stoddard, Associate Commissioner for Academic Affairs  
Lynne Ward, Assistant Commissioner and Executive Director, UESP  
Gary S. Wixom, Assistant Commissioner for CTE and Special Projects

Institutional Representatives

University of Utah – President Michael K. Young  
Utah State University – President Stan L. Albrecht  
Weber State University – President F. Ann Millner  
Southern Utah University – President Steven D. Bennion  
Snow College – Vice President Rick Wheeler  
Dixie State College – President Lee G. Caldwell  
College of Eastern Utah – President Ryan L. Thomas  
Utah Valley State College – President William A. Sederburg  
Salt Lake Community College – President Cynthia A. Bioteau  
Utah College of Applied Technology – President Darrell K. White

Representatives of the Media

Anna Chang-Yen, *Provo Daily Herald*

Steve Speckman, *Deseret Morning News*

Shinika Sykes, *Salt Lake Tribune*

Following a breakfast meeting with the University of Utah Board of Trustees and meetings of the Board Committees, Chair Karras called to order the Committee of the Whole at 11:00 a.m. He welcomed everyone and extended his appreciation, on behalf of the State Board of Regents, to President Young and his staff for their accommodations and hospitality.

Reports of Board Committees

Academic, CTE and Student Success (Programs) Committee

Southern Utah University – Bachelor of Science Degree and Baccalaureate Minor in Outdoor Recreation in Parks and Tourism (Tab A). Chair Jardine explained that this was an extension program, jointly sponsored by Utah State University and Southern Utah University. SUU and USU will work collaboratively to provide an additional faculty member who will serve both institutions, and USU will provide two distance-delivered courses to SUU students. Southern Utah University will not offer a graduate program in this field; rather, it will prepare baccalaureate graduates to enter the graduate programs at the University of Utah and Utah State University. **Noting that the committee had approved the program request with no additional authorization for budget from state funds, Chair Jardine so moved its approval, seconded by Regent Beesley. The motion carried.**

Consent Calendar (Tab B). **On motion by Chair Jardine and second by Regent Pitcher, the following items were approved on the Programs Committee's Consent Calendar:**

- A. University of Utah – Community-based Art Education Emphasis in Master of Fine Arts Degree
- B. Salt Lake Community College
  - i. Fast Track Construction Environmental Technology Certificate of Completion
  - ii. Discontinued Programs
- C. Utah Valley State College – Restructure of Electrical Automation/Robotics Technology (EART) and Electronic and Computer Technology (ECT)

Concurrent Enrollment (Tab C). Chair Jardine said concurrent enrollment was an ongoing topic with the Programs Committee, which provoked a very interesting, vigorous discussion. The Chief Academic Officers (CAOs) have been studying the growing concurrent enrollment program in this state and called attention to the serious gap in funding. By statute, the Legislature is to fund concurrent enrollment at \$50 per credit hour, whereas the actual cost is \$60 per credit hour. Current funding is approximately \$34 per credit hour. Quality was also a primary concern. Legislation will likely be introduced to provide for parents paying part of the cost of concurrent enrollment, which will help make up for insufficient funding. The CAOs were asked to look into the issue of whether or not the State was reaping its investment in this program. Regent Cannon pointed out

that one component of concurrent education was the enrollment relating to high school students who use it as a precursor to college courses.

Regents' Scholar Diploma (Tab D). Chair Jardine said this report had been generated by the Commissioner's Office; he asked Commissioner Kendell to comment. The Commissioner noted that this issue had received good coverage in the newspapers since the agenda was published. In concept, the USHE would launch a Regents' Scholar Diploma that would complement the high school diploma. The Regents' Diploma would signify that students had completed a rigorous four-year curriculum according to System standards. Essentially, this would be a required curriculum of four years of English, four years of math, three years of science, and three years of history/social studies. Commissioner Kendell said he would work out the details with Superintendent Harrington and the State Board of Education. He will ensure that funding is available for a small scholarship for students who graduate with the Regents' Diploma, to be distributed in the form of promissory notes to 8<sup>th</sup>-graders as an incentive for college preparation. The program promises great benefits for both public and higher education.

Commissioner Kendell noted that this was a plan in process. The State Board of Education and State Office of Education, in collaboration with the Utah System of Higher Education, will require time to define the curriculum and set the standards. The Commissioner will present this proposal to the K-16 Alliance on December 20 and request their full support. This will not require legislative action, although funding may be required for the scholarship. Commissioner Kendell stated that for this program to be successful, it must be driven by parents, teachers, counselors, religious leaders, political leaders, etc.

Higher education officials have been very concerned about moving students through the System quickly. However, concerns have been expressed regarding quality. Are concurrent enrollment classes uniformly rigorous and quantitative? Commissioner Kendell referred to an ACT publication entitled "Crisis at the Core," from which he read a quote about the alarming rate at which students are dropping out of college at both two-year and four-year institutions.

Chair Jardine thanked Regents Burningham and Cannon, Chair and Vice Chair, respectively, of the State Board of Education, for participating in the discussion. Regent Cannon said the Commissioner's proposal showed real promise. The State Board of Education feels very positively about it and will work closely with the Commissioner's staff in preparation for the Alliance meeting.

Chair Jardine referred to the background material regarding the decline in high school students going on to college and noted that the numbers are fairly consistent among native-born students. The real decline is in the non-native-born students. A concern was voiced in committee it may already be too late to help these students by the time they reach high school. Commissioner Kendell acknowledged that there may be unintended consequences in this regard. However, quality education has nothing to do with gender and ethnicity, and everything to do with expectations. The rigorous curriculum is good for every student. Data proves that students with this kind of preparation will do better in school and in life.

President Sederburg asked how the USHE institutions could move this ahead. Commissioner Kendell said he would engage all of the institutions in shaping and implementing the program. Chair Karras encouraged everyone at the meeting to get involved with communicating this message to their families and their communities. Commissioner Kendell said this issue had been brought forward for discussion only. A formal proposal will be brought to the Board for approval at a later meeting.

Finance, Facilities and Accountability Committee

Authority to Seek Revenue Bond Financing (Tab E). Chair Atkin said the revenue bond projects under consideration were for the University of Utah's recreation center and Dixie State College's purchase of an apartment building adjacent to campus. Both items have been approved by the Regents. However, approval is again necessary in order to seek bonding authority from the Legislature. **Chair Atkin moved, seconded by Regent Grant, that the State Board of Regents formalize its earlier actions and approve a request for legislative authorization to finance the two revenue bonds. The motion carried unanimously.**

First-Tier Tuition (Tab F). Chair Atkin noted that first-tier tuition is set to fund the institutional share of the compensation package approved by the Legislature. The rate is set equal to the highest institutional rate necessary to fund compensation increases. Potential increases noted in the Commissioner's cover letter included an expected 10.41% increase in health insurance rates and a 6% increase in state retirement rates. It was also noted that the Legislature's requirement that USHE institutions use "dedicated credits" to fund compensation increases had been at a 75/25 ratio several years ago. In recent years, however, the institutional share has increased to 35%. It is hoped that the Governor's budget request will recommend capping the dedicated credits share of the compensation package at 25%. **Chair Atkin moved approval of the first-tier tuition increase for FY 2007 "at the level needed to fund higher education's compensation package." The motion was seconded by Regent Holbrook and adopted.**

University of Utah – Endowment Investment Policy (Tab G). Chair Atkin reported that legislation enacted during the 2005 Session had removed higher education endowment funds from the investment restrictions contained in the State Money Management Act and designated the Uniform Management of Institutional Funds Act (UMIFA) as the controlling legislation for endowment funds. As a result, all institutions were invited to submit their institutional endowment investment policies for Board approval after they had been approved by their respective Boards of Trustees. The University of Utah's policy was the first to be submitted. Chair Karras commended University officials and remarked that it was a very thorough policy. **Chair Atkin moved approval of the University of Utah's Endowment Investment Policy. The motion was seconded by Vice Chair Sinclair and adopted.**

University of Utah – Stadium Bond Debt Defeasance (Tab H). Chair Atkin reported that funds from the Salt Lake Organizing Committee for the 2002 Olympic Winter Games would be used to offset bonds that are being retired. An escrow deposit agreement provided for this retirement. Approximately \$14 million in variable-rate Stadium bonds will remain outstanding. **On motion by Chair Atkin and second by Vice Chair Sinclair, the resolution was adopted by the following vote:**

YEA:

Jerry C. Atkin



Daryl C. Barrett  
Bonnie Jean Beesley  
Rosanita Cespedes  
Katharine B. Garff  
David J. Grant  
Meghan Holbrook  
James S. Jardine  
Michael R. Jensen  
Nolan E. Karras  
Gaby Kingery  
Jed H. Pitcher  
Josh Reid  
Sara V. Sinclair

NAY: (None)

Consent Calendar (Tab I). On motion by Chair Atkin and second by Regent Grant, the following items were approved on the Finance Committee's Consent Calendar:

- A. UofU and USU – Capital Facilities Delegation Reports
- B. Southern Utah University – Property Sale

Chair Atkin noted that an additional item (shown as #2 on the agenda) had been pulled for presentation at a later date.

Annual Report on Student Financial Aid (Tab J). Associate Commissioner Spencer reported that more and more students are having to rely on financial aid to fund their college education. The USHE budget request includes a request for additional tax funds to support need-based financial aid in both loans and grants. Costs have increased while state tax funding has flattened. An increasing number of students qualify for assistance, and this need must be addressed. Dr. Spencer noted that Utah's rate of state support for need-based financial aid is among the lowest in the country. This will be the topic of discussion at one of the meetings of the Higher Education Appropriations Subcommittee during the 2006 Legislative Session.

Annual Report on Leased Space (Tab K). Chair Atkin reported that the cost of leased space for the USHE institutions increased during the past year from \$18 million to \$22.6 million. Approximately 90% of the total leased space is at the University of Utah Hospital and Clinics. The committee suggested that the institutions try to find ways to reduce the overall costs of facilities by looking at financing possibilities. The Commissioner's staff was asked to look at alternatives and report back to the committee.

Annual Report on Institutional Residences (Tab L). Chair Atkin said the report was straight-forward and raised no questions in committee.

Five-Year Capital Development Plans (Tab M). Chair Atkin said this report was a good first step in identifying and matching most likely funding resources with institutional needs over the next five years. The committee suggested a second plan to determine the mismatch between funding abilities and funding needs, as well as alternative ways to address that difference. Regent Grant suggested the Regents look at the institutions' needs based on timelines rather than funding availability.

Report on Use of Faculty Staff Salary Retention Funds (Tab N). Chair Atkin said the salary retention funding was a very useful tool which did a lot of good. President Young described to the committee how the University of Utah distributed its portion of salary retention funding, as well as research money which was kept in the state through the use of that money. The University also conducted a faculty survey which included a question asking employees if they had received firm offers from other employers. Over one-third of those surveyed reported they had received offers of \$35,000 to \$40,000 higher than the University's counter-offer. Chair Atkin concluded that the findings reinforced the fact that this is a very valuable funding priority.

Chair Karras thanked Chairs Jardine and Atkin for their reports and the committees for their productive discussions.

#### General Consent Calendar

**On motion by Vice Chair Pitcher and second by Regent Holbrook, the following items were approved on the Regents' General Consent Calendar (Tab O):**

- A. Minutes – Minutes of the Regular Meeting of the State Board of Regents held October 27, 2005, at Utah Valley State College in Orem, Utah
- B. Grant Proposals (on file in the Commissioner's Office)
- C. Grant Awards
  1. Utah State University – Department of Health and Human Services; "Animal Models of Human Viral Infections for Evaluation of Experimental Therapies: Influenza and Orthopox Viruses;" \$2,116,236. Robert Sidwell, Principal Investigator; Dale Barnard, John Morrey, Donald Smee, Co-Principal Investigators.
  2. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$1,250,000. Scott Schick, Principal Investigator.
  3. Utah State University – NASA Jet Propulsion Laboratory; "Wide-field Infra-red Survey Explorer (WISE);" \$1,100,147. Scott Schick, Principal Investigator.

4. U.S. Department of Defense/Missile Defense Agency; "Squadron Ground Station (SGS) Software Modification and System Acquisition, and SUS Sustainment;" \$2,384,756. Niel Holt, Principal Investigator.

#### Governor Huntsman's Budget Recommendation

The Commissioner announced that the Governor's budget recommendation was due to be released at noon. It looks to be a good year with increased money in the state coffers. He asked Kim Hood from the Governor's Office of Budget and Planning to comment briefly on the Governor's budget request for higher education. Ms. Hood thanked higher education officials for submitting their budgets on time and for their cooperation with the Governor's Office in preparing the state budget. The total budget request for FY 2007 represents a \$500 million increase over FY 2006. The total state budget for FY 2007 is \$9.6 billion, which includes \$4.7 billion from the general fund, state tax and Uniform School Fund revenues. The Governor tried to respond closely to the Regents' budget priorities and to the USTAR funding request. In recommending a compensation package, the Governor used a 75/25 ratio in tax funds-to-student tuition and proposed \$10 million for faculty and staff retention. He also recommended full funding for operation and maintenance of state-owned higher education facilities.

Ms. Hood offered to respond to questions. Chair Karras asked about capital improvement (AR&I) funding. Ms. Hood said the Governor would recommend the statutory level of 1.1% of the value of state buildings for capital improvements. Chair Karras asked Ms. Hood to thank the Governor for his support. The Regents appreciate his commitment and were genuinely pleased and warmed by the fact that he perceives the need. Chair Karras also thanked Ms. Hood for her work with higher education.

#### Resolution for Future Planning – CEU/SEATC

Chair Kendell referred to the new agenda item in the Regents' packets and asked Commissioner Kendell to lead the discussion. The Commissioner remarked that there was remarkable stability at the ten USHE institutions in this state. The College of Eastern Utah, however, faces complicated challenges. Enrollments in Carbon and Emery County high schools have declined. Many high school students in those counties take concurrent enrollment courses. Southeast Applied Technology College was carved out of CEU and also does a great job of serving the needs of the community. To some extent, the two colleges in that community (CEU and SEATC) compete for funding. CEU is a comprehensive college, which includes ATE as a part of its role. Commissioner Kendell proposed a study to explore various options for advancing the collaboration of the two institutions, which would include the advantages and disadvantages of each option. The desired goal is to provide services to students in southeastern Utah in an efficient, efficient manner.

President Thomas said Commissioner Kendell and Chair Karras had visited Price recently to meet with local business leaders as well as officials at both CEU and SEATC. He reported that both institutions were fiscally sound, but there are interesting challenges. Southeastern Utah is the only section of the state with a

decline in population, according to the most recent census. A great deal of collaboration already exists between CEU and SEATC, and finding additional ways to collaborate is very appropriate. A key task will be determining what administrative structure best supports providing meaningful education to the citizens of southeast Utah. Both institutions desire to serve well the local populations.

Chair Karras said the purpose of his and Dr. Kendell's visit had been to listen. At the end of the day they concluded that there more work still needs to be done on coordinating delivery of higher education in the area. President White thanked Chair Karras and Commissioner Kendell for being open in determining how best to provide higher education services to that part of the state. Many options will need to be examined. He recommended that the focus be first on the people of that region and their educational needs, and then on the structure and organization.

Regent Grant asked if USU would be included in these discussions, since they also provide services in that area of the state. Commissioner Kendell said all higher education options would be considered. When an area is experiencing economic difficulties to this extent, the Regents need to help. The Legislature will also need to be involved. He promised to be fair and open-minded in exploring all available options.

Miles Nelson, SEATC Campus President, said many discussions have already taken place, especially during the past four years, between CEU and SEATC regarding delivery of programs. Everyone involved is committed to providing the best service to students. He thanked the Regents for this discussion and suggested that a year might be a more appropriate time to ensure that all options receive thorough consideration. Commissioner Kendell said he would request more time from the Regents if significant obstacles are encountered. Chair Karras thanked President Nelson and his board chair for their willingness to put this issue before the Regents for discussion. The community really wants this to work well. The process will not be rushed unnecessarily. However, if things come together quickly, the Regents will support the best conclusion.

**Regent Reid moved that the Board authorize a study, under the direction of the Commissioner of Higher Education, to explore options for advancing the collaboration between the College of Eastern Utah and the Southeast Applied Technology College, including the advantages and disadvantages of several different options. Such options would include but not be restricted to the merger of SEATC as a fully integrated administrative unit of the College of Eastern Utah. A report and specific recommendations should be made to the State Board of Regents no later than June 30, 2006, with the provision that an extension will be granted, if necessary. The motion was seconded by Regent Atkin and adopted.**

#### Report of the Commissioner

Notable Achievements. Commissioner Kendell referred to the Report of Notable Achievements of the USHE Institutions and commented that five Governor's Medals for Science and Technology had been presented to faculty or former faculty from the University of Utah. He asked President Young to extend his congratulations to the award recipients. Commissioner Kendell congratulated President Albrecht on the 20<sup>th</sup> anniversary of Utah State University's Innovation Campus. He also congratulated President Sederburg for

receiving a \$18 million six-year federal grant, which President Sederburg said would be used as a vehicle for retention of under-served populations. The Commissioner urged the Regents to take note of the outstanding accomplishments going on at all of the institutions and referred them to his report.

UESP. At a recent UHEAA Board meeting, Executive Director Lynne Ward showed an advertisement for UESP which will be sent to television stations through the state. The ad was made in an effort to increase participation of Utahns in the Utah Educational Savings Plan. Although the 529 plan was set up for Utah residents, most participants are from out of state. UESP will be hiring a new advertising agency next fall to conduct focus groups, targeting families with a total family income of \$50,000 or less. Ms. Ward's staff distributed corn dogs to everyone to reinforce the message that saving for college is as affordable as buying a corn dog. This is a catchy theme running through UESP advertisements.

#### Presidential Inaugurations.

Utah State University. Commissioner Kendell announced that USU had scheduled a brief inauguration ceremony for President Stan Albrecht, included in the Winter Commencement exercises on December 17. Chair Karras asked Regents to let Dr. Sydney Peterson know if they planned to attend. He commended President Albrecht for his handling of several issues as a new president, including the tragic loss of students and faculty in a van accident. The memorial tribute for the accident victims was remarkable.

Salt Lake Community College. President Cynthia Bioteau will be formally installed as SLCC President on Monday, April 10. Details will be provided closer to that date.

#### Report of the Chair

Economic Development. The Regents' Economic Development Committee will be meeting with the institutions to assist them in being an economic resource to their respective communities. This ties in with the USTAR Initiative but also needs to involve the local communities.

K-16 Alliance. The K-16 Alliance is very positive. It is a statewide effort which should involve everyone in education. One Alliance project, the Regents' Scholar Diploma, has the potential to effect significant changes in public and higher education. He expressed his appreciation for the Governor's support of the Alliance.

Regent Holbrook congratulated Snow College officials on their win at the recent Zions Bank Top of the Bowl Game.

**Vice Chair Pitcher moved that the Board convene in executive session immediately following the regular meeting to review presidential evaluations. Regent Atkin seconded the motion. A roll call vote was taken, as required by statute. The motion carried unanimously.**

#### Adjournment

The meeting was adjourned at 12:30 p.m.

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Joyce Cottrell CPS  
Executive Secretary

Date Approved:

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# A State of Mind

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The Utah System of Higher Education:

*“An **INVESTMENT** in the future of our students, families, communities and state”*



# The Investment

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## The Benefits of Higher Education:

- Graduates are better prepared to enter the workforce
  - Economist Anthony Carnevale: “The U.S. economy will demand 12-14 million more skilled workers by 2020 than we produce today.”





# The Investment

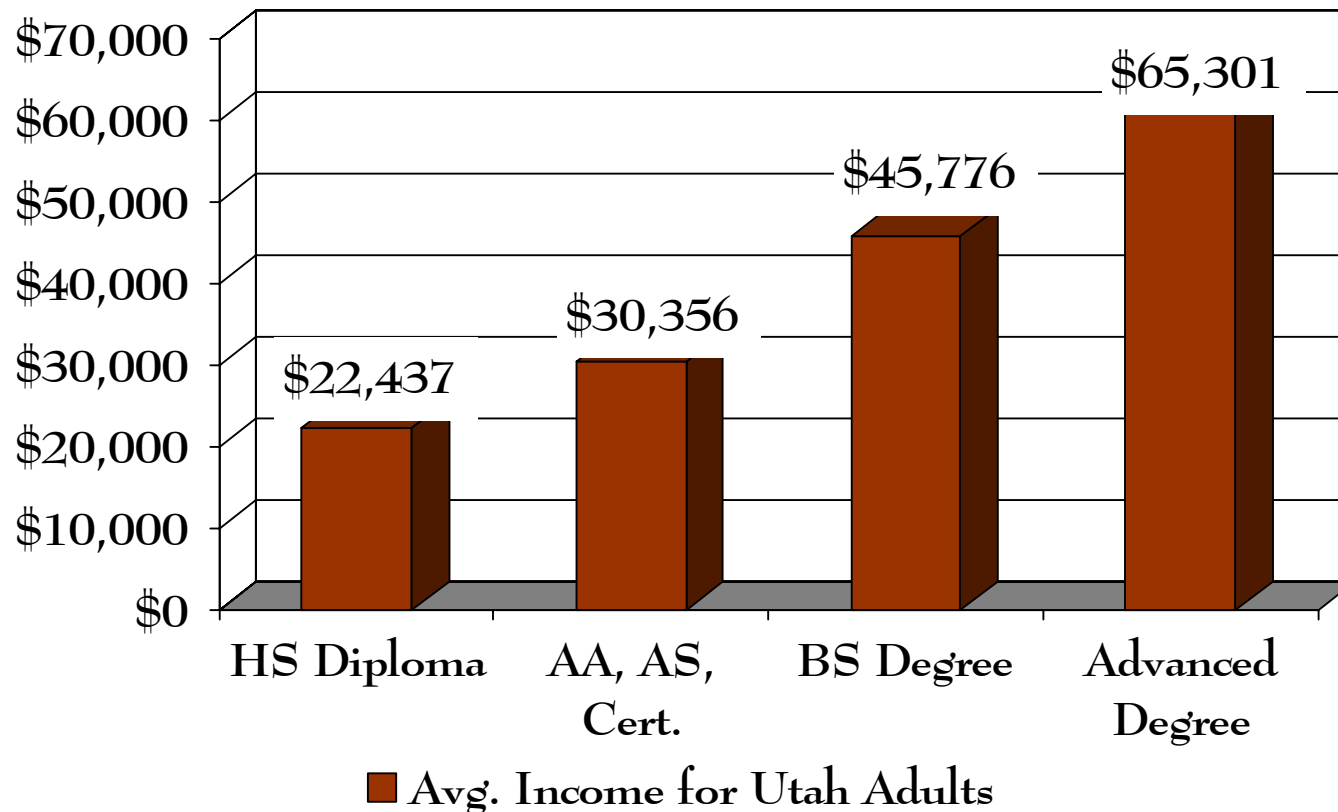
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## The Benefits of Higher Education

- Graduates are less likely to be unemployed and to rely on public assistance.
  - On average, a Utahn with a bachelor's degree **earns TWICE** as much per year as someone with a high school diploma.
  - A Utahn with some college (including certificate and Associate's degrees) earns 26 percent more than someone with a high school diploma.

# Education and Training Pay

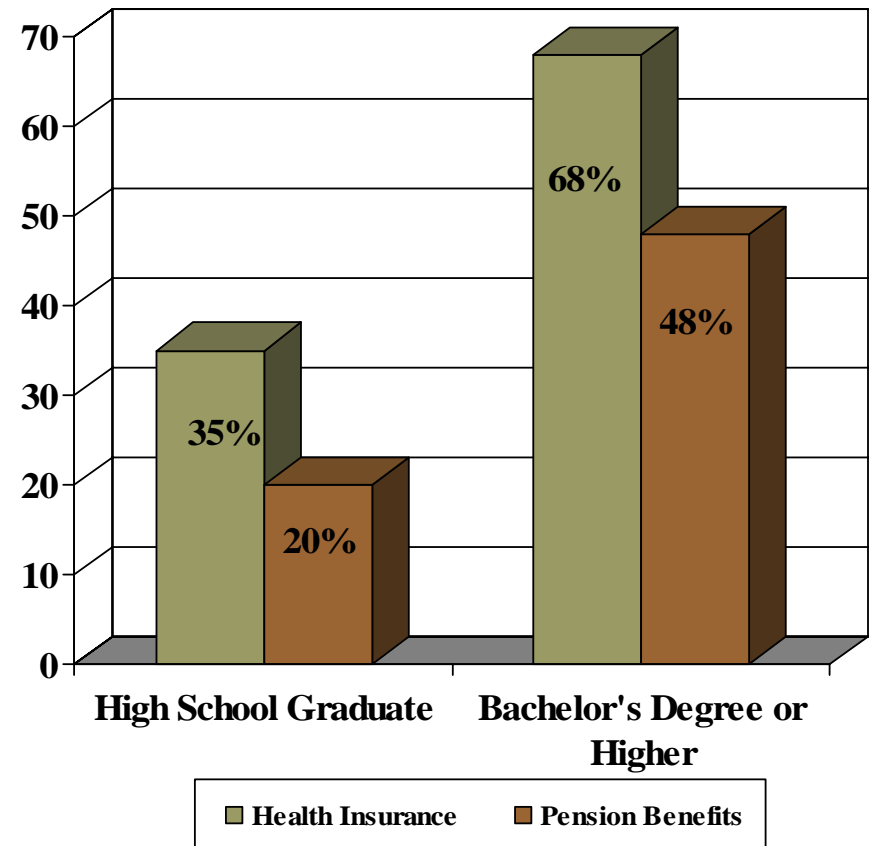
## Median Income by Education Level



Institute for Higher Education Policy (2005): *The Investment Payoff*, Appendix 1

# The Investment

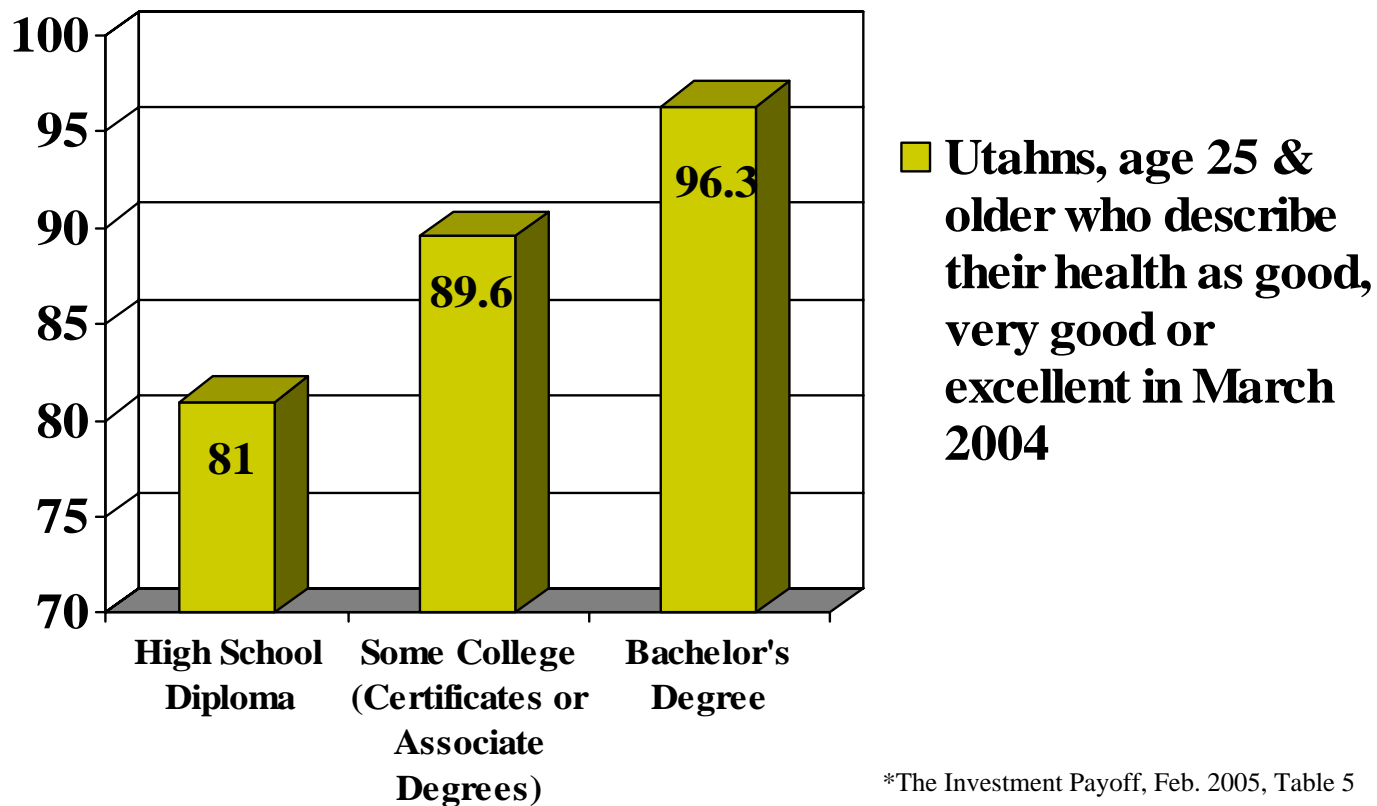
- Graduates are more likely to have employee benefits (health insurance, retirement programs, leave time, etc.)



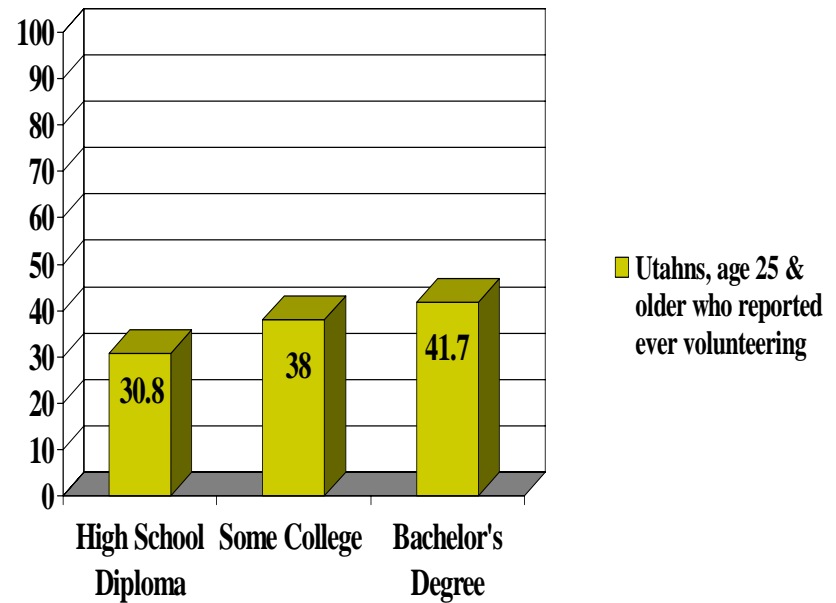
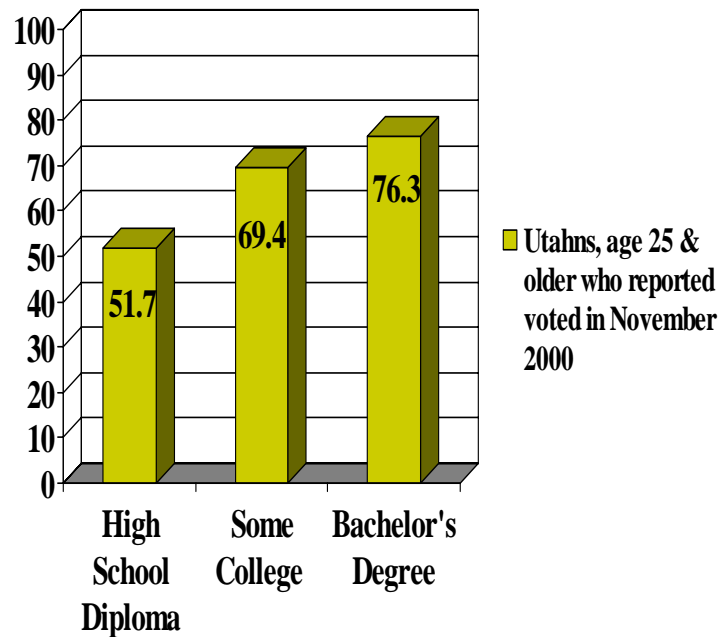
\*National date: College Board, *Education Pays 2005*

# The Investment

- Graduates are more likely to be in good health and live a healthy lifestyle



# The Investment



\*The Investment Payoff, February 2005, Tables 6,7

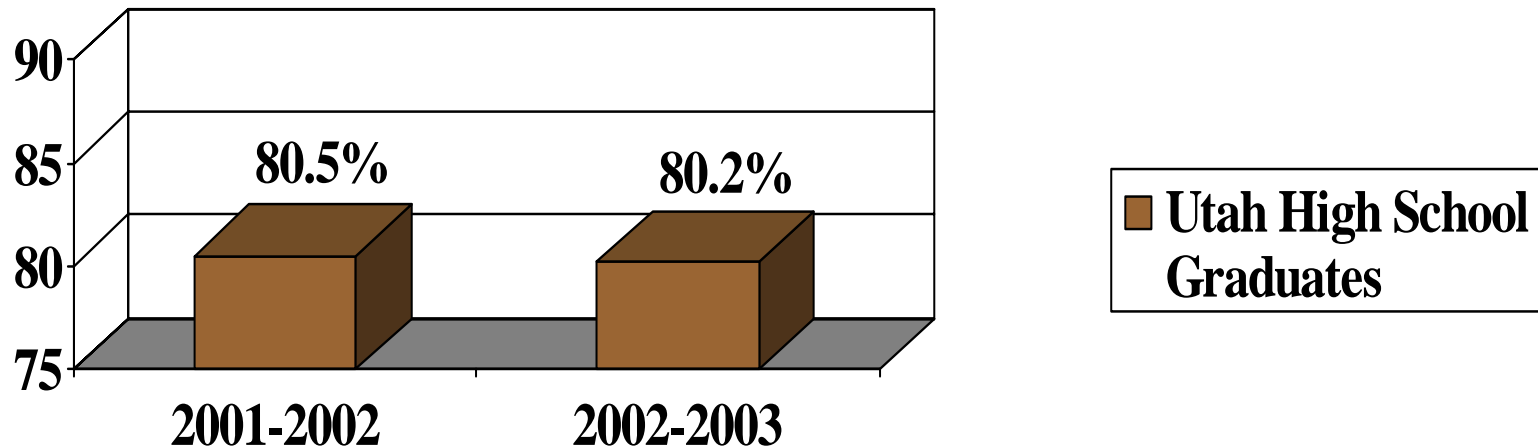
- Graduates are more likely to vote and to volunteer in their communities

# The Challenges

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Current challenges in our system:

- Only 80 percent of Utahns even graduate from high school (\*National Center for Education Statistics, 2004)





# The Challenges

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- The number of Utahns enrolling in college by age 19 is down 10 percent in the past decade (*Measuring Up*, 2004).

See next slide...

# The Challenge – College Aged Participation

| PARTICIPATION   | UTAH         |              | Top States<br>2004 |
|---|--------------|--------------|--------------------|
|   | A Decade Ago | 2004         |                    |
| <b>Young Adults (60%)</b>   |              |              |                    |
| Chance for college by age 19  | <b>42%</b>   | <b>42%**</b> | <b>52%</b>         |
| 18- to 24-year-olds enrolled in college                                       | <b>41%</b>   | <b>35%</b>   | <b>40%</b>         |
| <b>Working-Age Adults (40%)</b>   |              |              |                    |
| 25- to 49-year-olds enrolled part-time in any type of postsecondary education | <b>3.9%</b>  | <b>3.7%</b>  | <b>5.4%</b>        |

*\*Measuring Up, 2004, \*\*Updated from original Measuring Up Report Card*





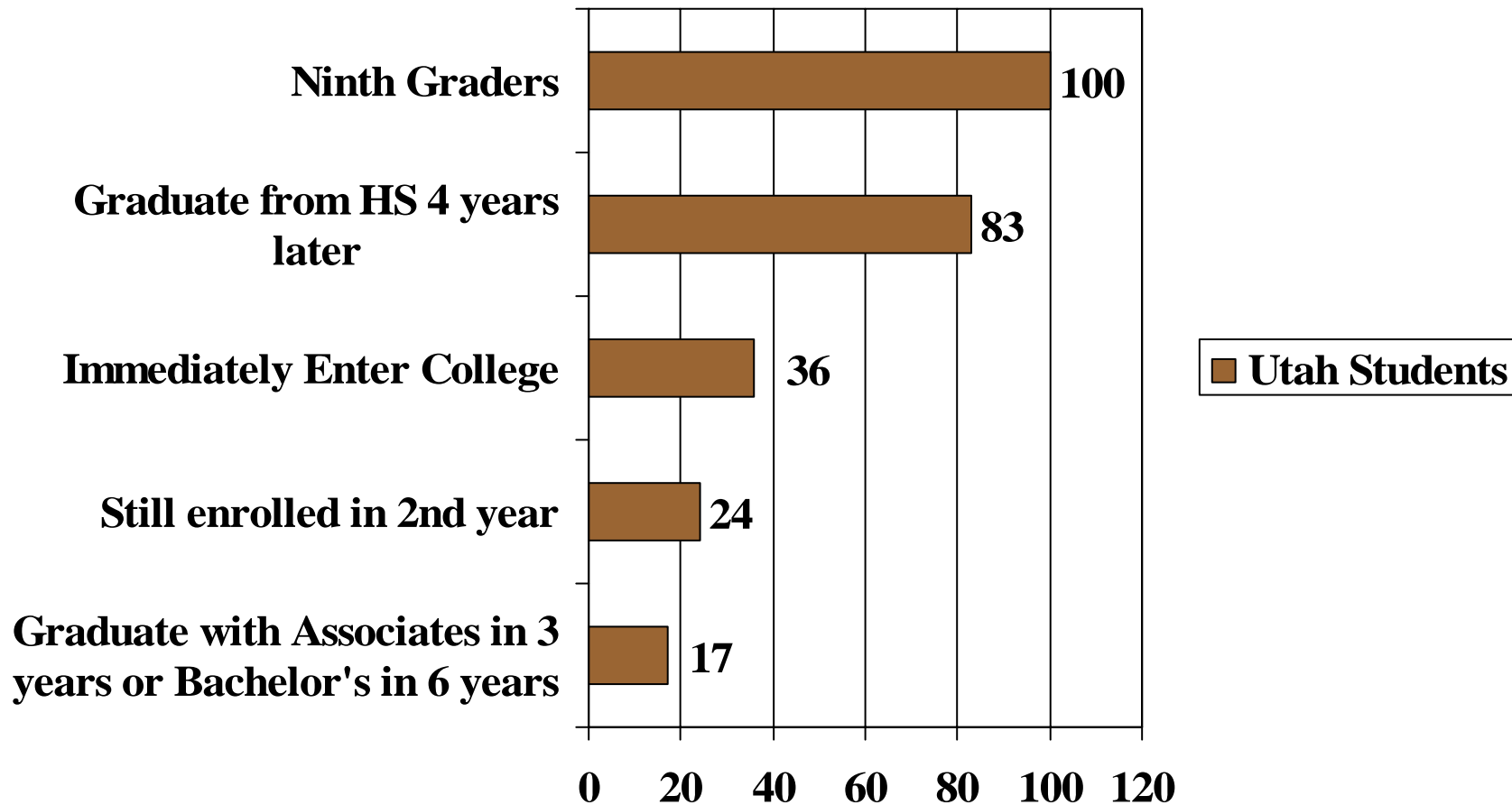
# The Challenges

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- Only HALF of Utah college students finish a four-year degree in six years.

See next slide...

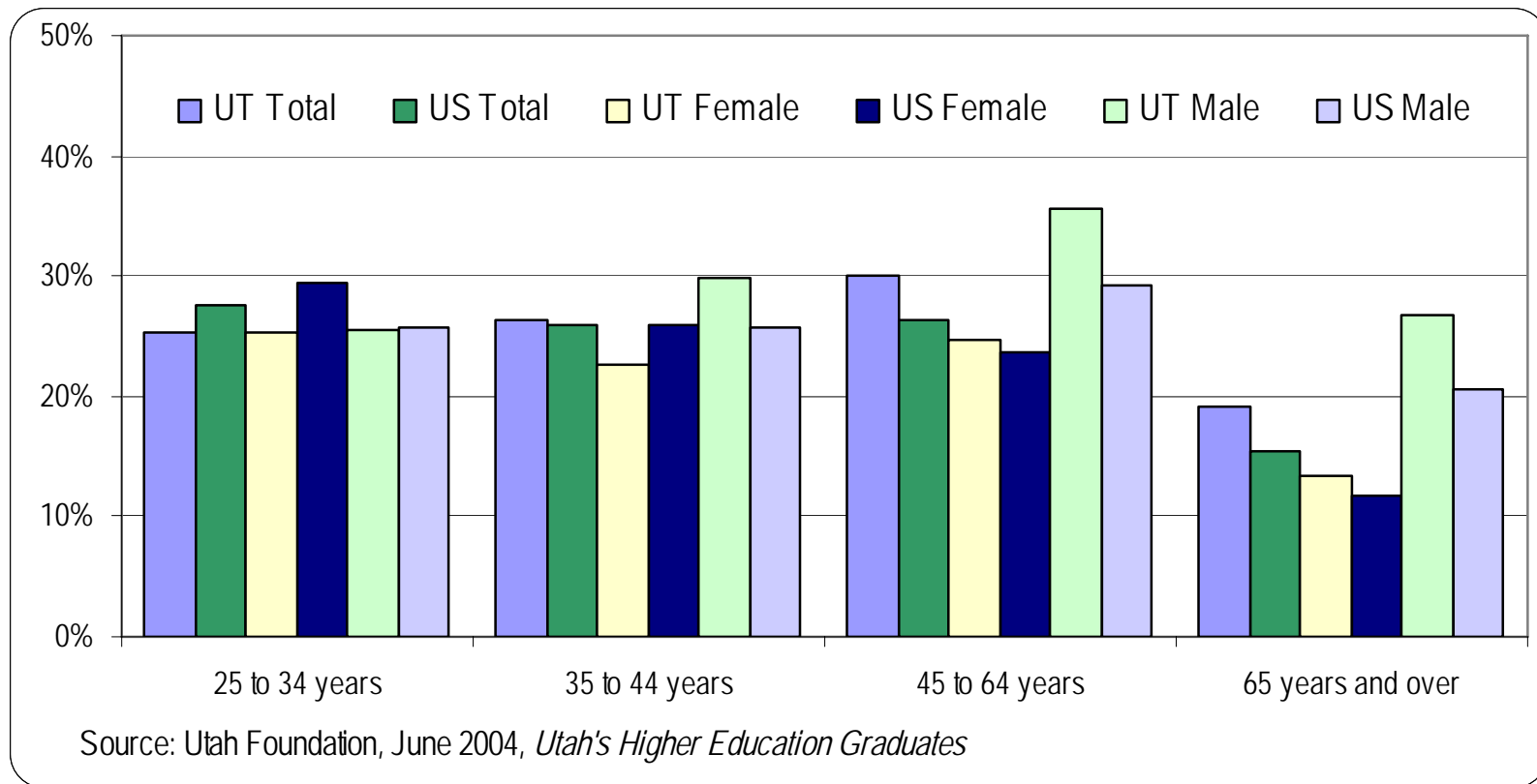
# The Challenges



## Utah Losing Ground

Utah Ranks 12<sup>th</sup> in the nation in the 45-64 age group,  
but only 31<sup>st</sup> in the nation for the 25-34 age group.

Bachelor's Degree Achievement by Age, 2002



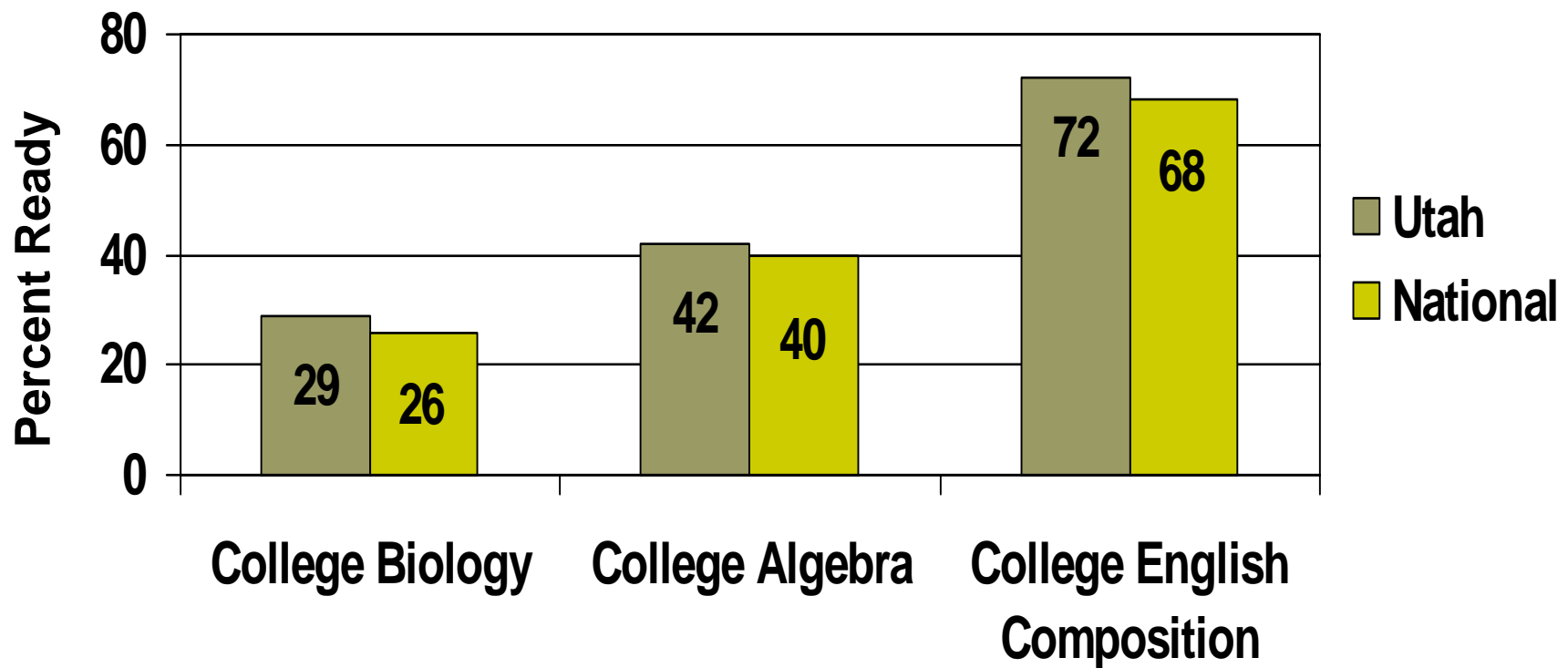


# The Challenges – College Readiness

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- The next chart demonstrates the percentage of Utah high school students who took the ACT in 2003-2004 and tested ready for their first credit-bearing college-level course in three areas.
- In 2004, only 24 percent of these students tested ready for college-level coursework in **all three areas** (biology, algebra and English comp).

# The Challenges – College Readiness



*\*ACT, Crisis at the Core 2004*



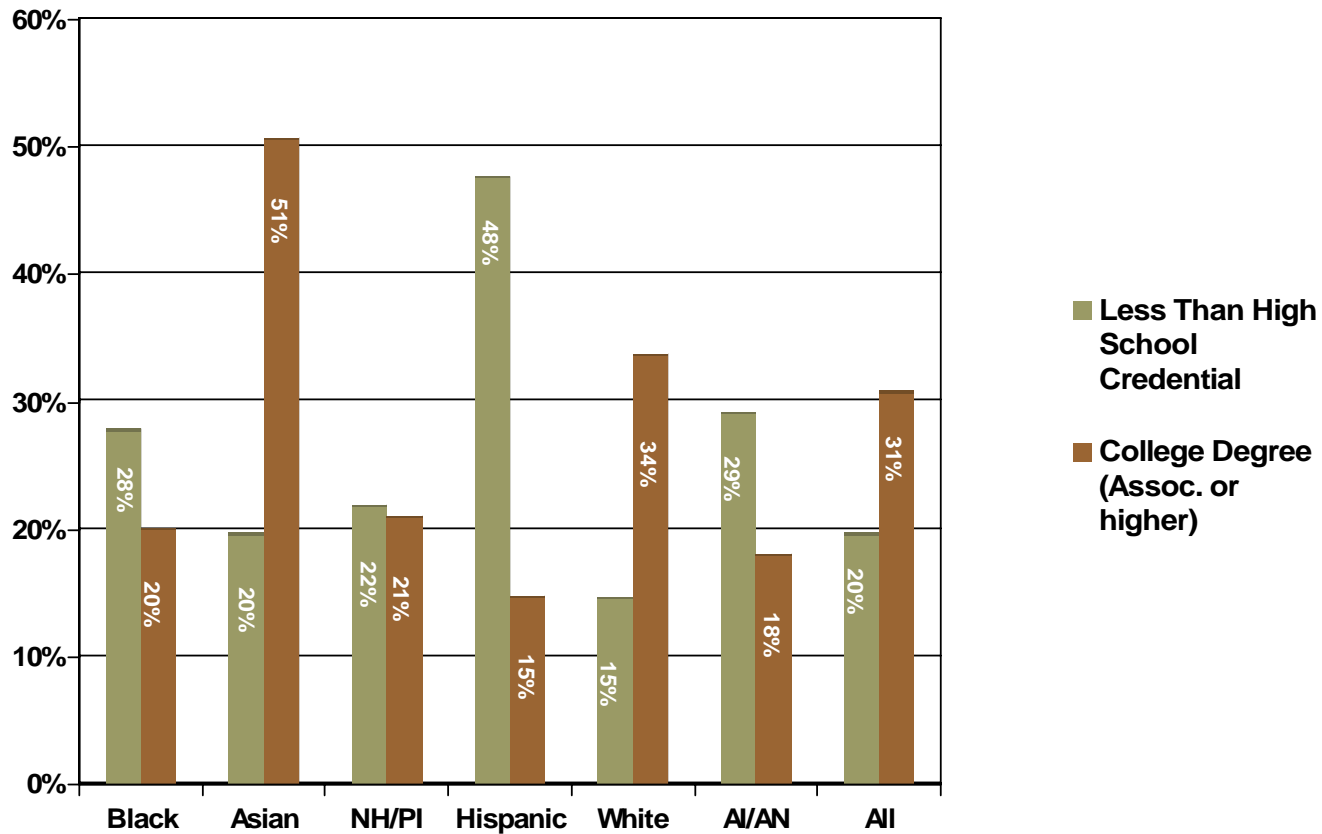
# The Challenges

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- In Utah, white adults (age 18-24) are more than three times as likely to attend college as young adults who are from minority groups

See next slide...

# Highest Level of Educational Attainment, Age 25+, by Race/Ethnicity





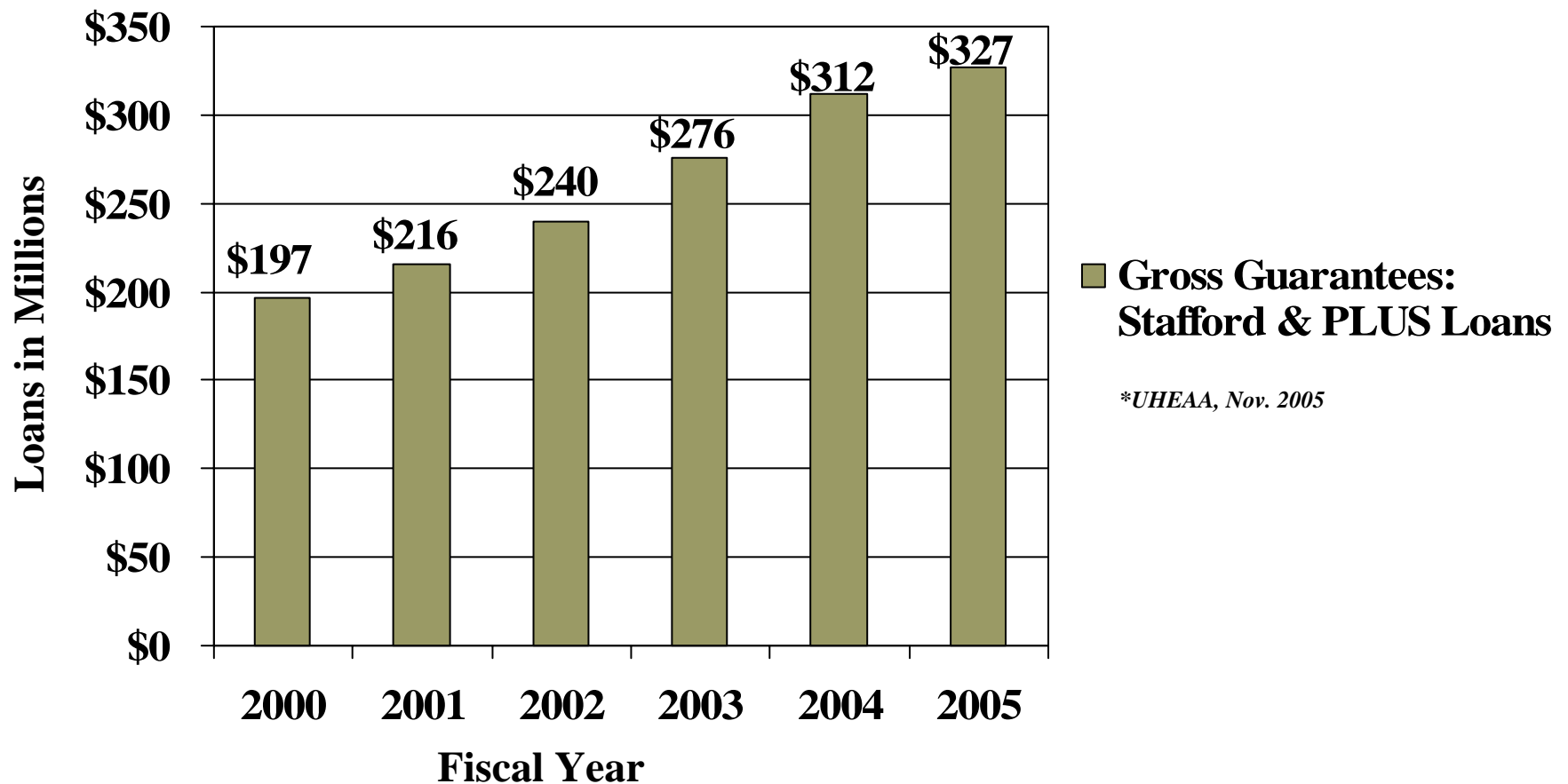
# The Challenges

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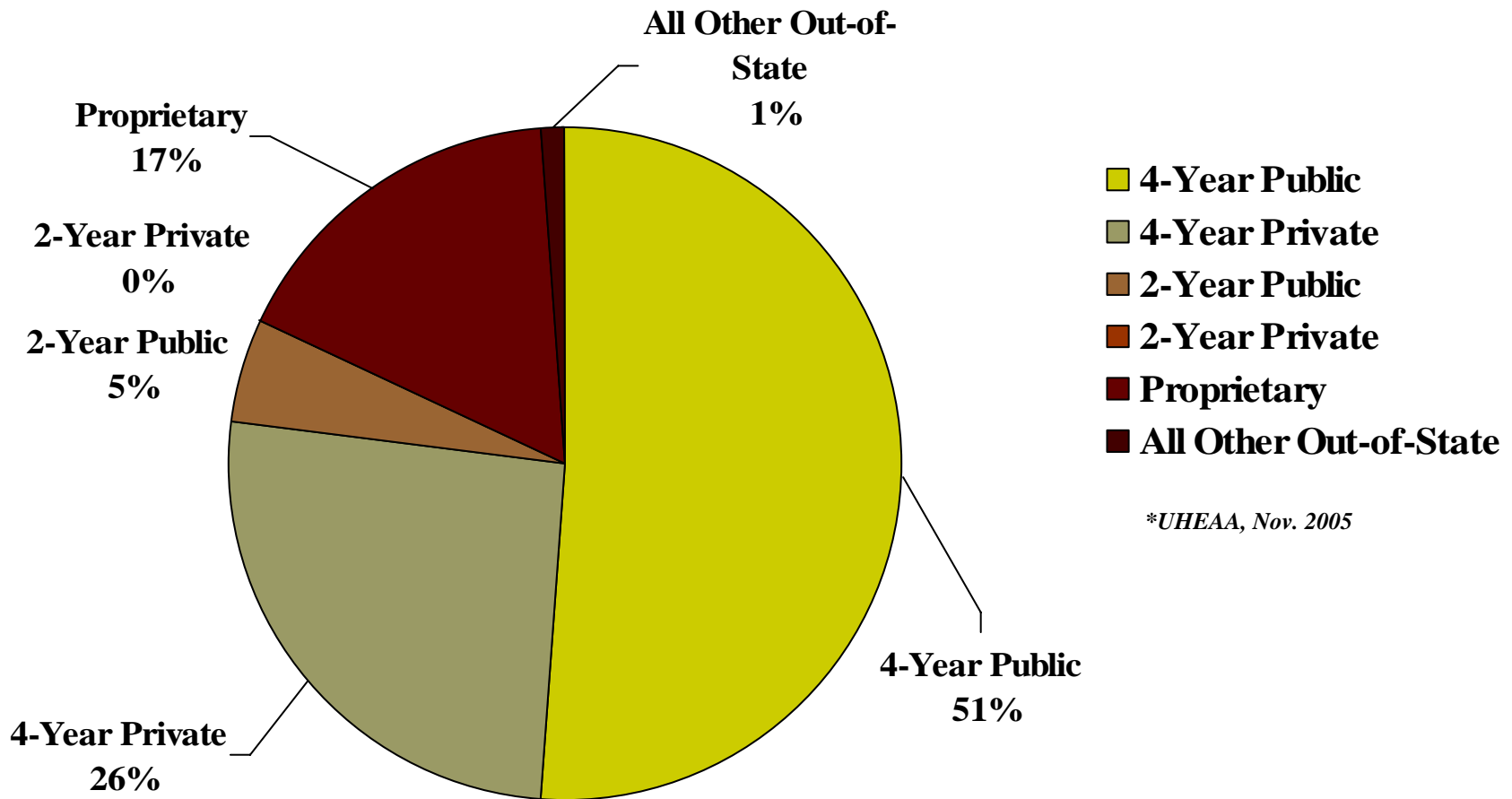
- State funding for student financial aid has not increased in several years, despite tuition cost increases over the past five years.
  - Since 2001, the number of student borrowers has increased 55 percent and the average debt burden for four years of higher education has increased 14 percent to \$14,049. (\*UHEAA, Nov. 2005)



# The Challenges – UHEAA New Loan Volume



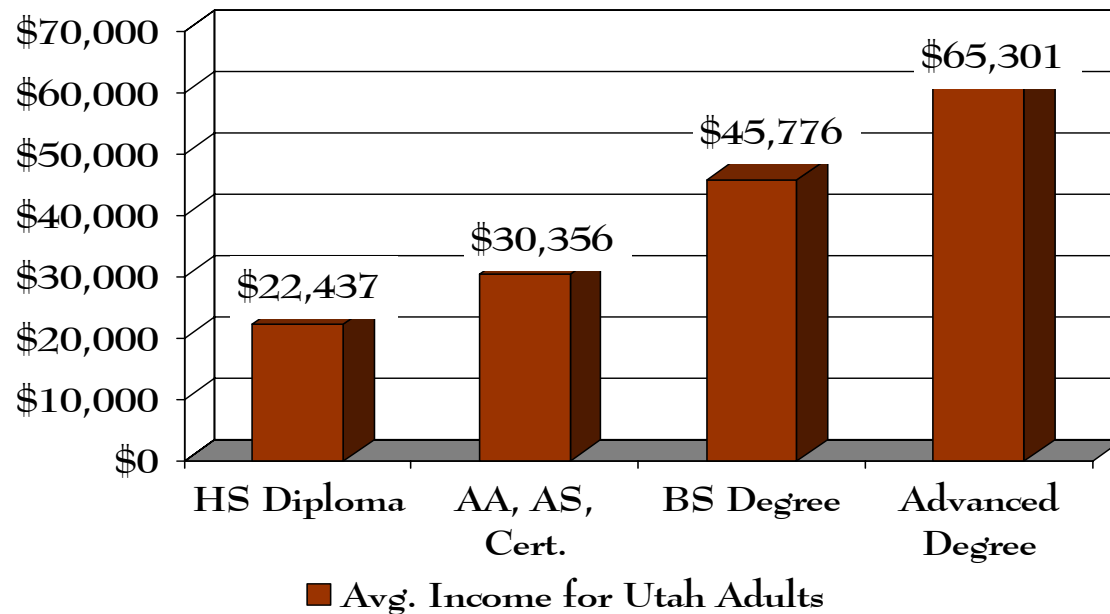
# The Challenges – UHEAA New Loan Volume



# The Payoff

Higher education delivers a return on investment

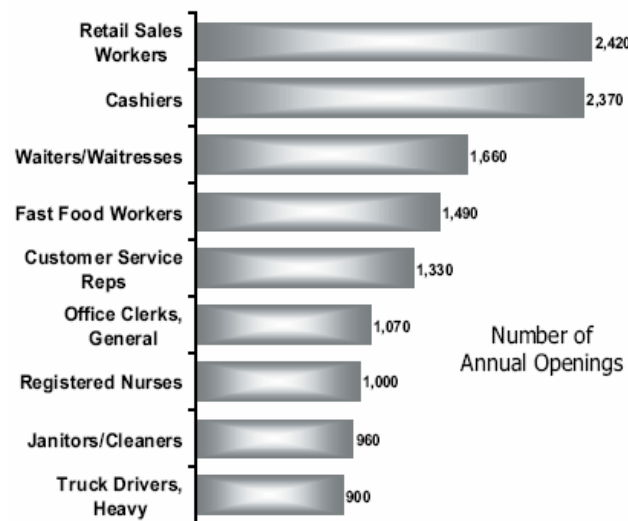
- USHE skill certificates and degrees bring financial benefits



# The Payoff

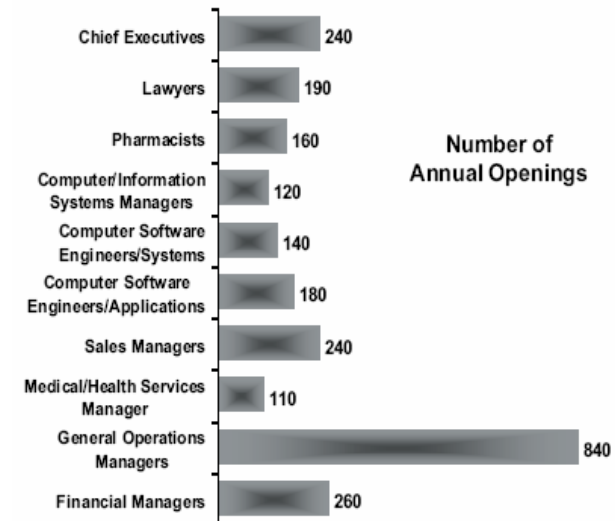
- USHE programs develop Utah's workforce – Most high-demand, high-paying jobs require higher education

**Occupations with Most Utah Openings 2002-2012**



Source: Utah Department of Workforce Services.

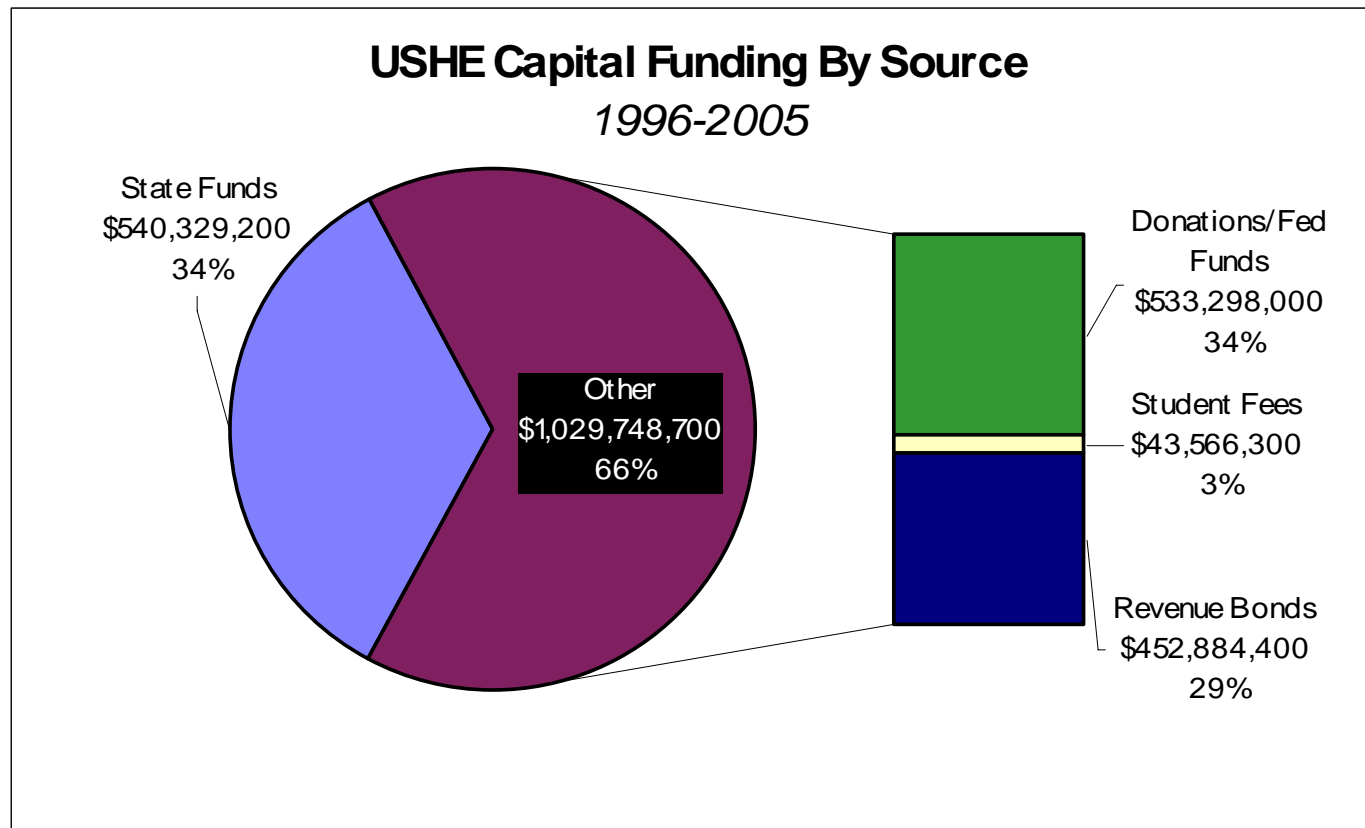
**Highest Paying Utah Occupations with 100 or More Annual Openings 2002-2012**



Source: Utah Department of Workforce Services.

# The Payoff

- USHE schools leverage capital spending





# The Payoff

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- USHE research and development fuels economic development

See next slide...

# State-Wide Impact of Research Spending and Technology Transfer

FY 2003

| <i>For Families</i>       | <i>For Business</i>                    | <i>For Taxpayers</i>                |
|---------------------------|--|-------------------------------------|
| 29,561 Jobs               | \$1.1 Billion in Business Activity     | \$62.2 million in State Tax Revenue |
| \$770.3 million in income | 39 Jobs for every \$1 million invested | \$11 million in Local Tax Revenue   |

**Source:** Crispin-Little, Jan (2005). Utah's Research Universities: Generating Jobs, Wages and Tax Revenue for the State of Utah. Utah Economic And Business Review 65(1&2). University of Utah: Bureau of Economic and Business Research.



# Action Plan

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- ❑ Establish collaborative partnerships between secondary and postsecondary education
- ❑ Establish high expectations – take rigorous courses, graduate from high school and go to college
- ❑ Encourage a rigorous curriculum – increase core requirements (4 yrs English, 4 yrs math, 3 yrs science and social studies)
- ❑ Provide student guidance
- ❑ Encourage parents to save for their child's college education



# Call to Action – Save for College

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- The Utah Educational Savings Plan (UESP) is Utah's 529 College Savings Plan
  - Administered by the Utah State Board of Regents and the Utah Higher Education Assistance Authority
- UESP allows investors to set aside money for their students' college education
  - Students who have money available for higher education are more likely to attend college and to finish sooner.
  - With a college savings plan, a student's debt is lower. The average Utah student debt after receiving a four-year degree is \$14,049. (\*Source: UHEAA 2005)

*Call 1-800-418-2551 or visit [www.uesp.org](http://www.uesp.org)*

